

final minutes

Opioid Advisory Commission (OAC) Meeting

10:00 a.m. • February 8, 2204

Committee Room 1100 • 1st Floor Binsfeld Office Building

201 Townsend Street, Lansing, MI 48933

Members Present:

Sheriff Daniel Abbott

Brad Casemore

Judge Linda Davis

Katharine Hude

Mario Nanos

Dr. Cara Poland

Kyle Rambo

Dr. Sarah Stoddard

Hon. Jamie Stuck

Members Excused:

Mona Makki

Scott Masi

Patrick Patterson

Ms. Tara King serving as Program Coordinator to the Commission was in attendance.

Ms. Jennifer Dettloff serving as ex-officio to the Commission was in attendance.

I. Call to Order

The Chair called the meeting to order at 10:03 a.m.

II. Roll Call

The Chair asked the clerk to take roll. The clerk reported a quorum was present. The Chair asked for absent members to be excused.

III. Recognition of New Appointments

The Chair welcomed the most recent appointment to the Opioid Advisory Commission, the Honorable Jamie Stuck, Tribal Council Chairman of the Nottawaseppi Huron Band of the Potawatomi and current President of the United Tribes of Michigan.

Hon. Stuck expressed appreciation in serving on the Commission.

IV. Approval of the January 11, 2024, Meeting Minutes

The Chair directed attention to the proposed minutes of the January 11, 2024, meeting and asked if there were any changes. **Judge Davis moved, supported by Hon. Stuck to approve the minutes of the January 11, 2024, meeting minutes. There was no further discussion and the Chair asked for a roll call vote. The motion prevailed and the minutes were approved.**

V. Public Comment

The Chair asked if there were any comments from the public.

State Representative Carrie Rheingans representing the 47th House district noted the legislature has started the budget process for FY2025 with a June deadline and encouraged Commission members and others involved with the Commission to reach out to their own elected officials to advocate on behalf of the Commission for appropriations.

Banashee “Joe” Cadreau, a member of the Racial Equity Workgroup (REWG) an advisory group to the Michigan Opioid Taskforce, expressed the importance of work undertaken by the REWG sharing frustrations and concerns regarding the lack of communication and/or consideration of the REWG’s work from the State of Michigan noting the importance of community inclusion, community-specific considerations, and Tribal-specific needs in decision making and allocation of resources.

Cornelius Williams, a member of the Racial Equity Workgroup (REWG) an advisory group to the Michigan Opioid Taskforce, expressed appreciation to the Commission for reviewing and discussing the REWG’s draft recommendations.

VI. Community Engagement and Planning Collaborative (CEPC) Updates

The Chair directed attention to Ms. King to open discussion around CEPC updates.

Ms. King directed attention to Ms. Amy Dolinky for an update of the Health Equity Subcommittee.

Ms. Dolinky’s reported the subcommittee continues to develop a workplan and continuing its research on what data and resources are available.

Ms. King directed attention to Mr. Tom Adams for an update of the Community Engagement & Planning Committee.

Mr. Adams reported the CEPC are looking at opportunities and other entities on process moving forward being conscious of the legislative timeline.

Judge Davis asked Mr. Adams if a list of entities the CEPC engages with will be provided to the Commission. Mr. Adams confirmed a list will be shared with the Commission.

Hon. Jamie Stuck expressed appreciation for inclusivity and noted the United Tribes of Michigan will hold a forum surrounding the opioid settlement funds on February 14, 2024, at the DoubleTree in Lansing Michigan from 9:30 a.m. -11:00 a.m.

Mr. Brad Casemore expressed appreciation and support of the work done by the Racial Equity Workgroup (REWG) encouraging the Commission to consider its draft recommendations.

Dr. Cara Poland noted efforts have been made in attempt to meet and collaborate on items with MDHHS and the Michigan Opioid Taskforce to no avail.

VII. Key Activities of the Opioid Advisory Commission (OAC)

The Chair directed attention to Ms. King to open discussion around key items and activities.

Ms. King provided materials for Commission discussion.

- General Updates
- 2024 Annual Report—Final Review
 - *Full Review*
 - *Distribution Plan*
 - *“Action Guide” Development*
- “Community Voices”—Updates

Hon. Stuck provided comment regarding his prior involvement on the COVID-19 Racial Disparities Task Force and efforts taken to provide quarterly reports to the United Tribes of Michigan (UTM) and Tribal Leadership on the work of the Task Force.

Hon. Stuck provided comment that he is unaware of any current/prior reports made to UTM or Tribal Leadership regarding the work of the Opioids Task Force, with further comment around the lack of Tribal representation on the Opioids Task Force. Further comment was made around upcoming Opioid Settlement Forum to be held by the United Tribes of Michigan, with representation from the Opioid Advisory Commission, State and Local offices, and Tribal partners.

Commissioner Casemore clarified his position as both an Opioid Advisory Commission member and member of the Michigan Opioids Task Force, with comment emphasizing the expertise that exists in multiple spaces and the potential for synergizing work among various entities. Commissioner Casemore commended members of the Opioids Task Force Racial Equity Workgroup (REWG) for their work and overall contributions, with encouragement for OAC members to be aware and fully considerate of the REWG [draft] recommendations.

Dr. Poland provided comment that the OAC remains committed the principles of collaboration, including working across sectors and branches of government.

Ms. King facilitated a group review of the OAC’s [draft] 2024 Annual Report, including language recommendations from the Community Engagement and Planning Collaborative (CEPC), report development timeline, and proposed release schedule.

Commissioner Casemore provided comment around the importance of specific recommendations and prioritization of recommendations.

Dr. Poland provided comment on the function of the proposed “Action Guide” as a mechanism to support specific recommendations.

Hon. Davis provided comment on the need to include data related to non-fatal overdose, within the report.

Ms. King provided comment related to the Michigan Suicide Prevention Commission and integration of suicide-related data from the Suicide Prevention Commission 2023 Annual Report within the OAC’s annual report.

Ms. King provided clarification on national statistics related to [provisional] predicted versus reported overdose deaths in Michigan, as content represented within the OAC's 2024 annual report.

Dr. Poland provided comment around the necessity of the Johns Hopkins Bloomberg School of Public Health "Principles" as a guidance for the work and recommendations of the OAC.

Hon. Davis provided comment around the positive impact of Michigan's Naloxone distribution efforts, with further comment around the need for a comprehensive plan to address state overdose response measures.

Commissioner Casemore provided comment for further consideration of [prior] public testimony regarding the pain management community and associated impacts of state regulation.

Dr. Stoddard, Dr. Poland, and Tara King provided further comment around developing additional language within the OAC 2024 annual report that can frame suicide and overdose data while providing further information on co-occurring disorders.

Hon. Stuck provided comment around the need for context regarding state data collection and reporting of demographic information, as related to Tribal citizens and/or Indigenous persons, with further comment around limitations in collection methods as well as how data from Tribal citizens and/or Indigenous persons is both captured and represented.

Dr. Poland and Hon. Stuck concurred on the general underrepresentation of Tribal citizens and/or Indigenous persons in data regarding incidence/prevalence.

Ms. King provided comment on concepts of data equity and data sovereignty, with encouragement for further consideration by OAC members.

Dr. Poland provides a deadline for member feedback regarding the 2024 annual report.

Ms. King solicited member input regarding specific funding recommendations for proposed OAC recommendations.

Commissioner Hude provided comment regarding language considerations for the proposed funding recommendations within the OAC's 2024 annual report.

Commissioner Hude provided comment regarding appropriation considerations and possible processes specific to the "Community Investment" proposal, within the OAC's 2024 annual report.

Commissioner Casemore provided comment regarding statutory considerations/proposed changes for future consideration of the OAC.

Ms. King provided an overview of the OAC's [draft] "Action Guide" and proposed appendices for the annual report and/or "Action Guide".

Commissioner Hude provided comment in support of more direct recommendations by the OAC, with recommendation for development of an infographic and/or visual aide to capture proposed funding recommendations.

Ms. King solicited input from OAC members regarding content, layout, and/or language of the

proposed [draft] “Action Guide”.

Hon. Stuck provided comment regarding the unique government-to-government relationship between Sovereign Nations and the State of Michigan, with further comment on the need for development of Tribal-State supports to enhance collaboration between the Michigan Legislature and Sovereign Nations.

Hon. Stuck provided an update on contact list and informational resources recently provided by Tribal Leadership to the Legislative offices.

Hon. Stuck provided an informational overview of Tribal consultation practices by Executive branch and associated State departments.

Dr. Poland provided comment on the importance of state practices in Tribal prioritization.

Ms. King provided an overview of state practices in Tribal prioritization within the context of the national opioid settlement landscape; review of the [draft] crosswalk document.

Commissioner Hude provided suggestion regarding layout and formatting of the [draft] crosswalk document.

Hon. Stuck provided comment regarding the Bemidji Region of the Secretary’s Tribal Advisory Committee (STAC), and funding needs of the region; comment provided that the Bemidji Region is the lowest funded region through the U.S. Department of Health and Human Services, Indian Health Services (IHS).

Hon. Davis asked clarifying questions of Hon. Stuck around the Bemidji Region and federal funding practices.

Dr. Poland provided comment around the importance of prioritizing Tribal communities in state settlement work and ethical considerations given disproportionate impacts on health outcomes.

Commissioner Hude provided comment encouraging specific consideration for possible funding pathways for proposed OAC funding recommendations.

Ms. King provided a final review of proposed timelines for release of the OAC’s 2024 Annual Report and “Action Guide”.

VIII. Workgroup Member Comment

This item was not addressed.

IX. Commission Member Comment

The Chair asked if there were any comments from members of the Commission.

Mr. Rambo expressed appreciation for the action plan noting the importance to highlight what works and what does not work.

Judge Davis noted Families Against Narcotics (FAN) is hosting a conference on May 3, 2024, and May 4, 2024, and welcome attendees. Flyer attached.

X. Next Meeting Date: Thursday, March 14, 2024

The Chair announced the next meeting date for Thursday, March 14, 2024, at 10:00 a.m.

The Chair reminded Commission members a majority of seven (7) Commission members in attendance is required to conduct Commission business and instructed Commission members to let the clerk know if availability has changed.

XI. Adjournment

There being no further business before the Commission the Chair adjourned the meeting at 12:02 p.m. with unanimous support.

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 (Indigenouslyness) 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

Wiikwemkoong First Nations
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Saginaw Chippewa Tribe Education Department

Frank Ettawageshik

Little Traverse Bay Bands of Odawa Indians
Executive Director, United Tribes of Michigan

Dr. Martin Reinhardt

Sault Ste. Marie Tribe of Chippewa Indians
Native American Studies Professor, Northern Michigan University

Northern Michigan University Fall 2020 NAS 485 Native American Education Students:

Beth Bertucci, Lisa Brunk, Ethan Chapman, Rachel Faber, Wendy Farkas, Gwen Hoenke, Matthew Hoffman, Alexis Houle, Eva Lind, Amy Waldo, and Kyle Zawacki.

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Amber Morseau

Pokagon Band of Potawatomi
Director, Center for Native American Studies,
Northern Michigan University

Nate Beelen

Indigenous Education Consultant
Indigenous Education Initiative (IEI)
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

Amanda Weinert, K-4 Committee

Jannan Cotto, K-4 Committee

Melissa Isaac, Bias Review Committee

Judy Pamp, 2015 Focus Group

Eric Hemenway, U.S. History

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 ~



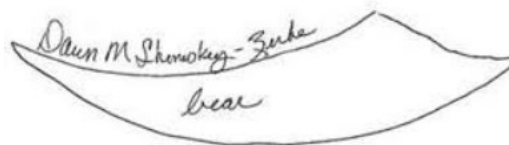
Anna R Laros

Michelle Simmons 



Yvonne Casas x

Shannon Bell





CONFEDERATION OF MICHIGAN TRIBAL EDUCATION DEPARTMENTS (CMTED)

Melissa Isaac

Saginaw Chippewa Indian Tribe of Michigan

Giigdoninkwe (Chair)

June Smith

Lac Vieux Desert Band of Lake Superior Chip-
pewa Indians of Michigan

Tribal Education Director

Jordan Shananaquet

Little Traverse Bay Bands of Odawa Indians

Vice Giigdoninokwe (Vice Chair)

Yvonne Parsons

Little River Band of Ottawa Indians

Tribal Education Director

Andrea Rainer

Nottawaseppi Huron Band of the Potawatomi

Zhiibininikwe (Secretary)

Liz Julio

Keweenaw Bay Indian Community

Tribal Education Director

Jannan Cotto

Little Traverse Bay Bands of Odawa Indians

Zhoonyaninikwe (Treasurer)

Lisa Corbiere Moran

Sault Ste. Marie Tribe of Chippewa Indians

Tribal Education Director

Match-e-bee-nash-she-wish of Pottawatomi of Michigan

Tribal Education Director,

Dawn Shenoskey

Grand Travers Bay Band of Ottawa and Chippewa Indians

Tribal Education Director

Anna Larson

Hannahville Indian Community

Tribal Education Director,

Shannon Belk

Bay Mills Indian Community

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.

Melissa Isaac

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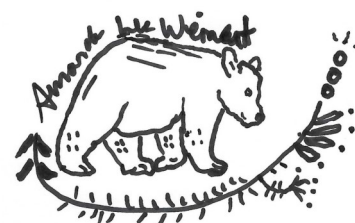
Sault Ste. Marie of Chippewa,
Curriculum Specialist, Little Traverse Bay Bands of
Odawa Education Department

Kriya Gaillard

Program Specialist,
Michigan Department of Education
Indigenous Education Initiative

Amber Morseau

Pokagon Band of Potawatomi Indians
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Northern Michigan University

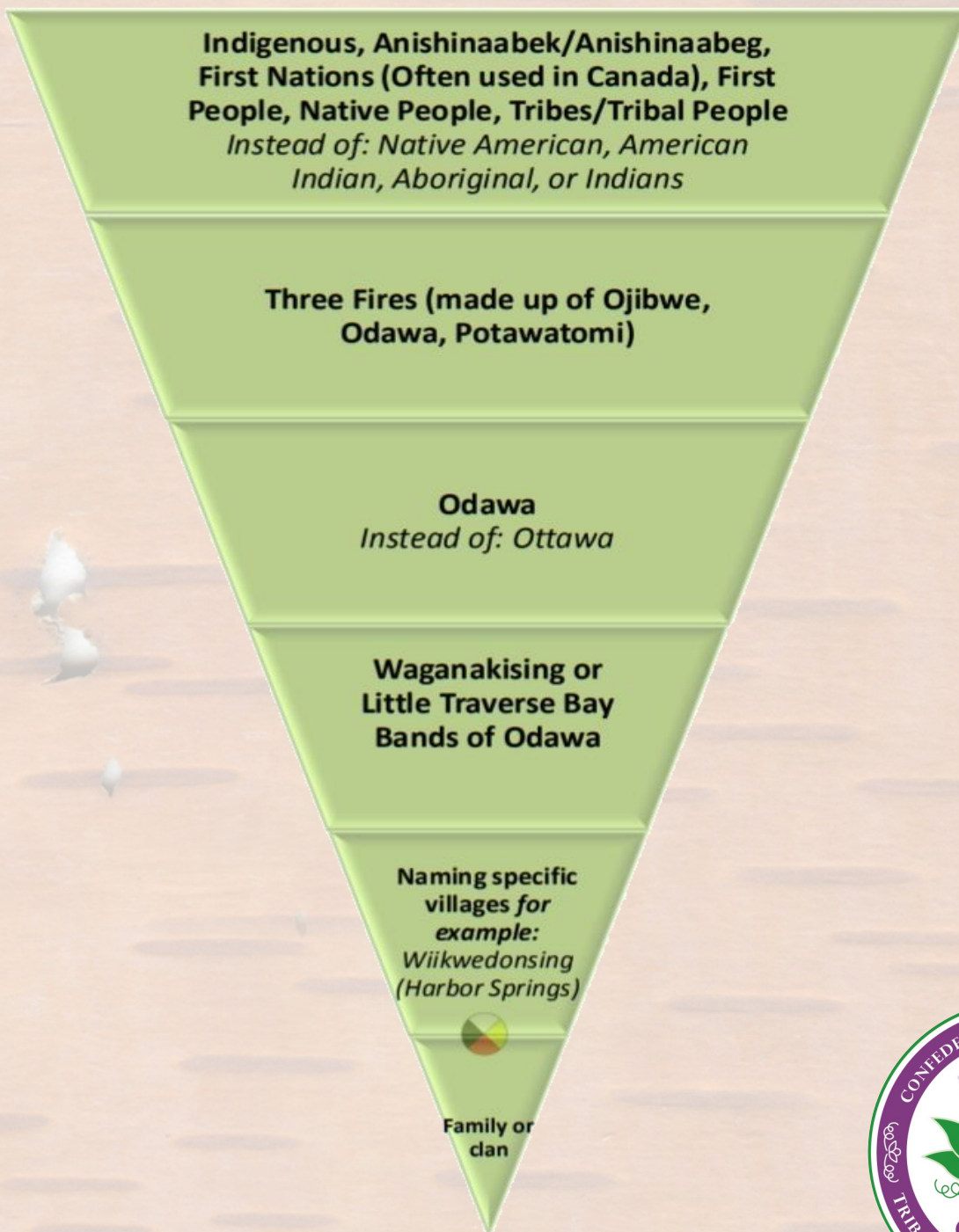


Preferred Language Pyramid

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:



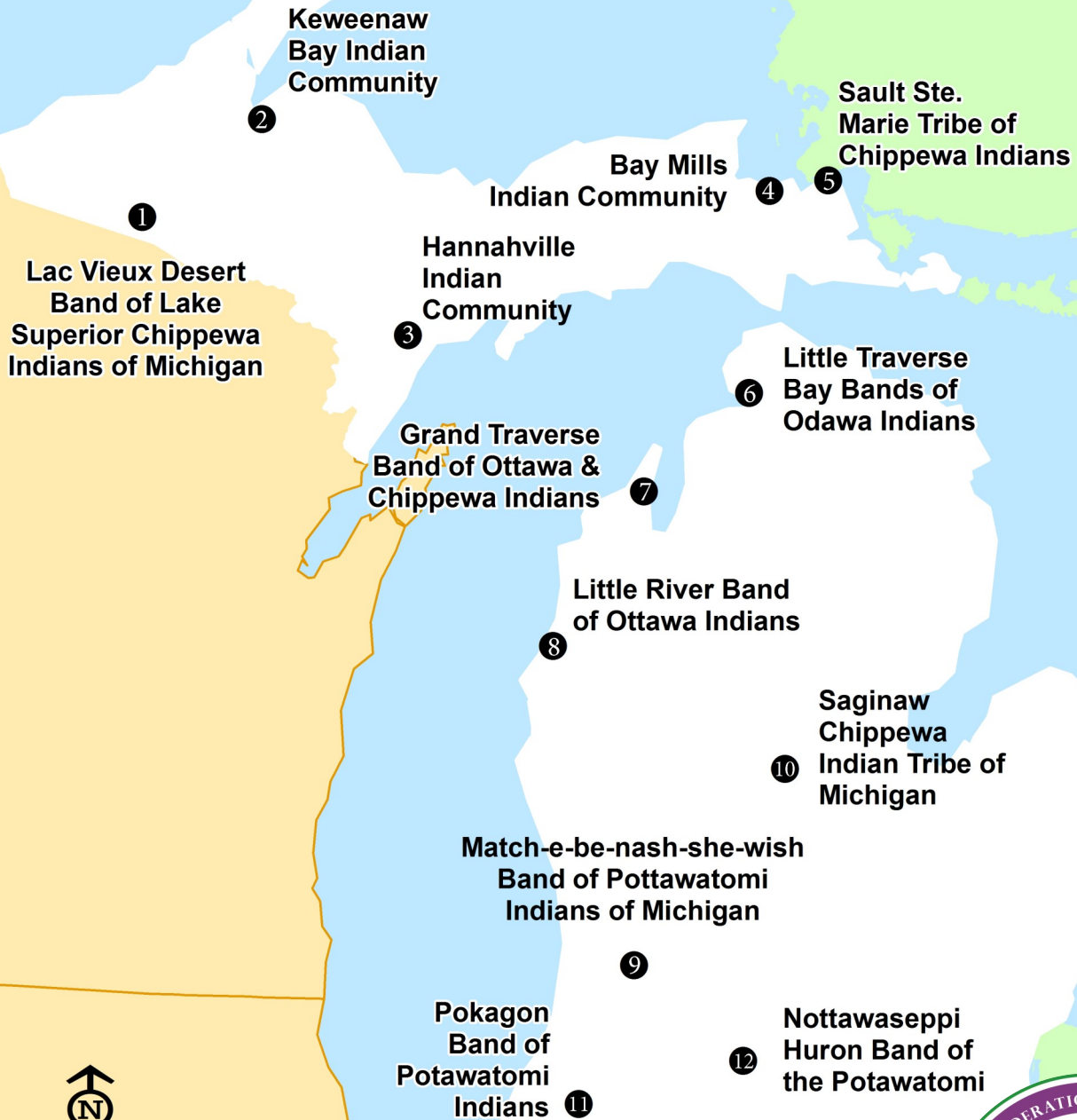
Information on Educational Treaties

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



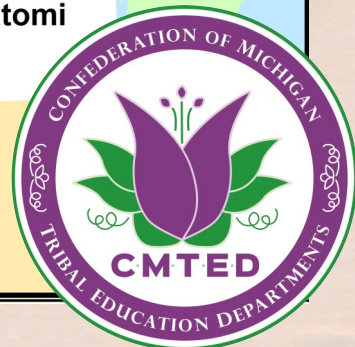
Michigan

Federally Recognized Tribes

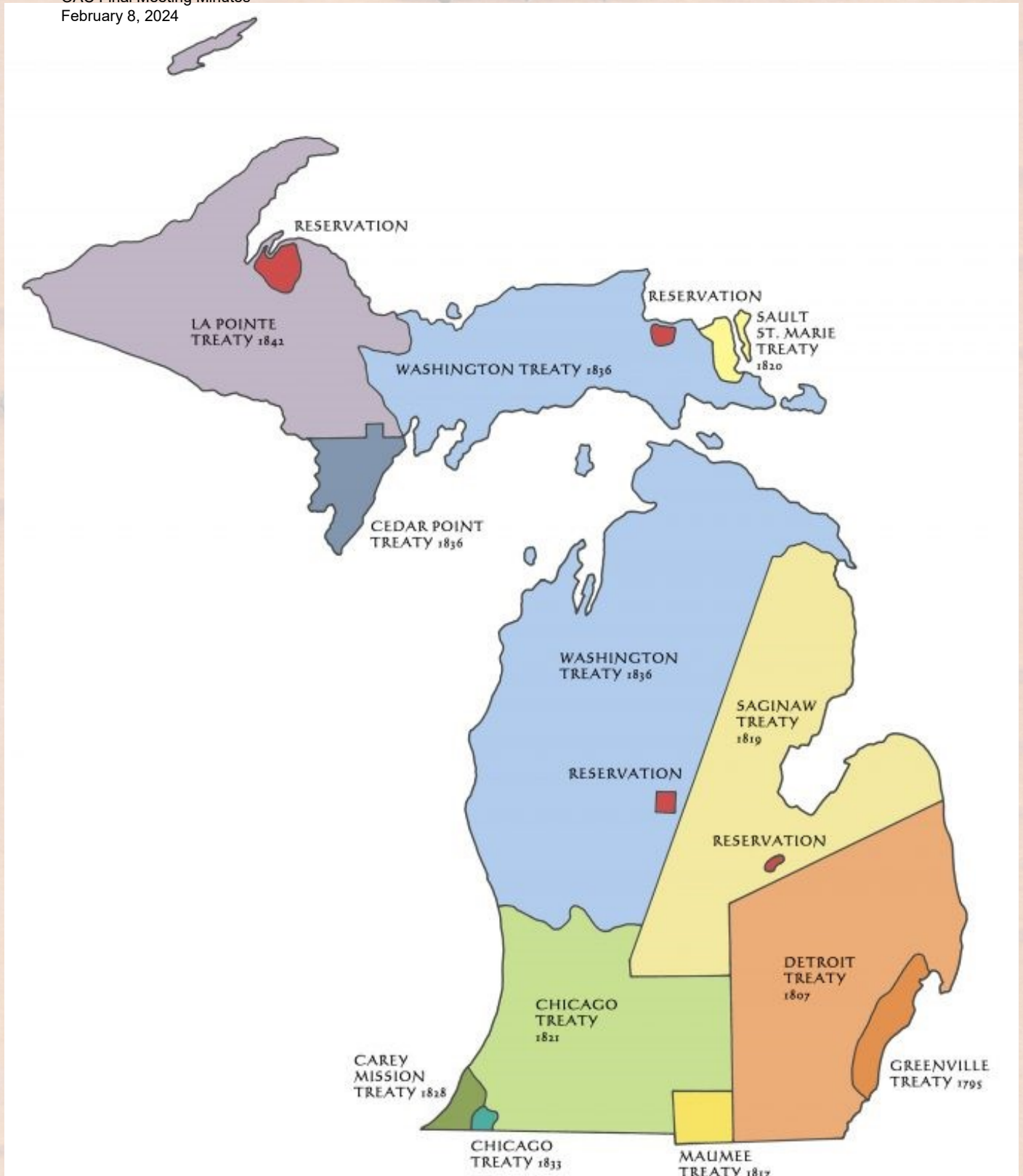


0 25 50 100 Miles

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



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

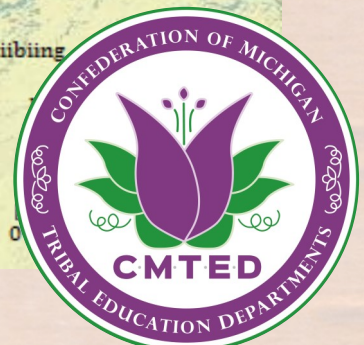
These treaties include provisions specifying what tribes would receive in exchange for their land and what inherent rights would be preserved. All of these treaties have been violated in some way or have been completely broken by the U.S. Government.



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



2nd 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)

3rd 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. 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. 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)

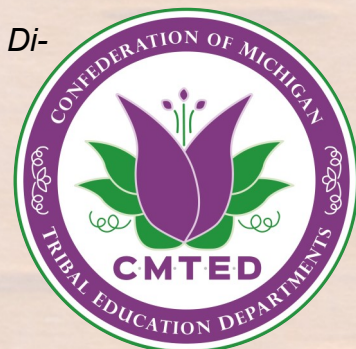
Erdrich, Louise. *The Porcupine Year*. HarperCollins, 2006. (Student & Teacher)

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. 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. 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)

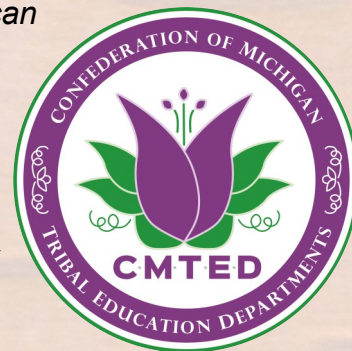
Books

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, WXPR, 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/. (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)*

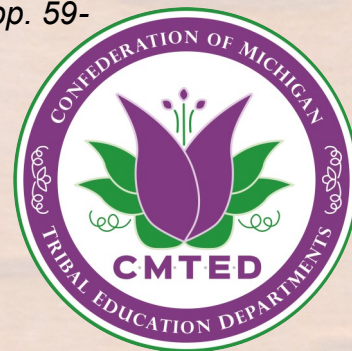
Books

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)*



4th 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.

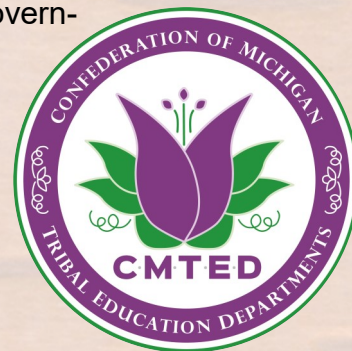
Books

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)

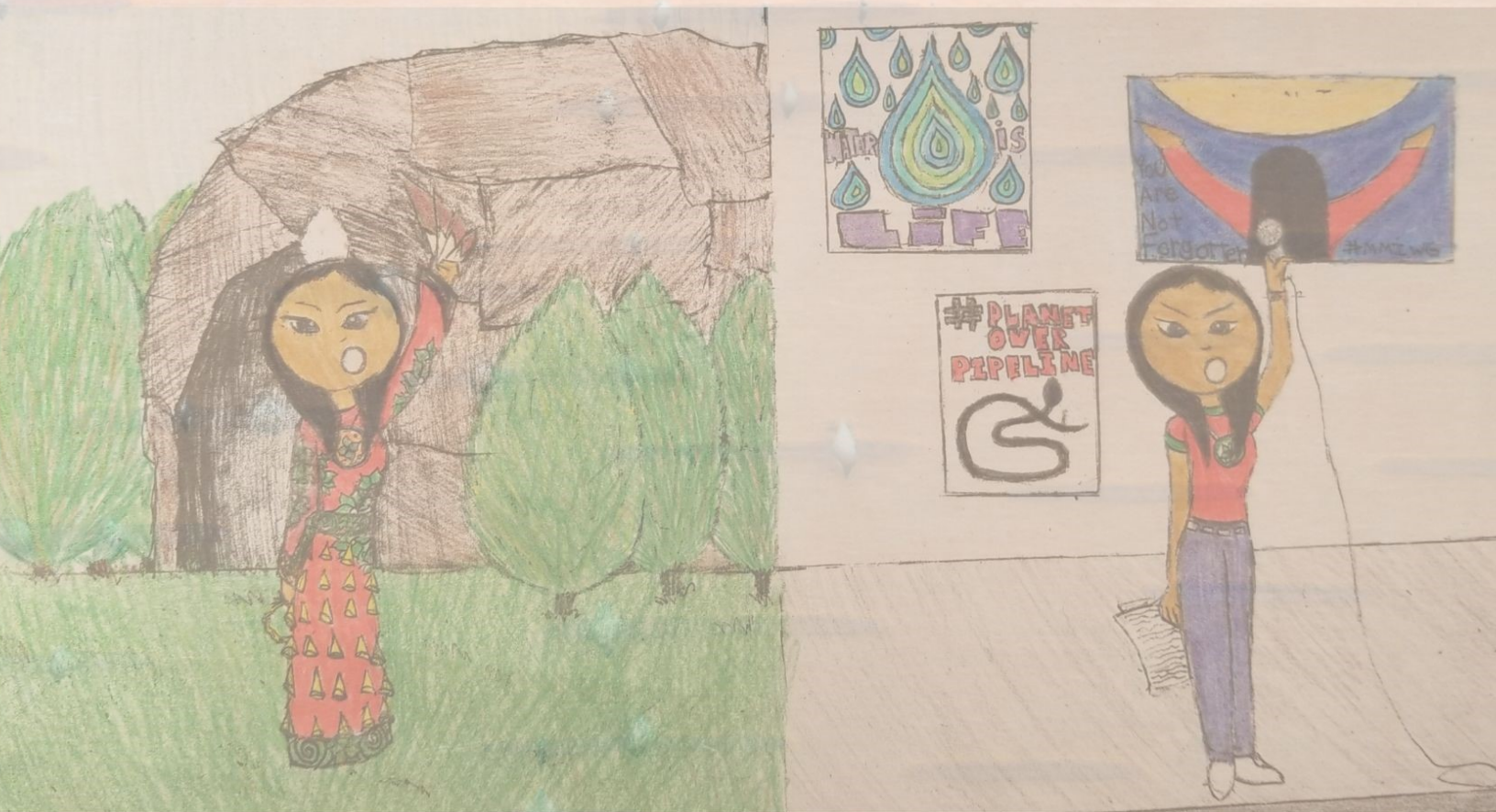
Websites

“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



5th 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)

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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. 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. 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. 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. 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. 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. 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=bexvE4lZRG0>. (Student & Teacher)



6th 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)



7th 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)

8th 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.cshtml>. 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.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

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](#). 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.

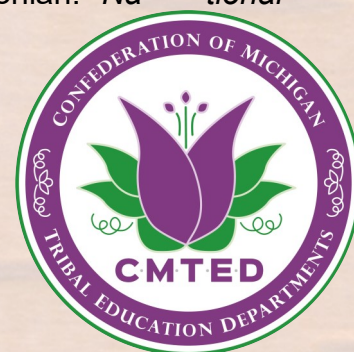
Activities/Lessons/Teacher Guides/Units

“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)

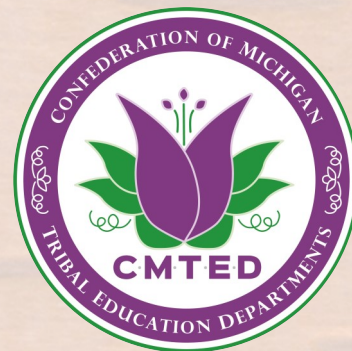
Podcasts

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-intellecutuals-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. 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/2020/03/24/books/review-unworthy-republic-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. 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. 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)



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(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)

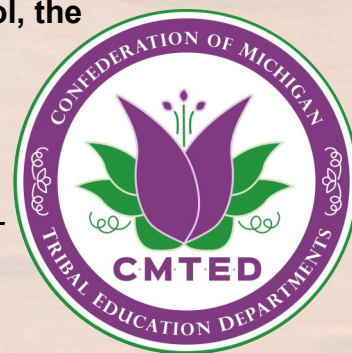
Websites

“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)



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. (cont.)

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

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

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. 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. 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. 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-intellecutuals-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. (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. 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)

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)

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. (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/. (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. 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 Pottawatomini 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/

[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 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.

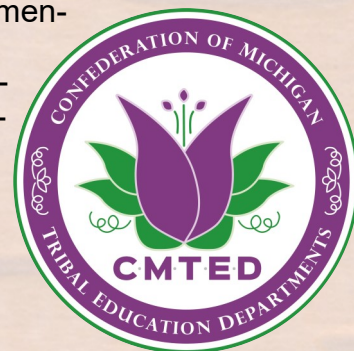
[Indigenous Ways of Knowing Padlet](#) -Padlet is a resource to organize information and make a virtual bulletin board. This Padlet has useful information from a user that appears to be an educator.

- 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 Lelanau'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.

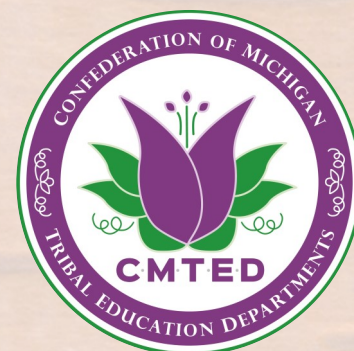
[University of Minnesota Intersecting Art Curriculum Lesson](#)

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

[@tiplerteaches](#) - Megan Tipler ☐ she/her ☐ Métis teacher ♥book lover, sneaker addict, amateur artist ☐ disrupt, decolonize & indigenize ☐ all views are my own - 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
- @netooeousqua
- @luta_wi_303
- @melina_miyowapan
- @quannah.rose
- @niriaalicia
- @puuhuluhulu
- @2braidzikwe
- @reclaimandrebuildourcommunity
- @kanahus.tattoos
- @heterogeneoushomosexual
- @afrobrujx @nsrgnts
- @ndn.o
- @formerly_incarcerated_outdoors
- @nikkilaes
- @takiya.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

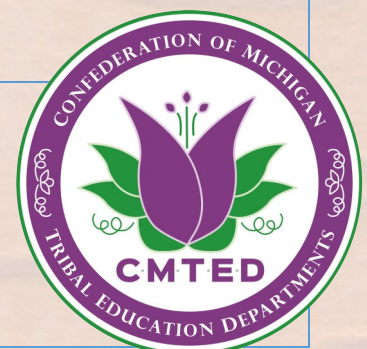
- All My Relations Podcast <https://www.allmyrelationspodcast.com/>
- Media Indigena podcast <https://mediaindigena.com/podcast/>
- Native America Calling podcast <https://www.nativeamericacalling.com/>



OAC Final Meeting Minutes
February 6, 2024

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 |



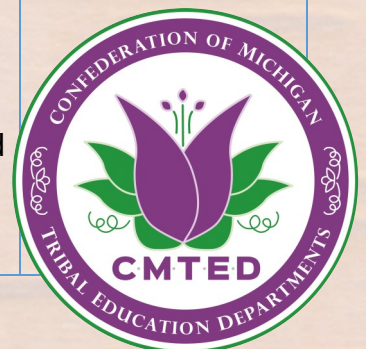
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| 5 – U2.1.3 | Grade 5, | Describe significant developments in the Middle colonies, including: patterns of settlement and control including the impact of geography (land-forms and climate) on settlement; interactions with Indigenous Peoples, including 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 |



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| 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 |



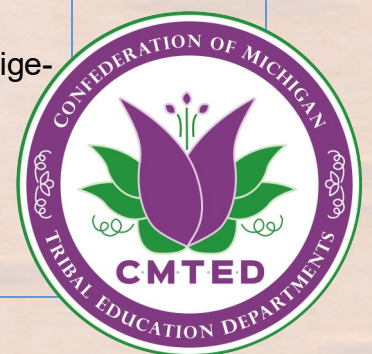
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| 7 – W2.1.4 | Grade 7, | Examine early civilizations to describe their common features, including environment, economies, and social institutions. Examples may include but are not limited to: the Nile, Tigris/ Euphrates, and Indus river civilizations 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 |



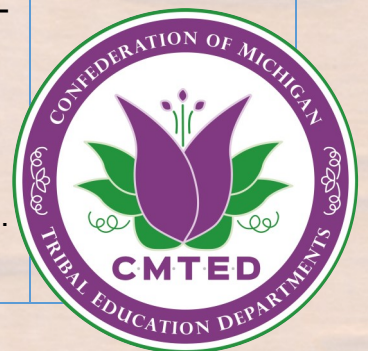
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| 8 – U3.3.7 | Grade 8, | Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, 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 |



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| 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 |



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| 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 |



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| 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 |



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| 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 |



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| 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

CAC Final Meeting Minutes
February 8, 2024

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.

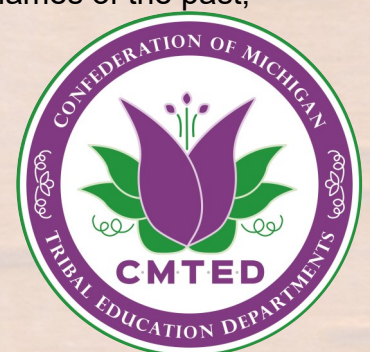
Council of Three Fires Tribes Confederacy: Traditionally known as the Anishinaabek [Man Sent Down From Above], a confederated nation comprised of the Ojibwe, Odawa and Bodéwadmi [Potawatomi]. The alliance is referred to as the Council of the Three Fires Confederacy, recognizing that each tribe functions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

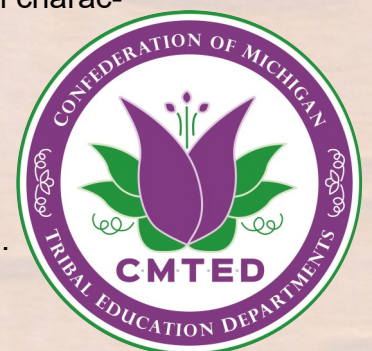
In law, the term Indian country (lower case "c") is found in several areas of the United States Code, and is also an official legal term referenced in many Supreme Court opinions, collectively articulating the meaning as it pertains to federal law relating to American Indian land and people.

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.

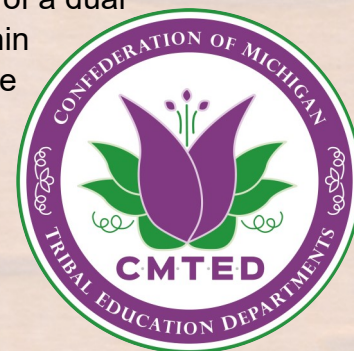
Indian removal, a popular policy among white settlers, was a consequence of actions by European colonists in North America during the colonial period and then by the United States government (and its citizens) until the mid-20th century. The policy traced its origins to the administration of James Monroe, 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)



Michigan Opioids Task Force

Strategic Recommendations - Racial Equity

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Overall Recommendations

Opioids Task Force Structure and Practices

1. **Establish a permanent Racial Equity Workgroup (REWG) to review the Opioids Strategy on a regular basis.**
 - a. Formalize the relationship between the Opioids Task Force and the existing REWG to include consistent and transparent communication/reporting at defined times
 - b. Include REWG members in the formulation and review process of the annual report
 - c. Include two representatives from the REWG members to regularly attend OTF meetings as non-voting members
2. **Develop an accessible and transparent public-facing version of the Opioids Strategy, activities, and progress.**
 - a. Provide regular updates on progress of the Opioids Strategy via webinar, including meeting minutes from Task Force meetings
 - b. Host rotating meetings of the OTF in different geographic regions to communicate activities and progress and specifically inviting leadership from racially marginalized communities in those local areas
 - c. Review public-facing messaging to be at highest, an eighth-grade reading level
 - d. Create space for community members to comment during and after Task Force meetings

Racial Criminalization

3. **Formally adopt the position that the War on Drugs, along with the broad policing, incarceration, and surveillance of Black, Indigenous, Latinx, and Arab communities, has a negative impact on the health of people who use drugs and their communities.**
 - a. Support and advocate for the decriminalization of drug use as a strategy to reduce overdose, paired with a strong investment into the full spectrum of drug user health - prevention, treatment, recovery, and harm reduction as outlined in this report
 - b. Ground the vision for the Opioids Strategy, and the activities in each pillar, in an understanding of the impacts of racial criminalization on the health of people who use drugs
 - c. Include a statement on all Task Force reports on the impact of racial criminalization on people who use drugs
 - d. Train incoming Task Force members on the impacts of all stages of criminalization on people who use drugs, selected by the REWG

- e. Train incoming Task Force members on the impacts of all stages of criminalization on historical trauma related to policing/incarceration, selected by the REWG
 - f. Disaggregate all statewide data for race, ethnicity and incarceration status
 - g. Invest in racial and ethnic data on impact of policing, incarceration, and post-incarceration conditions on substance use
4. **Accept racial criminalization's negative impact on the health of Black, Indigenous, Latine, Arab, and other POC communities.**
- a. Disaggregate all data specifically for race and incarceration status
 - b. All state agencies explicitly acknowledge how surveillance, policing, and incarceration have prohibited a health-first approach to substance use and overdose.
 - c. Invest in data on impact of policing, incarceration, and post-incarceration conditions on substance use
 - d. Invest in unarmed/noncarceral/non police-based response to people in crisis, including people with mental health conditions and substance use disorder
 - e. Restrict state funding from being used to increase criminalization of people who use drugs
 - f. Evaluate and redress existing policies in medical institutions for their accessibility to people who use drugs, to prevent people from entering the criminal-legal system due to lack of care and support
5. **Evaluate each strategy for its potential for increasing criminalization in communities of color.**
- a. Eliminate all strategies and actions in the pillars that make any people of color more vulnerable to policing and/or incarceration.
 - b. Hire an evaluator with specific expertise in health equity and criminalization to perform this evaluation on a regular basis.

Program Development and Implementation

6. **Fund full-spectrum support for underserved and disproportionately impacted communities of color.**
- a. Focus funding on BIPOC-led organizations with existing relationships with people of color who use drugs
 - b. When funding smaller community based organizations, provide funding to support the capacity to carry out the intended aims and data collection to increase chances of success

- c. Prioritize an accessible RFP process and a racial equity-informed selection committee to award grants
- d. Increase resources for overdose prevention rooted in social determinants of health, such as housing, healthcare, and transportation
- e. Hold all existing programs to the standard of harm reduction principles, regardless of whether they are focused on treatment, recovery, prevention, or harm reduction
- f. Build a robust harm reduction network of resources, including more syringe service programs, increased programming for non-injection routes of administration that are including safer smoking supplies, expanded drug-checking technology, and an overdose prevention center
- g. Develop a network of vetted treatment BIPOC professionals of color who have racial equity and substance use expertise,
- h. Build the capacity of medical professionals of color to prescribe medications for opioid use disorder and other treatment modalities
- i. Create a pipeline of vetted treatment professionals of color who have racial equity and substance use expertise, by funding scholarships, fellowships, and other resources for pre-career and early-career people of color
- j. Evaluate and redress existing policies in medical institutions for their accessibility to people who use drugs
- k. Create a statewide reporting mechanism for people in treatment, recovery, prevention, and harm reduction programs to report experiences of stigma and discrimination

7. Integrate equity across all pillars, with an emphasis on health equity-centered data collection.

- a. Develop data & equity specific actions for each pillar, and analyze each action for its equity implications (for examples of equity-focused actions, please read through the full report).
- b. Ensure that state funded data collection processes do not retraumatize or unnecessarily surveil communities of color.
- c. Create a process for REWG members to regularly review internal MDHHS evaluation data on MDHHS grants and make recommendations on improving equity efforts.
- d. Support data-sharing agreements between different stage agencies to prevent unnecessary data collection and collaboratively inform each other's work.

8. Ensure consistent racial equity-informed data collection and analysis across all programs.

- a. Hire a data & evaluation expert with deep experience in racial equity practices should create a consistent, trauma-informed data collection process across all pillars.
- b. Provide guidance to low-barrier, low capacity programs on collecting data that is consistent with racial equity data collection measures and does not impede service provision
- c. Consistently utilize a Hispanic/Latine category
- d. Consistently utilize a MENA/Arab American category
- e. Include a clear and publicly available purpose for all data collection processes
- f. Ensure support for multiple methods of data collection and analysis, including storytelling
- g. Disseminate data in a digestible and accessible format

Racial Equity Capacity Building & Workforce Development

- 9. Within one (1) year, provide mandatory racial equity and cultural humility training for MDHHS staff tasked with operationalizing the Opioids Strategy.**
 - a. Train all staff to ensure baseline understanding of racial equity issues such as cultural humility, structural, institutional, and internalized racism, as well as equitable community engagement and trauma-informed care.
- 10. Within one (1) year, evaluate and address representation of people of color on the Opioids Task Force.**
 - a. Complete a racial and ethnic equity audit of the Opioids Task Force and then make and implement a plan to recruit and retain Black, Latinx, Indigenous, Arab, and other POC Michiganders into Opioids Task Force leadership on overdose response.
- 11. Within five (5) years, evaluate and redress representation of people of color in the overdose response workforce.**
 - a. Implement a racial and ethnic equity audit of everyone receiving state funds to work on overdose response
 - b. Develop baseline understanding of racial demographics in overdose response workforce
 - c. Fund those who have been providing volunteer, underfunded, and unpaid services in communities of color
 - d. Make a plan to recruit, hire, retain and promote Black, Latine, Indigenous, Arab, and other POC Michiganders into leadership on overdose response.

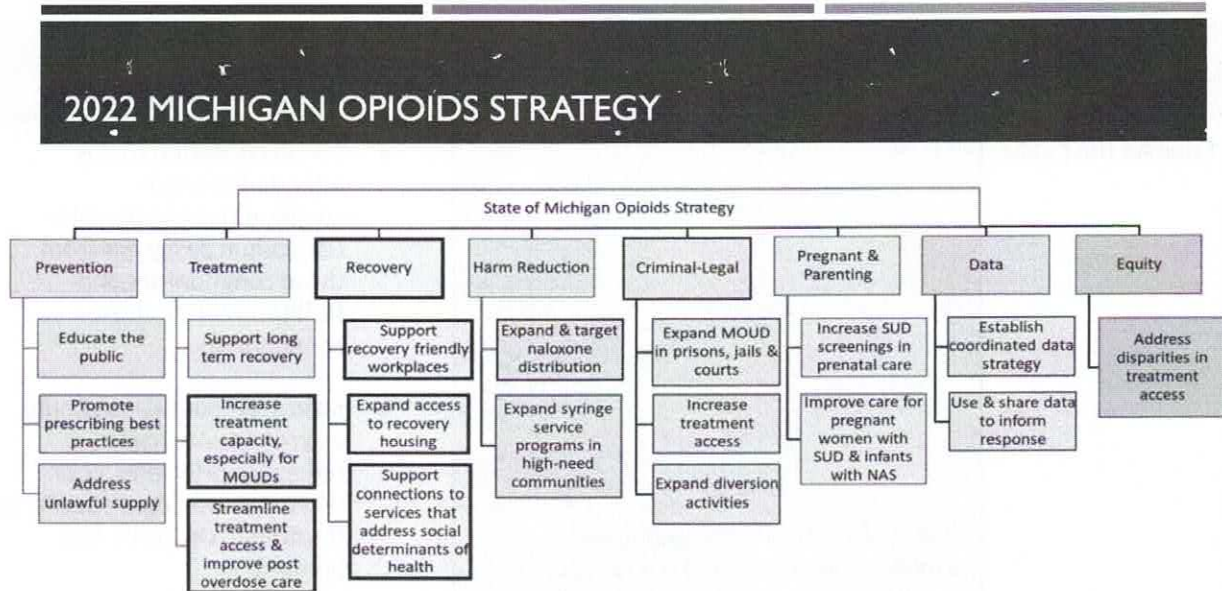
Community Engagement

12. Prioritize community engagement in Opioids Task Force efforts.

- a. Engage community advocates, particularly leaders of color, to lead on the agenda and structure of all Task Force meetings
- b. Develop a website hub and social media platform that provides regular updates from the Task Force, including successes and failures
- c. Publish a regular newsletter and distribute it at treatment and detox facilities, cultural centers, homeless services centers, community mental health centers, churches, harm reduction, organizations, and re-entry programs frequented by BIPOC people who use drugs and people in recovery
- d. Utilize text messaging, radio ads, and other forms of accessible communication
- e. Review public-facing messaging to be at highest, an eighth-grade reading level

Pillar Recommendations

The following section details recommended changes to the 2022 Michigan Opioids Strategy.



Prevention

| KEEP | CHANGE | ELIMINATE | ADD |
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| <p>Current Strategy</p> <p>Educate the public</p> | <p>REWG Recommendation</p> <p>CHANGE - Educate the public and providers on evidence-based approaches to substance use, with specific outreach to communities of color.</p> <p>This is critical to racial equity because it understands how different communities of color in Michigan may have different needs than white communities.</p> | <p>Recommended Racial Equity-Informed Actions</p> <ul style="list-style-type: none"> • For all education that is intended to reach communities of color, hire curriculum designers from those communities and facilitators from those communities. • Ensure all education should be grounded in harm reduction principles, even when the training is specific to treatment, recovery, and prevention. • Deliver harm reduction-based training specifically tailored for youth in public schools • Ensure that all education is accessible to communities in their language, translated by members of the community • Conduct community assessments led by members from those communities • Educate providers on trauma-informed care, cultural humility, and harm reduction. | |
| <p>Promote prescribing best practices</p> | <p>CHANGE - Promote equitable prescribing practices that are rooted in disability justice and multiple, equally validated methods of pain management.</p> <p>This is critical to racial equity because prescribing has often been unevenly and unfairly harmful to communities of color. For example, Black individuals are less likely to receive adequate pain</p> | <ul style="list-style-type: none"> • All prescribers of opioids receive racial equity training on bias in opioid prescribing. • Opioid prescribing is evaluated by evaluating prescriber attitudes and overall outcomes related to prescribing pain medications. | |

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| | <p>management than white individuals.</p> | |
| <p>Address unlawful supply</p> | <p>CHANGE - Address lack of safe drug supply and its impact on people who use drugs.</p> <p>This is critical to racial equity because racial criminalization means that Black, Indigenous, Arab, Latinx, immigrant and refugee communities are more likely to experience criminalization for their use. This vulnerability to criminalization can increase vulnerability to the unsafe supply. Furthermore, racialized stigma impacts how medical institutions prescribe drugs.</p> | <ul style="list-style-type: none"> ● Increase availability of safe supply through medication for opioid use disorder (MOUD) options like methadone, buprenorphine. ● Increase availability of safe supply through piloting a safer supply program that dispenses substances ● Support off-label prescribing of medications effective for stimulant use disorder ● Destigmatize and support prescription use of indicated medications, regardless of history with substance use disorder ● Expand drug-checking infrastructure across the state ● Increase access to naloxone and fentanyl test trips and reagent kits to address the adulterated supply. |
| | <p>ADD - Fund upstream interventions that change the context in which people use drugs, such as increased housing and neighborhood resources.</p> <p>This is critical to racial equity because people do not use drugs in a vacuum, and people of color experience disproportionate lack of housing and social resources.</p> | <ul style="list-style-type: none"> ● Increase funding for in housing first model ● Create a working collaborative for public health and housing partnerships that are rooted in racial equity ● Provide non-carceral youth (e.g. restorative justice) programming in school districts with the highest school to prison pipeline ● Increase safe and sustainable recovery housing |

Treatment

| KEEP | CHANGE | ELIMINATE | ADD |
|--|--|--|-----|
| <p>Support long-term recovery</p> | <p>CHANGE - Make systemic changes that support individual and community-wide recovery.</p> <p>This is critical to racial equity because upstream determinants of health will make more sustainable changes in the life of people of color who use drugs.</p> | <ul style="list-style-type: none"> ● Immediately deprioritize drug-related and quality-of-life arrests, charges, and prosecutions; prioritize treatment options over incarceration ● Support the decriminalization of drug use and quality-of-life crimes ● Divest from the criminal-legal system and invest in community-based, BIPOC-led service organizations ● Ensure clinicians are trained on dual-diagnosis assessment and treatment, and that integrated treatment models are prioritized for funding ● Include legal support and access to criminal record expungement services in substance use treatment programs ● Develop a standard of care at all organizations ● Provide a continuum of options that encompasses a variety of options including culturally relevant options | |
| <p>Increase treatment capacity, especially for MOUDs</p> | <p>CHANGE - Increase treatment capacity and modalities, as well as data collection and follow up from the data.</p> <p>This is critical to racial equity because communities of color who use drugs are underserved and not tracked in a sustainable way.</p> | <ul style="list-style-type: none"> ● Explore promoting stimulant MAT and off-label prescribers for it ● Expand data collection methods so that data can be used for | |

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| | | <p>action and follow up</p> <ul style="list-style-type: none"> ● Focus on trauma-informed treatment ● Expand funding initiatives for bi-lingual and multicultural providers ● Ensure funding and programming for culturally relevant treatment and support systems such as talking circles, moon ceremonies, Wellbriety, and sweat lodges for detox ● Open up pathways to progressive healing models including gardening, acupuncture, and psychedelic-assisted therapies |
| <p>Streamline treatment access & improve post overdose care</p> | <p>CHANGE - Streamline treatment intake and access; improve post overdose care.</p> <p>This is critical to racial equity because the majority of people receiving treatment in Michigan are white. Streamlining treatment intake and access will improve people's ability to quickly enter into treatment when they are interested.</p> | <ul style="list-style-type: none"> ● Increased funding for low-income individuals and people who can't afford insurance/ care ● Increase resources for Indigenous people who aren't registered tribal members or do not have access to tribal health care ● Create a system for 'warm handoffs' from hospitals and medical facilities into treatment/care facilities. ● Support non-police-based treatment linkage programs . |
| | <p>ADD - Improve linkages to treatment care through the hospital ED</p> <p>This is critical to racial equity because the emergency room is often the first line of defense for people who are uninsured or lack primary care physicians.</p> | <ul style="list-style-type: none"> ● Fund positions specifically in hospitals to improve access to care and make sure those hired into the positions have deep relationships with the local communities of people who use drugs. . ● Ensure that emergency department staff are trained on |

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| | | addressing their own racial bias in managing both pain care and access to treatment for patients in the ED. |
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Recovery

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| KEEP | CHANGE | ELIMINATE | ADD |
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| Current Strategy | REWG Recommendation | Recommended Racial Equity-Specific Actions |
|--------------------------------------|---|---|
| Support recovery-friendly workplaces | <p>KEEP - This is critical to racial equity because financial stability and gainful employment has an impact on overall economic stability, which is often worse in communities of color due to legacies of slavery and colonialism, current employment discrimination and bias, and disproportionate lack of generational wealth.</p> | <ul style="list-style-type: none"> ● Stop felon discrimination and ban the box ● Expand employment options for people in early recovery and/or re-entering after incarceration ● Expand workforce development for people of color to enter social service professions and equitable pay for entry and leadership positions including counting lived experience as certifiable hours and creating hiring rubrics that equate lived experience to degrees ● Eliminate pre-employment drug testing and modernize drug-free workplace requirements at state-funded organizations; consequences for on-the-job drug use to include connection to treatment and services instead of job termination ● Training and resources for HR departments to support people in recovery such as direct payment to housing ● Require employers to offer insurance that covers different types of treatment and overdose/ disease prevention/ response ● Evaluation resources for companies to minimize alcohol at work events |
| Expand access to recovery housing | <p>CHANGE - Expand access to housing and low-barrier shelters, including recovery</p> | <ul style="list-style-type: none"> ● Expand access for low-barrier harm reduction housing |

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| | <p>housing and uplifting Housing First models</p> <p>This is critical to racial equity because historical racism in the housing sector has created generational conditions of housing instability and lower access to equity, credit, and other financial means used to acquire housing, in communities of color. This also applies to migrants and those who have experienced racial criminalization.</p> | <ul style="list-style-type: none"> ● Expand access to low-barrier harm reduction shelters ● Eliminate sobriety requirement for shelters and housing ● Support staff at shelters and housing facility's access to non-restraint de-escalation training ● Mandate that religious institutions receiving state funds cannot require religious services as part of housing conditions .Reduce religious recovery housing programs that require people to pray their way to health in a specific denomination. |
| <p>Support connections to social services that address social determinants of health</p> | <p>CHANGE - Fund and support connections to community-led social services that address social determinants of health including structural racism</p> <p>This is critical to racial equity because community and social level determinants of health will have a stronger impact on preventing overdose and substance use disorder rather than simply responding to adverse outcomes.</p> | <ul style="list-style-type: none"> ● Divest from the drug war and drug courts and re-invest cost savings in community-health centers, social services, and workforce development, especially programs led by people of color most impacted ● Create guidelines for uniform racial data collection |

Harm Reduction

| KEEP | CHANGE | ELIMINATE | ADD |
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| <p>Expand & target naloxone distribution</p> | <p>CHANGE - Expand naloxone distribution and prioritize communities of color who are most impacted.</p> | | <ul style="list-style-type: none"> • Understand that naloxone distribution should be to people who use drugs and the people who are in close and consistent contact with them. • Expand use of rescue breathing, single use oxygen tanks, and PulseOx within naloxone and wound care kits better helps respond to non-opiate overdoses. • Prioritize social networks of people who use drugs and recognize how social networks can be racialized, gendered, and classed - not assume that all people who use drugs have the same connections to each other, or a substance use disorder. • Purchase and supply naloxone in non-punitive quantities • Specifically discourage the use of punitively high dosage naloxone |
| <p>Expand syringe service programs in high need communities</p> | <p>CHANGE - Expand community-led syringe service programs in communities that have experienced the brunt of the War on Drugs</p> <p>This is critical to racial equity because syringe service programs in Michigan currently serve majority white communities.</p> | | <ul style="list-style-type: none"> • Engage community-led solutions to building in trust in government-funded syringe service programs, particularly communities that have experienced disproportionate criminalization in Michigan • Ensure low-barrier RFP application processes and realistic reporting requirements for community-based organizations |

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| | | <ul style="list-style-type: none"> ● Engage community-led solutions to building in trust in government-funded syringe service programs, particularly communities that have experienced disproportionate criminalization in Michigan ● Ensure low-barrier RFP application processes and realistic reporting requirements ● Take action to support policies that allow for low-barrier SSP zoning ● Increase funding for secondary distributors of supplies, including mobile, peer-led, and non site-based, who may not access traditional syringe service providers |
| | <p>ADD - Pilot multi-site overdose prevention centers across Michigan.</p> <p>This is critical to racial equity because a harm reduction approach requires bolder investments in preventing overdose that acknowledge the lack of private space for people to use drugs within a community of care, especially those who are unhoused or are not currently engaged in care.</p> | <ul style="list-style-type: none"> ● Fund harm reduction organizations led by people of color to lead focus groups in their communities about the viability of an overdose prevention site in Michigan. ● Build relationships with community providers of color to build support for the overdose prevention site and provide additional resources at the site or through referrals. ● Allow state funds to be used to purchase harm reduction supplies, including syringes, so it is possible for racial equity organizations to apply for grants to provide syringe services without diverting private funding from existing syringe service programs ● Fund strong peer education by community members for community members on-site ● Ensure that overdose prevention center has additional |

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| | | <p>supports in addition being a safe space to use substances, including: many pathways to treatment, housing, and other critical needs for people who use drugs</p> |
| | <p>ADD - Expand funding for safer use supplies beyond syringes, including safer smoking supplies</p> <p>This is critical to racial equity because methods of using drugs can differ broadly in different communities. Offering a broader range of supplies acts not only as a harm reduction intervention, but an opportunity for different communities to build a relationship with a service provider and access to care.</p> | <ul style="list-style-type: none"> ● Fund safer smoking supplies, reagent kits, and safer snorting supplies. ● Expand awareness campaigns around safe supply and harm reduction education. ● Regularly evaluate and fund emerging needs for safer use supplies, such as xylazine test strips. ● Expand drug checking technology |
| | <p>ADD - Implement safe supply.</p> <p>This is critical to racial equity because racial criminalization means that Black, Indigenous, Arab, Latinx, immigrant and refugee communities are more likely to experience criminalization for their use. This vulnerability to criminalization can increase vulnerability to the unsafe supply. Furthermore, racialized stigma impacts how medical institutions prescribe drugs.</p> | <ul style="list-style-type: none"> ● Increase availability of safe supply through medications for opioid use disorder treatment options like methadone, buprenorphine. ● Increase availability of safe supply through piloting a safer supply program that dispenses substances |

Criminal-Legal

| KEEP | CHANGE | ELIMINATE | ADD |
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| Expand MOUD in prisons, jails & courts | <p>CHANGE - Expand MOUD and medical detox in prisons, jails, and courts; and make naloxone and safe supplies available within jails and prisons</p> <p>This is critical to racial equity because of the increase in overdose rates in jails/prisons and the lack of safe supply within jails/prisons currently, where Black Michiganders are overrepresented.</p> | <ul style="list-style-type: none"> ● Engage and prioritize people of color who are incarcerated in the development of programming ● Support court-based diversion programs that divert participants to harm reduction-informed programs to address drug use ● Request that Michigan apply for the Medicaid Reentry Section 1115 Demonstration Opportunity to expand Medicaid access to those in jails and prisons ● Eliminate drug-testing fees being shouldered by those who are incarcerated. | |
| Increase treatment access | <p>CHANGE - Increase non-punitive and voluntary treatment access</p> <p>This is critical to racial equity because punishment and coercion are historically state-based tools used to demonize and stigmatize communities of color, especially through the war on drugs. It is imperative not to replicate that stigma through punitive and coercive treatment methods.</p> | <ul style="list-style-type: none"> ● Ensure all organizations providing treatment emphasize cultural humility, bodily autonomy, and culturally relevant care ● Develop capacity to provide treatment in BIPOC-led community organizations that work with people who use drugs but have not historically provided clinical care to people who use drugs | |
| Expand diversion activities | <p>ELIMINATE -</p> <p>This is critical to racial equity because without more clarification, "diversion activities" is too general. Many diversion programs meant to divert people who use drugs from the criminal-legal system are less effective for people of color, especially Black people, and increase investments in criminalization rather than public health, social services, or community development.</p> | <ul style="list-style-type: none"> ● N/A | |

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| | <p>ADD: Invest resources in evidence-based non-carceral approaches such as non-police crisis response teams</p> <p>This is critical to racial equity because police-based interventions, especially those that rely on police discretion, are more useful in white communities and less useful in Black communities.</p> | <ul style="list-style-type: none">● Create a statewide collaborative on lessons learned from existing non-police crisis response teams in Michigan, outside of Michigan, and counties/cities interested in implementing crisis response in their own regions.● Fund programs that address prevention, treatment, harm reduction and recovery for justice-involved populations that do not involve police/prisons. |
| | <p>ADD: Fund strategies that increase access to resources for people at all stages of the carceral system - policing, incarceration, post-release conditions</p> <p>This is critical to racial equity because criminal legal response should be responsive not only to incarceration, but supporting people at reentry. Studies show that the risk of overdose is between 40x and 120x higher in the two weeks following reentry. Parole and probation conditions make it easier to send people back to prison for drug infractions, rather than supporting treatment.</p> | <ul style="list-style-type: none">● Build and fund programming specifically related to expungement of criminal records, reentry, and ending excessive probation/parole conditions.● Expand drug treatment options for justice-involved people.● End drug testing in probation/parole.● Hold police accountable for illegal surveillance, harassment of syringe service participants, and harassment of people who use drugs. |

Pregnant and Parenting

| KEEP | CHANGE | ELIMINATE | ADD |
|---|--|--|-----|
| Current Strategy | REWG Recommendation | Recommended Racial Equity-Specific Actions | |
| Increase SUD screenings in prenatal care | <p>ELIMINATE</p> <p>This is critical to racial equity because SUD screening has not been shown as effective in linking people to care and may increase risks to pregnant (e.g. incarceration, children removed from homes) and parenting people and their families, especially people of color.</p> | <ul style="list-style-type: none"> • N/A | |
| Improve care for pregnant women with SUD & infants with NAS | <p>CHANGE - Improve care for pregnant people who use drugs and their children.</p> <p>This is critical to racial equity because inclusive language supports broader access to care, including for LGBTQ pregnant people of color. This change also supports thinking more broadly about family than only infants.</p> | <ul style="list-style-type: none"> • Discontinue cord blood testing • Eliminate SUD screening targeted to pregnant & parenting people • Ensure informed consent and option for refusal for drug-testing • Provide harm reduction-informed pre- and post-natal care • Implement statewide hospital guidance on universally offering resources, rather than increased screening • Build and staff culturally humble recovery housing with specific supports of pregnant and parenting people who use drugs • Train medical providers and case management on racial bias in mandatory reporting and general reporting to CPS • Advocate to end mandatory reporting laws | |

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| | | <ul style="list-style-type: none">● Create clear policies that hold medical providers accountable for withholding pain management support for pregnant and parenting people who use drugs, especially pregnant and parenting people of color● Increase funding to programs fostering kinship care of children versus diverting children into foster care. |
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Data

| KEEP | CHANGE | ELIMINATE | ADD |
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| Current Strategy | REWG Recommendation | Recommended Racial Equity-Specific Actions | |
| <p>Establish coordinated data strategy</p> | <p>CHANGE - Establish coordinated data strategy, with a health equity emphasis</p> <p>This is critical to racial equity because it will bring equity to the forefront, rather than the back end, of the process.</p> | <ul style="list-style-type: none"> Clearly define data to include quantitative and qualitative Create a consistent data-collection process informed by communities of color in Michigan. Set a clear timeline to release demographic data related to overdose and drug use deaths regularly, including <i>but not limited to</i> overdose death data. At minimum, annually. Develop segments of the data dashboard that also collect and visualize information on Hepatitis C, HIV, endocarditis, and other drug user health-related health conditions disaggregated by race. | |
| <p>Use & share data to inform response</p> | <p>KEEP</p> <p>This is critical to racial equity because data transparency provides communities of color with the necessary information they need to lead change within their own communities, as well as hold public officials accountable to inequities.</p> | <ul style="list-style-type: none"> Build out a more robust data sharing platform. Implement a community engagement action plan that invites communities of color to respond to the data. | |

Equity

| KEEP | CHANGE | ELIMINATE | ADD |
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| Current Strategy | REWG Recommendation | Recommended Racial Equity-Specific Actions | |
| Address disparities in treatment access | <p>CHANGE - Develop and implement specific equity goals for each pillar.</p> <p>This is critical to racial equity because equity should be an integral, rather than layered on, approach. Starting with equity ensures the best outcomes in the long-term.</p> | <ul style="list-style-type: none"> ● Complete an initial review of existing demographics that are served by each program in each pillar and make a plan to increase services to those who are disproportionately impacted and underserved. ● Review demographic information semi-annually and make adjustments to better serve communities of color. | |
| | <p>ADD - Divest state funds from policing and surveillance of drug use and invest funds in supporting prevention, treatment, recovery, and harm reduction.</p> <p>This is critical to racial equity because funding disproportionately goes towards reactive strategies that disproportionately target - like policing and incarceration - rather than proactive strategies, which support communities and individuals of color to lead in their approach to their own care.</p> | <ul style="list-style-type: none"> ● Reduce funding to police departments and surveillance activities. ● Invest funding into community-based BIPOC-led organizations that support people who use drugs. ● Invest funding into upstream social determinants of health such as housing and transportation. ● Invest funding into expanding drug checking, safe supply, medications for opioid use disorder, and other measures that prevent overdose. | |
| | <p>ADD - Require racial equity training for all state-funded employees working on overdose response.</p> | <ul style="list-style-type: none"> ● Require racial and health equity training for all state-funded employees working on overdose response. Individualized training content should include: <ul style="list-style-type: none"> ○ Trauma-informed care/ community resilience model ○ Mental-health first aid ○ Undoing racism and Implicit bias ○ Sexual Orientation Gender Identification Expression (SOGIE) ○ Alternative and restorative justice ○ Disability justice and access ● Ensure that training dollars prioritize Michigan-based trainers from impacted | |

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| | | <p>communities, and that applications for trainers are low-barrier.</p> <ul style="list-style-type: none">• Ensure that both state-funded and non state-funded programs can attend training by offering virtual, weekend, and evening training options. |
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