

Why did Allies of Native Nations develop this guide?

This resource guide was developed by the Diversity Action Team of Rock County - Allies of Native Nations committee to aid the Rock County area teachers and staff with their implementation of ACT 31.

- curriculum in 4th-12th grades about American Indian treaty rights
- school programming PK-12 about value systems, cultures, and human relations of Indigenous communities.

This resource guides meaningful work but still requires asking questions and developing our own understanding. It is a living document that is and will be continuously updated. The committee welcomes suggestions for new resources to include. There are more resources out there than we can possibly include and even ones we have included may be imperfect for a variety of reasons.

What does the resource guide include?

This is a resource guide, not an instructional manual. The majority of resources are books, websites, etc. The material highlighted will give teachers the information and understanding to be able to teach the topics, but they will often need to create the lessons.

- **Supplemental Reading & Student Research Sources** is broken down by grade and includes some great reading material (and some video and teacher resources) that might or might not directly fit with a specific curriculum topic but brings insight into both historic and contemporary Native life.
- As much as possible, the books are by Indigenous authors/illustrators and tribal affiliation is noted. (Note: There is inconsistency on how tribal affiliations are listed, i.e., Ojibwe, Chippewa, and Anishinaabe are all used as different affiliations though they are the same people culturally. The guide defaults to how the individual author/illustrator chose to list their affiliation -- some choose a more general and sometimes multiple genealogical affiliation, and some choose specific tribal nation they are enrolled in, etc.)
- **Evaluating American Indian Materials** is key for teacher education because, although we have curated the guide, understanding how to evaluate materials (and what resources to access when unsure) is essential.

Some items are actual lesson plans.

- Wisconsin Biographies - (i.e., Chief Oshkosh, Walter Bresette).
- Smithsonian National Museum of the American Indian is included in multiple sections- (i.e., **Smithsonian: Native Knowledge 360 Teacher Resources** is included in the **American Indian Overview Resources** and **Teacher Resources**). The guide includes:
 - One lesson plan for each grade level
 - Database that can be searched for grade level, geographic region, topic, and specific Indigenous Nation

How is the guide organized?

The guide starts with the [Wisconsin-Based Overview of Act 31 and Wisconsin First Nations](#).

The guide lists several specific topics of local and general interest, many that are of concern to Native communities.

- **Topics/Grade Levels**

- Categories are topics, such as Thanksgiving, Black Hawk, Residential Schools, etc.
- Information starts with **Wisconsin**-specific and continues to **Midwest** to general "**American Indian**" (which includes Canadian resources and some resources that include North & South America). These are all good overall general places to start for teachers who don't know where to begin.
- This document starts with resources that all teachers and staff can utilize and ends with grade-specific resources.

*Of special note-**Community Resources** point educators to area people and locations that will provide a more personal teaching experience. They are local and regional resources for in person and/or virtual engagement.

Annotation provides a quick overview to let the user know what the website or book generally covers, often including the primary audience. The annotation will mention if material is appropriate for students to use directly and if the resource provides lesson plans.

COLUMBUS DAY, INDIGENOUS PEOPLE'S DAY AND NATIVE AMERICAN HISTORY MONTH RESOURCES

- [7 Things that Teachers Need to Know about Native American History Month](#) Article by Christina Rose in *Indian Country Today* (November 12, 2014)
- [Abolish Columbus Day](#): Resources and tools from The Zinn Education Project
- [Changing Columbus Day to Indigenous Peoples' Day Gains National Approval](#) VOA News report on YouTube (Oct. 15, 2019)
- [Replacing Columbus Day: Beyond Time to Honor Indigenous People's Day – For Educators](#) Recording of the Allies of Native Nations presentation (October 13, 2020)
- [Resources on Columbus](#): An annotated list of books relating to Columbus from the Education Center for First Nations Studies at UW-Green Bay, mostly for teachers and adult readers with some for children.
- [Rethinking 'Discovery': Morning Girl looks at the themes of exploration and 'discovery' from another perspective](#): Suggestion for middle school lesson using the novel *Morning Girl* by Michael Dorris
- [Why the US Celebrates Columbus Day](#) Vox video on YouTube about the history of Columbus Day and its connection to falsehoods

Books:

- [Indigenous Peoples' Day](#) by Katrina M. Phillips (Red Cliff Band of Lake Superior Ojibwe) and Tashia Hart (Red Lake Anishinaabe), Capstone, 2022. A basic overview about the reason and origin of this new holiday.

For information on Selected activities, please scan the QR code below:



For information on Allies of Native Nations and to access the guide, please scan the QR code below:



Allies of Native Nations regularly partners with the School District of Janesville to provide learning opportunities. It is possible that educators can receive professional development credit by participating in these learning opportunities. Contact Angela Lynch for more information.