

Native American and Indigenous Peoples

Front Matter Document

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INTRODUCTION

Resource Guide Overview

This resource guide recognizes the ongoing presence and contributions of Native Americans on these lands, a history that long predates the more recent establishment of the State of Illinois. In accordance of being a good relative, we acknowledge that Illinois is the traditional homelands of many tribes, including Council of Three Fires, the Ojibwe, Potawatomi, and Odawa, the Menominee, Miami, Ho-Chunk, Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, and Shawnee nations. Many of these tribes were forcibly relocated out of the State through government sponsored removal programs. More recently, starting in 1956 through the 1970s, federal policies such as the Indian Relocation Act, brought an influx of Native Americans back into Illinois. Driven by a desire to terminate and assimilate many tribes, the Indian Relocation Act of 1956 brought thousands of Native people to Illinois to work and receive training. In 2024, the Prairie Band Potawatomi Nation had portions of their reservation, in Dekalb County, returned into trust after being illegally sold off by the government, becoming the first federally recognized tribe in Illinois in over 175 years. Currently, 100,000 Native people from over 100 different tribes live in Illinois.



Guide Sections and Associated Resources

The guide provides a mix of free and paid Native American history resources.



1. Quick Links by Theme and Learning Objective

Free articles, sample lesson plans, presentations, and videos aligned to updated standards and grouped based on themes and competencies

2. Longer-form Text

Select memoirs, poems, essays, and historical fiction for purchase/rent at public libraries that provide more detailed perspectives on Asian American history and identity

3. Asynchronous Digital Learning

Mix of free and paid short courses and micro-credentials for educators interested in learning more about Asian American history in a structured manner

4. Professional Convenings

Mix of free and paid conferences, webinars, and workshops aimed at providing educators opportunities for community building, knowledge sharing, and professional development

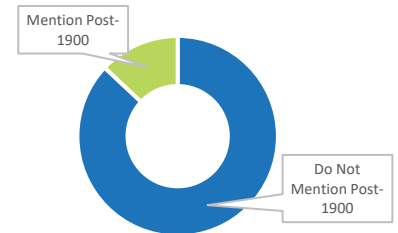
This resource guide will be reviewed and updated periodically to ensure that all resources continue to be both relevant and trustworthy to allow for transparent version-to-version comparisons. Past iterations of the guide will be archived on the [ISBE website](#).

Background

Since time immemorial, the Great Lakes region has been home to diverse groups of Indigenous Peoples. With the vast network of waterways, communities traveled throughout the land to trade, harvest, ally, and build vast kinship networks that are woven throughout the region. Embedded in the movement of communities throughout the region was a deep understanding of how to live in right relationships with lands, waters, and more-than-human relatives. This reciprocal approach to life has sustained Indigenous Peoples for thousands of years.

The experiences of Native Americans are often relegated to the past. Shear, et. al. (2015) illuminated this in their report, "Manifesting Destiny: Re/presentations of Indigenous Peoples in K-12 U.S. History Standards." Their research found that 87% of state-level US History standards do not mention Native American history after 1900. And at the time of this study, Illinois had zero standards related to the teaching of Native Americans post-1900, let alone our contemporary experiences.

Native American History in State Standards



This changed in Illinois with the passing of HB 1633 in 2023, which mandates that schools throughout the state teach "about the Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans," including, "the contributions of Native Americans in government and the arts, humanities, and sciences, as well as the contributions of Native Americans to the economic, cultural, social, and political development of their own nations and of the United States.

Mission



To provide, advocate and support an inter-tribal urban system of education, through networks of Native American Programs and other providers to increase academic and career success for multi-generations that recognizes formal education and tribal cultures/traditions.

Goal

In partnership with Tribal representatives, community members, and the Illinois State Board of Education, develop a guide of resources to provide a beginning for educators and administrators throughout the state to move beyond well-worn narratives about Native Americans.





The Native Inclusive History Symposium, hosted by the Chicago American Indian Community Collaborative, took place on June 22, 2023, at Northwestern University. During the final session of the day, representatives from tribes with historical and contemporary ties to Illinois, local Native-serving organizations, community members, and representatives from the Illinois State Board of Education developed 6 Principles to effectively teach the historical and contemporary experiences of Native Peoples.

Specifically, participants were asked to consider the following question: **What are the principles needed to ensure that Illinois K-12 educators are able to effectively teach about the historical and contemporary experiences of Native Peoples?**

A nominal approach to decision-making was used to ensure all perspectives and ideas in the room were included and represented in the final principles. The following are the principles the group agreed should be present to ensure K-12 educators effectively teach about the historical and contemporary experiences of Native Peoples.

Principals of Native American Curriculum



1. Centering Indigenous Truth and Perspectives

As districts, administrators, and educators develop implementation plans that apply the knowledge gained during professional development, it is critical to center Indigenous perspectives to tell a more complete picture of the history and contemporary experiences of Native Peoples in this country. Successful alignment with this principle requires the inclusion of credible Native literature, media, and sources authored or created by Native Americans that disrupt and expand upon dominant historical narratives, represent Indigenous knowledge, and ways of being in relationship with the natural environment.

2. Training and Support for Educators

The group recognized that the success of a teaching mandate requires high quality, accurate, and ample training and support for educators. Indigenous absence in the curriculum is a long-standing problem within the education system where generations of students and teachers have received training void of Indigenous history, context, knowledges, and voices. It stands to reason that educators and administrators will need support as the mandate is implemented. Support should include funding to build a robust professional development plan, so educators have the time and space to learn, receive feedback, and intentionally create and implement new pedagogical approaches, lesson plans, and curricula to fully teach the experience of Native Peoples throughout time.

3. Diversity and Sovereignty of Indigenous Nations

Understanding the inherent sovereignty and self-determination of Indigenous Nations is paramount to accurately teaching histories and futures of Native Americans. Curriculum should affirm tribal sovereignty and develop a clear understanding of the ways through which treaties, as the supreme law of the land, were entered between Indigenous Nations and the federal government. Furthermore, curricula should also demonstrate the ways Tribal Nations continue to exercise their treaty rights to this day. Educators should also be clear about the diversity of Native Nations across the country, with 574 federally recognized tribes, many with distinct languages and cultures, and pay particular attention to the numerous tribes with historical and contemporary connections to Illinois.



4. Engage Indigenous Knowledges and Values

Embedded in Indigenous knowledge and values is a deep relationship with lands and waters and more-than-human relatives. While not a monolith, many Indigenous knowledge systems recognize the inherent education opportunities within the natural world and engage in sense-making through an intergenerational and reciprocal approach to education. Actively engaging land and waters as contributors to the learning environment will support education that goes beyond cultural representations.

5. Commitments to Native Futures and Presence

Native Americans exist in the present and future, not only in the past. Currently, the majority of education of Native Americans focuses on a pre-1900 context which contributes to the erasure of present-day Native Peoples from the collective consciousness. Similarly, Native American history often focuses solely on trauma. While important to tell a complete story, this focus diminishes the numerous ways Indigenous communities are thriving in the United States. Focusing on the current expression of Native self-determination and exploring future possibilities will support a curriculum that places Native Americans out from solely in the past, but also into the present and future.

6. Grow Native Education Self-Determination

Supporting a thriving learning environment that promotes the inclusion of Native American history, contributions, and futures also includes recognizing that Indigenous students are present in every classroom. Leadership should review how data is collected to ensure an inclusive count of Native American students is practiced. Districts should also explore if Title VI funding for American Indian Education is an option. In addition to students, steps should be taken to ensure Native American educators and administrators are represented within districts. Educational self-determination also asks for the inclusion of Native nations, communities, Native-serving organizations, and families during the decision-making process regarding the teaching of Native American histories and contemporary experiences.

Chicagoland Native American Organizations

[American Indian Association of Illinois](#)

[American Indian Center](#)

[American Indian Health Services of Chicago](#)

[California Indian Manpower Consortium, Inc.](#)

[Caroline And Ora Smith Foundation](#)

[Center for Native Futures](#)

[Chicago American Indian Community Collaborative](#)

[D'arcy Mc Nickle Center for American Indian and Indigenous Studies at The Newberry Library](#)

[Gichigamiin Indigenous Nations Museum](#)

[Ho-Chunk Nation Chicago Branch Office](#)

[Menominee Community Center of Chicago](#)

[Midwest Soaring Foundation](#)

[Native American Chamber of Commerce of Illinois](#)

[St. Kateri Center of Chicago](#)

[Trickster Cultural Center](#)

[Tunica Biloxi Branch Office](#)

[Visionary Ventures NFP](#)

Native Nations in the US with connections to Illinois

Council of Three Fires

collectively known as Anishnabek (or Anishinabe)

Odawa/Ottawa

Grand Traverse Band of Ottawa and Chippewa Indians
Little River Band of Ottawa Indians
Little Traverse Bay Bands of Odawa Indians
Ottawa Tribe of Oklahoma

Ojibwe

Bad River Band of Lake Superior Chippewa
Bay Mills Indian Community
Bois Forte Band of Chippewa
Fond du Lac Band of Lake Superior Chippewa
Grand Portage Band of Lake Superior Chippewa
Keweenaw Bay Indian Community
Lac Courte Oreilles Band of Lake Superior Chippewa
Lac du Flambeau Band of Lake Superior Chippewa
Leech Lake Band of Ojibwe
Mille Lacs Band of Ojibwe
Red Cliff Band of Lake Superior Chippewa
Red Lake Nation
Saginaw Chippewa Indian Tribe of Michigan
Sault Ste. Marie Tribe of Chippewa Indians
Sokaogon Chippewa Community, Mole Lake Band of Lake Superior Chippewa
St. Croix Chippewa Indians of Wisconsin
Turtle Mountain Band of Chippewa Indians
White Earth Nation

Native Nations in the US with connections to Illinois

Council of Three Fires cont.

collectively known as Anishnabek (or Anishinabe)

Potawatomi/Bodéwadmíkiwen

Citizen Potawatomi Nation
Forest County Potawatomi
Hannahville Indian Community
Match-E-Be-Nash-She-Wish Band of Pottawatomi
Nottawaseppi Huron Band of the Potawatomi Tribe
Pokagon Band of Potawatomi
Prairie Band Potawatomi Nation

Ho-Chunk

Ho-Chunk Nation of Wisconsin
Winnebago Tribe of Nebraska

Menominee Indian Tribe of Wisconsin

Sac and Fox

Sac and Fox Tribe of the
Mississippi in Iowa
Sac and Fox Nation of Missouri
Sac and Fox Nation, Oklahoma

Shawnee Tribe

Kickapoo

Kansas Kickapoo Tribe
Kickapoo Tribe of Oklahoma
Kickapoo Traditional Tribe of
Texas

Miami

Miami Nation of Indians of the State
of Indiana
The Miami Tribe of Oklahoma

Peoria Tribe of Indians of Oklahoma