

Native American and Indigenous Peoples Resource Guide

March 2025

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, Odawa, the Menominee, Miami, Ho-Chunk, Peoria, Kaskaskia, Piankashaw, Wea, Mascoutin, 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 Native 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 Native 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

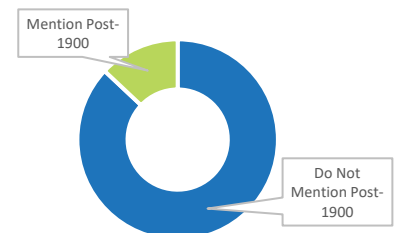
This resource guide will be reviewed and updated periodically to ensure that all resources continue to be both relevant and trustworthy to allow for transparent version-to-version comparisons. Past iterations of the guide will be archived on the [ISBE website](#).

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/representations 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.

Principles 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

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Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Learning in Places	K-5	Goodlad Institute for Educational Renewal, Northwestern University School of Education and Social Policy, Tilth Alliance and Seattle Public Schools	Model of pedagogy that centers racial equity, ethical, evidence-based decision-making, and just relations with the natural world. Teacher Frameworks	learninginplaces.org	SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.
Indigenous STEAM	K-12	Indigenous STEAM	These activities are designed to be used wherever you are! With your family, you can explore your relations with water, food, and plant and bird relatives right outside your door, whether you are in our homelands that have become dense urban places or in rural places. Community organizations and educators are encouraged to use and adapt these materials to be connected to the places you are in.	indigenousteam.org	SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
Resources for Teachers	K- 12	Native Knowledge 360 degree by the National Museum of the American Indian	A guide to disciplinary connections and classroom applications. Has materials for using in classrooms as well as educating teachers.	americanindian.si.edu	SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.
	1-12	University of Minnesota	The Culture-Based Arts Integration Curriculum website	intersectingart.umn.edu	SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).

Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Indian Country Today		Indian Country Today	Indian Country Today is a news organization that covers Indigenous peoples' ancestors, present, and future.	ictnews.org	SS.9-12.IS.2. Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
Learning in Places		American Library Association	A list of resources related to Chicago Indigenous communities compiled by the American Library Association.	www.ala.org	SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
Culturally Based Curriculum Digital Resources for Schools, Teachers, Parents, and Students	K-12	National Indian Education Association	Digital resources for schools, teachers, parents, and students.	www.niea.org/	SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
A GUIDE TO RELIABLE NATIVE AMERICAN-RELATED TEACHING RESOURCES: With reference to Minnesota K-12 Academic Standards in English Language Arts	K-12	Understand Native Minnesota, an initiative of the Shakopee Mdewakanton Sioux Community	The Shakopee Mdewakanton Sioux community published this work, which is freely available, for use by K-12 educators throughout Minnesota. The hope is to provide practical guidance on selecting reliable books, videos, websites, and other resources appropriate for teaching Native American topics.	www.understandnativemn.org	SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others. SS.9-12.IS.2. Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Inquiry	Learning from families /communities, as well as lands/waters	K-2	Native Knowledge 360 degree by the National Museum of the American Indian	Native American Relationships to Animals: Not your "Spirit Animal"	americanindian.si.edu Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter? The Pacific Northwest Fish Wars: What kinds of Actions Can Lead to Justice? Northern Plains History and Cultures: How do Native People and Nations Experience Belonging? Native American Cultures and Clothing: Native American Is Not a Costume Native People and the Land: The A:Shiwi (Zuni) People Kwakwaka'wakw People: Ways of Living, Ways of Giving Haudenosaunee Guide for Educators We Have a Story to Tell: Native Peoples of the Chesapeake Region American Indian Responses to Environmental Challenges Living Maya Time	SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
	Solving Problems Using Indigenous Knowledge Native America	6-8, 9-12	PBS Native America	In this lesson, students will examine how Indigenous knowledge can be used to solve problems in science, engineering, technology, and mathematics.	illinois.pbslearningmedia.org	SS.6-8.IS.1.MC. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Inquiry	What Exactly is Food Sovereignty?	6-8	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES	The word "sovereignty" holds a deeper meaning for Native Nations but the question of what that truly looks like still remains. Even so, many tribes are returning to a focus on food sovereignty especially as crisis events continue to challenge survival. In this activity students explore the definition of food sovereignty and learn what some tribes around the United States are doing to return to food sovereignty.		SS.6-8.IS.2.MC. Gather relevant information from credible sources and determine whether they support each other.
	Field Museum's Native Truths Learning Resources	PK-12	Field Museum	<p>Connect your classroom with diverse Native stories and the individuals who share them.</p> <p>We invite you to engage with these learning resources created for "Native Truths: Our Voices, Our Stories." Connect with and hear from Indigenous people as they tell their own stories through words, music, dance, art, and more.</p> <p>Dive deeply into current issues and celebrate the thriving, modern cultures of today's Native communities. Explore resources covering themes such as storytelling, food, astronomy, basket weaving, and so much more.</p>	www.fieldmuseum.org	<p>SS.K-2.1S.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p> <p>SS.6-8.IS.1.MdC. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.</p> <p>SS.9-12.1S.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p>

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Inquiry	How the Porcupine Got Its Quills	PK-2	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES Partnership of IllumiNative and the National Indian Education Association	In this activity, students will learn about the significance of the porcupine to Native culture, and the concept of being brave and cautious. Students will then have the opportunity to make their own "porcupine" art.	static1.squarespace.com/	SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
	Moving beyond Land Acknowledgment	K-12	Houghton Mifflin Harcourt	Four lesson plans that cover the topics of "Whose Land Are You On?"; "Tribal Governments, Treaties, and Sovereignty"; "Diversity of Histories and Cultures"; and "Research Indigenous Peoples and Nations of Today."	www.hmhco.com	SS.K-2.1S.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards. SS.6-8.IS.1.MdC. Ask essential and focused questions that consider multiple perspectives and will lead to independent research. SS.9-12.1S.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
	Learning in Places	K-5	Goodlad Institute for Educational Renewal, Northwestern University School of Education and Social Policy, Tilth Alliance, and Seattle Public Schools	Model of pedagogy that centers racial equity, ethical, evidence-based decision-making, and just relations with the natural world.	learninginplaces.org	SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer essential questions.

Inquiry	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
	What is the Indian Arts and Crafts Act of 1990 and why does it matter?	6-12	Department of Interior Indian Country News	Looking at the way tribes stay relevant and productive within the modern capitalist model. Students will examine and develop an understanding of the Indian Arts and Crafts Act of 1990 and tribal art markets and examine how and why tribal governments use gaming and other sources to fund tribal governments in lieu of member taxation.	www.doi.gov ictnews.org	SS.6-8.IS.1.LC. Create essential questions that consider multiple perspectives to guide inquiry about a topic. SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
Inquiry	Indigenous STEAM	K-12	Indigenous STEAM	These activities are designed to be used wherever you are! With your family, you can explore your relations with water, food, and plant and bird relatives right outside your door, whether you are in our homelands that have become dense urban places or in rural places. Community organizations and educators are encouraged to use and adapt these materials to be connected to the places you are in.	https://indigenousteam.org/	SS.6-8.IS.2.MC. Gather relevant information from credible sources and determine whether they support each other.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Inquiry	Indigenous History in Chicago	10-12	Meredith McCoy and Rose Miron (Newberry Library)	The Indigenous Chicago curriculum is an Inquiry Design Model that contains six modules focused on the themes of "Chicago Has Always Been a Native Place," "Land and Environment," "Convergence," "Activism and Resistance," "Education," and a premodule. The materials cover from the pre-contact period to the present and are based on primary sources from the Newberry Library's collection and beyond. It includes both teacher and student-facing content and activities, as well as a Crosswalk document that allows teachers to select specific modules to pair with popular subjects in U.S. history. The curriculum can be taught in whole or part as teachers see fit.	indigenous-chicago.org	Many. These are linked in each module. SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Civics	Models of Indigenous organizing, including urban organizations	6-9	Native Knowledge 360 degree by the National Museum of the American Indian	See how the Akwesasne Mohawk of northern New York, the Campo Kumeyaay Nation of southern California, the Leech Lake Band of Ojibwe of northern Minnesota, and the Lummi Nation of Washington State deal with environmental issues in their homelands today. Learn how traditional culture, values, and indigenous knowledge, along with Western science and technology, inform the environmental work of these contemporary Native nations.	americanindian.si.edu	SS.6-8.CV1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts of multiple communities.
	Indigenous History in Chicago	10-12	Meredith McCoy and Rose Miron (Newberry Library)	The Indigenous Chicago curriculum is an Inquiry Design Model that contains six modules focused on the themes of "Chicago Has Always Been a Native Place," "Land and Environment," "Convergence," "Activism and Resistance," "Education," and a premodule. The materials cover from the pre-contact period to the present and are based in primary sources from the Newberry Library's collection and beyond. It includes both teacher and student-facing content and activities, as well as a Crosswalk document that allows teachers to select specific modules to pair with popular subjects in U.S. history. The curriculum can be taught in whole or part as teachers see fit.	indigenous-chicago.org The curriculum will be available at starting September 12.	Many. These are linked in each module. SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities, including the marginalization of multiple groups.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Civics	Tribal sovereignty and Indigenous governance models	9-12	Native Knowledge 360 degree by the National Museum of the American Indian	Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?	americanindian.si.edu	SS.9-12.CV.1 Distinguish between the rights, roles, powers, and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in that system.
	Treaty rights; nature of Native nations' relationships with U.S. government and state / local governments	6-8	Native Knowledge 360 degree by the National Museum of the American Indian	The Navajo Treaty of 1868: Why Was the Navajo Journey Home So Remarkable?	americanindian.si.edu	Treaty rights; nature of Native nations' relationships with U.S. government and state / local governments
	The Pawnee Treaties of 1833 and 1857	9-12	Native Knowledge 360 degree by the National Museum of the American Indian	The Pawnee Treaties of 1833 and 1857: Why Do Some Treaties Fail?	americanindian.si.edu	SS.9-12.CV.1 Distinguish between the rights, roles, powers, and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in that system.
	Citizen Potawatomi Government Lesson	6-12	Citizen Band Potawatomi	Before colonization, Native nations and Indigenous peoples had their own forms of governance and leadership systems. These systems were grounded in Indigenous cultural values, practices, and languages. They were intricate, strategic, and intentional. During and after colonization, the U.S. federal government, local governments, and White settlers disrupted Native lifeways and kinship systems, and caused generational harm through war, broken treaties, forced assimilation, and genocide.	www.potawatomiheritage.com www.potawatomiheritage.com/classroom/	SS.6-8.CV.2.MCa. Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Civics	American Indian Removal: Does It Make Sense?	7-12	Native Knowledge 360 degree by the National Museum of the American Indian	If you were told that you had to leave your home and go live somewhere far away, how would you react? Thousands of American Indians who originally lived east of the Mississippi River faced this reality in the 19th century as land-hungry Americans saw economic opportunity in American Indian lands. This animated video captures the responses of middle school students who learned about the history of American Indian removal. Use the video for class discussions or lesson introduction.	americanindian.si.edu	SS.6-8.CV.2.MCa. Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people. SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities, including the marginalization of multiple groups.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Economics/Financial Literacy	Non-capitalist models of community care and exchange	4-5	Native Knowledge 360 degree by the National Museum of the American Indian	This lesson provides Native perspectives, images, documents, and other sources to help students and teachers understand how the 17th century fur trade brought together two cultures -- one Native and the other Dutch -- with different values and ideas about exchange. Examine these differences to determine whether the exchange that took place on Manhattan in 1626 was really a land sale or not.	americanindian.si.edu	SS.5.EC.3. Determine the ways in which government pays for goods and services it provides.
	Tribal Taxes	10 - Math	Oregon Department of Education: Tribal History/Shared History	By the end of this lesson, students will be able to construct and chart piecewise functions to analyze income tax rates, explain how taxes impact enrolled members of federally recognized Native American tribes, and explain how federal, state, and tribal tax systems interrelate.	www.oregon.gov/ode	SS.9-12.EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control.
	Distinctions between Native American view of the world and Western scientific worldviews	9-12	Lessons of Our Land	Students explore the complexities behind the clash that often occurs between Native oral and cultural history and formal archeological and anthropological science worldviews.	lessonsofourland.org	SS.9-12.EC.8. Use data and economic indicators to analyze past and current states of the economy and predict future trends and economic conditions among multiple, diverse communities.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Geography	Indigenous modes of map-making/ cartographies	TBD- maybe 6th and up?	Native Land Digital	A nonprofit that worked with Indigenous communities to put together free-access data and map where their ancestral homelands (Indigenous communities present in the data/on the map chose to participate) are. Way to learn about historical lands, languages, and treaties. Also a way to digitally make maps with GIS/QGIS.	native-land.ca	SS.6-8.G.1.MdC. Using mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.
	Indigenous connections to place / place-making	TBD	Peggy DesJarlait aka Myrtle Starr	Testimony/interview of Peggy DesJarlait, who is an Indigenous person relocated from her reservation to Chicago.	www.youtube.com	SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups. SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments. SS.9-12.G.14. Explain how a person's identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.
	Learning in Places	K-5	Goodlad Institute for Educational Renewal, Northwestern University School of Education and Social Policy, Tilth Alliance and Seattle Public Schools	Model of pedagogy that centers racial equity, ethical, evidence-based decision-making, and just relations with the natural world.	learninginplaces.org	SS.7-8.3.MC. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Geography	American Indian Responses to Environmental Challenges	6-9	Native Knowledge 360 degree by the National Museum of the American Indian	See how the Akwesasne Mohawk of northern New York, the Campo Kumeyaay Nation of southern California, the Leech Lake Band of Ojibwe of northern Minnesota, and the Lummi Nation of Washington State deal with environmental issues in their homelands today. Learn how traditional culture, values, and indigenous knowledge, along with Western science and technology, inform the environmental work of these contemporary Native nations.	americanindian.si.edu	SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.
	Indigenous STEAM	K-12	Indigenous STEAM	These activities are designed to be used wherever you are! With your family, you can explore your relations with water, food, and plant and bird relatives right outside your door, whether you are in our homelands that have become dense urban places or in rural places. Community organizations and educators are encouraged to use and adapt these materials to be connected to the places you are in.	indigenousteam.org/	SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups. SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.
	Understanding the geographies of treaties		Native Knowledge 360 degree by the National Museum of the American Indian		americanindian.si.edu americanindian.si.edu	SS.4.G.2 Explain how the cultural and environmental characteristics of places change over time.

Geography	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Geography	Urban Indigenous geographies	4-5	Native Knowledge 360 degree by the National Museum of the American Indian	This lesson provides Native perspectives, images, documents, and other sources to help students and teachers understand how the 17th century fur trade brought together two cultures -- one Native and the other Dutch -- with different values and ideas about exchange. Examine these differences to determine whether the exchange that took place on Manhattan in 1626 was really a land sale or not.	americanindian.si.edu americanindian.si.edu americanindian.si.edu americanindian.si.edu	SS.4.G.2 Explain how the cultural and environmental characteristics of places change over time.
	Indigenous History in Chicago	10-12	Meredith McCoy and Rose Miron (Newberry Library)	The Indigenous Chicago curriculum is an Inquiry Design Model that contains six modules focused on the themes of "Chicago Has Always Been a Native Place," "Land and Environment," "Convergence," "Activism and Resistance," "Education," and a premodule. The materials cover from the pre-contact period to the present and are based in primary sources from the Newberry Library's collection and beyond. It includes both teacher and student-facing content and activities, as well as a Crosswalk document that allows teachers to select specific modules to pair with popular subjects in U.S. history. The curriculum can be taught in whole or part as teachers see fit.	indigenous-chicago.org The curriculum will be available at starting September 12.	Many. These are linked in each module. SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups. SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments. SS.9-12.G.14. Explain how a person's identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Geography	Potawatomi Creation Story	PK-12	Citizen Band Potawatomi	Introduces students to the origins of the Potawatomi people.	www.potawatomiheritage.com www.potawatomiheritage.com/classroom	SS.9-12.G.13. Describe and explain the characteristics that constitute culture.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
History	The Game of Lacrosse	PK-2	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES Partnership of IllumiNative and the National Indian Education Association	In this activity, students will learn about the significance of Lacrosse and Snownake to Haudenosaunee people and have the opportunity to make their own Lacrosse and Snownake sticks for outdoor fun.	static1.squarespace.com	SS.2.H1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.
	Importance of Wild Rice	6-8	Lessons for Our Land	Students will identify wild rice as an important historic food source for Ojibwe people, how wild rice was harvested and processed, and the important cultural significance wild rice has for the Ojibwe people.	lessonsofourland.org	SS.6-8.H4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.
	Addressing Historical Trauma: The Indian Boarding School Era	6-8	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES Partnership of IllumiNative and the National Indian Education Association	General Richard Pratt's famous statement "Kill the Indian, and save the man," summarizes the premise of the Indian boarding school era. As thousands of Native children were forcibly sent to learn the ways of Western European civilization in an attempt to eradicate tribes and their cultures. Though the number of boarding schools declined after the Civil Rights Movement began, the effect is still felt today. This activity shares the history and the trauma of the boarding school era through a learning series by the Public Broadcasting Station.	static1.squarespace.com	SS.6-8.H4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.
	Native Music: Drums and Shakers	3-5	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES Partnership of IllumiNative and the National Indian Education Association	In this activity, students will identify the importance of music within a culture and recognize the significance of the shaker and drum in the Native culture.	static1.squarespace.com	SS.2.H1. Identify main ideas and changes that have occurred in the local community over time & retell how these changes impacted diverse groups in the community.

Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
The Power in (Re) Telling History: A Look at Jim Thorpe's Life: Part 1	6-8	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES Partnership of IllumiNative and the National Indian Education Association	One tool used by dominant culture is to write and rewrite history, particularly Native American history. Many consider Jim Thorpe (1887-1953) to be the greatest athlete to ever live. His life is not only filled with amazing athletic accomplishments but also traumatic events due to historical racism toward Native Americans. However, history does not always tell that side of his story. Part 1 of this activity set uses Jim Thorpe's early life to explain the effects of boarding school and the discrimination toward Native Americans in society during the late 1800s to early 1900s. This is an activity that families can do together for rich discussions about assimilation. Part 2 of this activity set shares Jim Thorpe's athletic accomplishments as well as the tragedies he experienced due to discrimination toward Native Americans in society during the late 1800s to early 1900s. This is an activity that families can do together for rich discussions about discrimination and the "truth" of history.	Part 1: static1.squarespace.com Part 2: static1.squarespace.com	SS.6-8.H3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.
Making Frybread: Cultural Connections to Food	6-8	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES Partnership of IllumiNative and the National Indian Education Association	Food has always brought people together. Sometimes certain cultural foods begin from difficult times and then turn into a source of pride and a symbol of resilience for a people. This activity features the history and deep significance of frybread for the Navajo Nation.	static1.squarespace.com	SS.6-8.H4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
History	Native American Dolls	PK-2	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES Partnership of IllumiNative and the National Indian Education Association	In this activity, students will explore the different types of Native American dolls from the perspective of various Native American doll makers. Students will then have the opportunity to make their own corn husk dolls.	static1.squarespace.com	SS.2.H.1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.
	Native Dance Forms: Learn to do the Round Dance	3-5	NATIVE AMERICAN EDUCATION FOR ALL RESOURCES Partnership of IllumiNative and the National Indian Education Association	In this activity, students will identify the importance of music within a culture and recognize the significance of dance in the Native culture. Students will compare three different dances, picking out their similarities and differences.	static1.squarespace.com	SS.4.H.1. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.
	Indigenous History in Chicago	10-12	Newberry Library	The Indigenous Chicago curriculum is an Inquiry Design Model that contains six modules focused on the themes of "Chicago Has Always Been a Native Place," "Land and Environment," "Convergence," "Activism and Resistance," "Education," and a premodule. The materials cover from the pre-contact period to the present and are based on primary sources from the Newberry Library's collection and beyond. It includes both teacher and student-facing content and activities, as well as a Crosswalk document that allows teachers to select specific modules to pair with popular subjects in U.S. history. The curriculum can be taught in whole or part as teachers see fit.	indigenous-chicago.org The curriculum will be available starting September 12.	Many. These are linked in each module. SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments. SS.9-12.H.5. Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras. SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from

	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
History	Native perspective of U.S. history	Early Childhood	Maria DesJarlait	<p>"Atika's medicine" -- Indigenous story from a child's perspective who has moved from the reservation to Chicago. The main character teaches her school about her cultural identity.</p> <p>"I'm not a costume" -- Indigenous story from child's perspective who has encountered cultural appropriation in Chicago school.</p>	gichigamiin-museum.org shop.gryphonhouse.com	<p>SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.</p> <p>SS.6-8.G.4.LC. Identify how cultural and environmental characteristics vary among regions of the world.</p> <p>SS.K.H.1. With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.</p> <p>SS.1.H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.</p>
	American Indian Removal: What Does It Mean To Remove A People?	7-12	Native Knowledge 360	This lesson provides perspectives from Native American community members, documents, maps, images, and activities to help students and teachers understand an important and difficult chapter in U.S. history. Explore the vast scope of removal and its effects on Native Nations.	americanindian.si.edu	<p>SS.6-8.G.4.LC. Identify how cultural and environmental characteristics vary among regions of the world.</p> <p>SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them.</p>

History	Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
	Potawatomi Trail of Death	3-8	Citizen Band Potawatomi	By the end of this lesson, students will understand the personal and tribal impact of the Trail of Death and be able to empathize with its participants.	www.potawatomiheritage.com www.potawatomiheritage.com/classroom/	SS.2.H.1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community. SS.9-12.H.5. Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.
	Billy Caldwell and Great Lakes Treaty-Making Documentary Film & Curriculum (45-minute classroom film) by Susan L. Kelsey; Michelle Simon (Prairie Band Potawatomi Nation, PBPB); and Joe Mitchell (PBPB)	6-12	State of Illinois Native American History from 1763-1835 Early 1800s fur trading Native American Treaties made in the Chicago region from 1763-1833 The 1830 President Jackson Indian Removal Act Narratives from today's Native American Community	Choice of two-day, three-day and five-day curriculum Companion documentary film (45-minutes) Professional development resources Resources and links Opening Activity Introduction Map Activity Timeline Activity Identity Chart Activity Photograph Activity Film Themes Activity Film Questions Activity Writing Prompts + Extension Activities	thebillycaldwellmovie.com	Billy Caldwell Standards SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments. SS.9-12.H.5. Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras. SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them.

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	Truth and Healing Curriculum	1-12	The National Native American Boarding School Healing Coalition	<p>The National Native American Boarding School Healing Coalition has developed a curriculum on U.S. Indian boarding schools for teachers and parents to use with their students and children.</p> <p>The Truth and Healing Curriculum is composed of four robust lessons on Indian boarding schools covering History, Impacts, Stories, and Healing, and is appropriately sectioned into three learning levels: primary, middle, and upper grades.</p>	boardingschoolhealing.org/curriculum/	<p>SS.2.H1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p>SS.9-12.H.5. Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>
	Telling Our Story: A Living History of the Myaamia	3-12	Myaamia Center at Miami University	<p>The six sections of this curriculum address Myaamia history beginning with the pre-contact period (pre-1600s) and concluding with contemporary issues.</p>	teachmyaamiahistory.org/	<p>SS.2.H1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p>SS.9-12.H.5. Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>

Additional Resources

INQUIRY [Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?](#)

INQUIRY [The Navajo Treaty of 1868: Why Was the Navajo Journey Home So Remarkable?](#)

INQUIRY [Early Encounters in Native New York: Did Native People Really Sell Manhattan?](#)

HANDOUT [Honoring Original Indigenous Inhabitants: Land Acknowledgment](#)

VIDEO [The Trouble with History](#)

COMICS [Telling Stories with Pictures: Collected Comics from Native New York](#)

POSTER [Native People and the Land: The A:Shiwi \(Zuni\) People](#)

POSTER [Kwakwaka'wakw People: Ways of Living, Ways of Giving](#)

HANDOUT [Native Life and Food: Food is More Than Just What We Eat](#)

GUIDE [Taíno: Native Heritage and Identity in the Caribbean Gallery Guide](#)

Topic	Grade Level(s)	Resource Sourced By	Resource Description	Link(s)	ISBE Standard(s) Addressed
Native Americans of today, developing essential questions about the current existence of Native peoples in the United States. Who they are and how they exist in current society.	3-5	Read Think Write	Teachers use photo essays and other texts to introduce students to Native children and their families, thereby countering the idea that Native people no longer exist. Students first brainstorm all they know about Native Americans, while the teacher creates lists of their comments on the board. Students then read books and explore Websites from provided lists highlighting contemporary Native Americans. Finally, they use a Venn diagram to compare and contrast their ideas about Native Americans at the beginning of the lesson with what they now know.	www.readwritethink.org	SS.IS.3.3-5. Determine sources representing multiple points of view that will assist in answering essential questions
15 Resources for Teaching Native American History and Culture	K-12	International Society for Technology in Education	Topics include American Indian history and heritage, honoring tribal legacies, lessons of our land, listening to Wampanoag voices beyond 1620, living nations and living worlds, national archives catalog, tribal directory, Native American perspective about Thanksgiving, Native narratives, and many others.	iste.org	

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