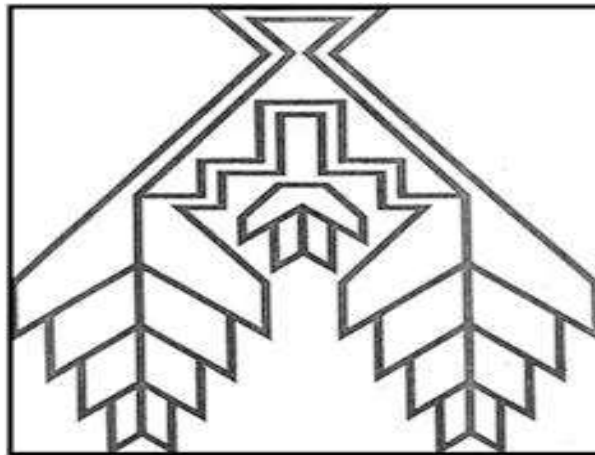


# **Mitchell Museum of the American Indian**

## **Education Task Force**



## **Curriculum Overview and Resource Project**

**Spring, 2010**



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## **Introduction to the MMAI Curriculum Overview**

We of the Mitchell Museum of the American Indian Education Task Force have created this curriculum overview to help teachers from kindergarten through high school incorporate teaching about American Indians into their curriculum. This overview contains topics and questions at each grade level so that continuous teaching about American Indians occurs every year.

The organization of our curriculum overview is taken from *Teaching about Native Americans* by Karen Harvey, Lisa Harjo, and Jane Jackson, a booklet available through the National Council for Social Studies. There are four concept clusters: *Environment and Resources*, *Culture and Diversity*, *Adaptation and Change*, and *Discrimination and Conflict*. Under each cluster, there are questions geared toward four grade levels: *K-2*, *3-5*, *6-8*, and *9-12*. While we envision the curriculum as occurring in sequence from kindergarten through grade 12, teachers could use the activities at any level that they teach by tailoring them to suit that particular grade level in terms of scope and depth. It is also important to keep in mind that teaching about American Indians can take place outside of social studies. That is, much interesting and relevant content can be taught in English, Art, Music, Science, and Physical Education classes.

We hope that our guide will help clear up some confusion about what to teach about American Indians. We believe that American Indian history is American history. Teachers should be able to incorporate much information by keeping in mind that as American history unfolded, American Indian history was impacted and changed. The history of this continent is both Indian and European. Both histories can be taught widely and deeply while still covering the basic state standards for your district.

We have found that students who visit the museum have a curiosity about the native people of this continent. We hope you will use this guide to inspire your students to learn more about American Indians every year.

Thank you very much.

### **The Mitchell Museum of the American Indian Education Task Force**

Vikki Proctor, M.S. Ed., *Chair*

Linda Bechtel, M. S. Ed.

Barbara Johnson, M. S. Ed.

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## “No ‘Indian Free’ American History”



By Scott Manning Stevens,  
Akwasasne Mohawk;  
Contributing Writer

In this season of Columbus Day and Thanksgiving, when children learn about how Europeans ‘discovered’ America and how the Pilgrims and Indians all got

along so famously, we have one of the few times in the year that American Indians are mentioned in school. Anyone who has taught college age students will be familiar with the refrain that they don’t know anything about America’s original inhabitants because they weren’t taught about American Indians after elementary school. Our various regional and national histories are collapsed into one catchall term: Indian. Granted some may know us as Native Americans, but the term is not the problem, it’s the lumping us all together and then leaving us in the past.

Our histories do not disappear into the world of show-and-tell, lunchboxes, and field trips. This problem is a national one – American Indian peoples are not included in the national narrative of the United States beyond the Indian Wars of the 1800’s – if that. We need to call for our inclusion in national curricula at every level. One place to begin would be in demanding better textbooks for our students. I am hoping that people will review the current state of primary and secondary school textbooks and determine whether they are doing an adequate job.

Several decades ago the Cahuilla/ Cherokee scholar Jeanette Henry Costo, in her study *Textbooks and the American Indian*, reprinted a letter sent by the Grand Council Fire of American Indians to Mayor William Hale Thompson of Chicago in 1927. In the letter the Council urged the mayor to address the lack of fair-mindedness in the public school curricula of the day as it related to American Indians. One line states, “We therefore ask you while you are teaching school children about America First, teach them about the First Americans.” I wonder how much has

changed since 1927.

Doubtless the books have stopped calling us savages but do we really get much farther beyond the Thanksgiving Day pageants? If students have some recollection of the Trail of Tears, do they know the Navajo Long Walk? If they know the massacre at Wounded Knee in 1890, do they know the siege of Wounded Knee in 1973? And is conflict the only thing they think about when they think of American Indians or do they learn of our achievements as poets, athletes, scholars, diplomats, performing artists, and authors?

I’m sure that if parents, teachers, and students demanded a curriculum that included American Indians in every facet of American history and culture that the textbook producers and education policymakers would have to respond. For that to be accomplished we need to make a concerted effort.

My hope is that interested parties from the community, with the assistance of the Title VII Program and scholars working with the McNickle Center for American Indian History could work together to produce a report of the current state of public education on American Indian history and culture K – 12. We could review existing textbooks and look at requirements for Chicago area public school students. We might encourage educators in other communities to do the same thing and that in turn could lead to statewide action. Our communities represent a diverse collection of talents – let’s use them to address this critical issue.

I have a mantra of sorts that I like to teach: now repeat after me, “There is no ‘Indian Free’ American history, it’s just taught that way,” “There is no ‘Indian Free’ American history, it’s just taught that way,” . . .

*Scott Manning Stevens is the Director of the D’Arcy McNickle Center for American Indian History. For more information, you can visit their website at [www.newberry.org/mcnickle/darcyhome.html](http://www.newberry.org/mcnickle/darcyhome.html)*

## Terms You Should Know

### "Indian, Native American, American Indian"

Excerpt from: What's in a Name? Indians and Political Correctness  
by Christina Berry, tribal citizen of the Cherokee Nation

**[Disclaimer:** *This excerpt lays out in simple terms the history of what to call the indigenous people of North America. It is one person's point of view and others may disagree with it. We selected it to put the issue in context. The Task Force uses the term "American Indian" in our curriculum because we carried out this work under the auspices of the Mitchell Museum of the American Indian.]*

"So what is it? Indian? American Indian? Native American? First Americans? First People? We all hear different terms but no one can seem to agree on what to call us. In this article I will explore some of the reasons behind these variations on Indian identity...

How many times have you heard someone say "Indian" and then correct themselves in a hostile tone, "Oh right, now they want us to call them Native Americans." Would it surprise you to know that most of the Indians that I know do not like the term Native American? So who comes up with these terms and why?

As the story goes, when Christopher Columbus landed on an island in the Caribbean he thought he was in India. So naturally he referred to the Natives he met as Indians... the name Indian has since stuck...[T]he term can create confusion because it may be difficult in conversation to differentiate between the Indians of America and the Indians of India. The term American Indian became popular because it helped with this confusion...

In the late 20th century, as political correctness came to the forefront, many of these long standing ethnic terms were abandoned for new neutral terms or phrases... Thus, "Native American" was born...There is, however, a very obvious problem with this term. Any person born in "America" is a native American...Though the intentions were good, the term Native American seemed to cause more problems than it fixed. It created in mainstream Americans a fear that they would look insensitive if they accidentally used the wrong term and it made many Americans resentful of Indians for being too sensitive. Ironically, Indians, or American Indians (whichever you prefer), did not seem interested in changing their name. AIM, the American Indian Movement, did not begin calling itself NAM. The American Indian College Fund did not change its name. Many Indians continue to call themselves Indian or American Indian regardless of what the rest of America...calls them.

In the end, the term you choose to use (as an Indian or non-Indian) is your own personal choice. Very few Indians that I know care either way. The recommended method is to refer to a person by their tribe, if that information is known. The reason is that the Native peoples of North America are incredibly diverse. It would be like referring both a Romanian and an Irishman as European. It's true that they are both from Europe but their people have very different histories, cultures, and languages. The same is true of Indians. So whenever possible an Indian would prefer to be called a Cherokee or a Lakota or whichever tribe they belong to. This shows respect because not only are you sensitive to the fact that the terms Indian, American Indian, and Native American are an over simplification of a diverse ethnicity, but you also show that you listened when they told what tribe they belonged to.

**Nation** a politically organized body of people under a single government

**Sovereignty** is the quality of having supreme, independent authority over a territory. A sovereign nation defines itself and its citizens, exercises self-government and the right to treat with other nations, applies its jurisdiction over the internal legal affairs of its citizens and subparts (such as states), claims political jurisdiction over the lands within its borders, and may define certain rights that inhere in its citizens (or others). . . . "The Indian Commerce Clause by its own terms acknowledges tribes as sovereigns, sovereigns other than states for which the federal government needs delegated authority to regulate."

**Tribe** a social division of people based on shared culture.

## General Guidelines: Teaching about Columbus

Teaching about Columbus and his conquest of the New World has become fraught with challenges. In many places, even the celebration of October 12, Columbus Day, has been renamed. In the midst of this controversy, it is important to think about how to present the history of the New World with a balanced perspective.

Who was Christopher Columbus? He is variously regarded as one of the greatest mariners in history, a visionary genius, a mystic, a national hero, a failed administrator, a naive entrepreneur, and a ruthless and greedy imperialist. ([The Library of Congress' 1492: AN ONGOING VOYAGE](#)) Yes, Columbus was a brave and courageous man. Yes, he was an entrepreneur and talented salesman. But he was also a man of his times and his attitudes towards the Indians he encountered reflected that. They were not quite human and "civilized." As he himself wrote in his journals: *It appears to me, that the people are ingenious, and would be good servants and I am of opinion that they would very readily become Christians, as they appear to have no religion. They very quickly learn such words as are spoken to them. If it please our Lord, I intend...to carry home six of them to your Highnesses, that they may learn our language...* (<http://www.fordham.edu/halsall/source/columbus1.html>) Columbus saw native people as simple and capable of being good servants. He also participated in the beginning of American Indians slavery, a subject rarely covered in our schools today.

At the same time, almost from the beginning of the conquest, there was another man, Bartolomé de las Casas. He eventually became the strongest voice of support for the natural rights of Indians. Starting out as an encomendero and participating in the conquest of Cuba as a priest, he witnessed first-hand many atrocities that caused him to rethink the way in which the conquest was being conducted. But he too was a man of his times. He was not against the conquest itself. He simply felt that it could be carried out in a benevolent manner. That is, he still believed in the value of converting Indians to the Catholic faith, but with a gentle hand to lead them to willingly convert to the faith. He also proposed black slavery as a means of alleviating the lot of the Indians. But very quickly he repented this action and spent the rest of his life trying to make amends for it.

Using these two men as two sides of the same coin, the conquest of the Americas presents a wonderful opportunity to teach about historical perspective. Given the attitudes and values of the late 15th and early 16th century, you might study Columbus and Las Casas within the framework of these attitudes. At the same time, the third perspective would be that of the Indians themselves.

Here are some other guidelines adapted from "An American Indian Perspective on Columbus" by Esther Stutzman at <http://nwindian.evergreen.edu/curriculum/truthsofcolumbus.html>.

1. Use "arrival" or "landing", instead of "discovery".
2. Use timelines that portray/respect the sophistication, advancements and accomplishments of Native societies and cultures at the time of his "arrival".
3. Christopher Columbus wasn't his true name, only the English version of it.
4. He wasn't always a "sailor", more accurate his is described as a "tradesman" or "jack-of-all-trades".
5. He never thought to prove the world was round, it had been known long before his first voyage.

6. He was merely looking for "profit", by finding an easier and faster way to reach China and India.
7. His motive was "wealth", not spreading Christianity.
8. Queen Isabella did NOT pawn the royal jewels to finance his voyage, even though she did offer to, they managed through financial juggling and loans to raise the necessary funds for such a costly venture.
9. Columbus demanded 10% of all the bounty for all subsequent voyages, not just his own, because of his "pioneering" effort.
10. Columbus was NOT the first person to sight land. One of the crewmen first shouted "Tierra" (land). Since Spanish royalty promised great riches to the first person to sight land, Columbus paid the crewman a small amount and wrote in his own log it was he, Columbus, that had first sighted land.

#### **Book**

Bigelow, Bill and Bob Peterson (eds.) Rethinking Columbus: The Next 500 Years. Milwaukee, WI: Rethinking Schools, 1998.

#### **Internet Links**

(Functional Links as of June, 2010)

##### *General*

- **Alternative Holiday Names for October 12 at**  
<http://www.timeanddate.com/holidays/us/native-americans-day>
- **Challenges to Columbus Day By AIM in Colorado at**  
<http://hnn.us/roundup/entries/30597.html>
- **1492: An Ongoing Voyage at Library of Congress**  
<http://www.loc.gov/exhibits/1492/intro.html>
- **History of Columbus Day, History Channel at**  
<http://www.history.com/content/columbusday>
- **Learning to Think Historically: Columbus, Exploration, and the Idea of a Flat Earth**  
<http://teachinghistory.org/issues-and-research/research-briefs/19265>
- **Myths about Columbus at** <http://teachinghistory.org/history-content/quiz/20401> and <http://teachinghistory.org/nhec-blog/22951>

##### *Grade Level Lesson Plans*

- **Grades 1-2 Columbus Encounters America: What are we Thinking?**  
<http://www.eduref.org/Virtual/Lessons/crossroads/sec3/k2/unit2/UNIT2-1-Lesson2.html>
- **Grades 3-5 What Was Columbus Thinking?**  
[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=257](http://edsitement.neh.gov/view_lesson_plan.asp?id=257)
- **Grades 3–5 "Chart Columbus' Voyages"**  
<http://www.teachervision.fen.com/columbus-day/lesson-plan/3029.html>
- **Grades 4–5 Columbus Day (Native American Perspective)**  
<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/columbus.html>
- **Grades 6–8 and 9–12 Exploring the Issues Surrounding Columbus Day Celebrations**  
(Scaffolded Lesson) <http://learning.blogs.nytimes.com/2000/10/09/discovery-channels/>



## General Guidelines: Teaching about Thanksgiving

There has been a lot of press recently about the “true” story of Thanksgiving. It is probably better to view the teaching about this holiday as a chance to provide balanced, rather than true coverage. That is, it is important to look behind the myths created over centuries.

A very interesting book to start your reinvention of lessons about Thanksgiving is Penny Colman’s Thanksgiving: The True Story published by Henry Holt in 2008. Although this book is aimed at grades 5–9, it could be adapted to suit any grade level. Here is a quote from Booklist about this book.

*Drawing on historical research and the results of a written questionnaire, Colman first retraces the growth of Thanksgiving as a national holiday and then surveys the wide range of customs and mouthwatering comestibles associated with the celebration. Both tracks are illuminating. The author opens with a chart of competing claims to the First Thanksgiving on this continent and examines the evidence for each, concluding that there is no direct relationship between any particular historical event (including the one she dubs the Pilgrims and Indians story) and the modern holiday. Using her own recollections along with those of her questionnaire respondents, she describes gatherings, rituals (e.g., parades and football games), and Thanksgiving food—which for many American immigrant families includes—but is definitely not confined to—turkey, stuffing, potatoes, and pumpkin pie.*

The second book is 1621: A New Look at Thanksgiving by Marge Bruchac and Catherine O’Neill. Aimed at grades 4 and up, it presents a balanced and thoughtful view of this holiday.

### Other Books

Peters, Russell M. (Wampanoag) Clambake: A Wampanoag Tradition. Minneapolis: Lerner Publications, 1992, (Grades 4-6)

Waters, Kate. Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times. New York: Scholastic, 1996. (Grades 2–5)

### General Links

- **Are You Teaching the Real Story of the *First Thanksgiving*?**  
[http://www.education-world.com/a\\_curr/curr040.shtml](http://www.education-world.com/a_curr/curr040.shtml)
- **Deconstructing the Myths of the First Thanksgiving**  
<http://www.oyate.org/resources/shortthanks.html>
- **Harvest Ceremony: Beyond the Thanksgiving Myth** (National Museum of American Indian)  
[http://www.nmai.si.edu/education/files/NMAI\\_Harvest\\_Study\\_Guide.pdf](http://www.nmai.si.edu/education/files/NMAI_Harvest_Study_Guide.pdf)
- **Teaching About Thanksgiving: Extensive Background from Tacoma School District Curriculum**  
<http://www.ewebtribe.com/NACulture/articles/thanksgiving.html>
- **“Thanksgiving” at Plimoth Plantation**  
<http://www.plimoth.org/kids/homeworkHelp/thanksgiving.php>
- **Thanksgiving as a National Day of Mourning, 1970**  
<http://www.informationclearinghouse.info/article21333.htm>
- **“Who are the Wampanoag”** <http://www.plimoth.org/kids/homeworkHelp/wampanoag.php>
- **Wampanoag: People of the First Light**  
<http://www.bostonchildrensmuseum.org/educators/wampanoag/index.htm>
- **Aquinnah (Gay Head) Wampanoag** <http://www.wampanoagtribe.net/Pages/index>
- **Mashpee Wampanoag** <http://mashpeewampanoagtribe.com/>
- **Pokanoket Wampanoag** <http://pokanoket.us/>
- **Seaconke Wampanoag** <http://www.seaconkewampanoag.com/>
- **The First Thanksgiving: You are the Historian** [http://plimoth.org/education/olc/index\\_js2.html](http://plimoth.org/education/olc/index_js2.html)

## Grade Level Lesson Plans

- **Grades K–2 The First Thanksgiving** <http://www2.scholastic.com/browse/lessonplan.jsp?id=594>
- **Grades 3–5 The First Thanksgiving** <http://www2.scholastic.com/browse/lessonplan.jsp?id=595>
- **Grades 3–5 and 6–8 You are the Historian** [http://www.plimoth.org/education/olc/index\\_js2.html](http://www.plimoth.org/education/olc/index_js2.html)
- **Grades 6–12 The First Thanksgiving** <http://www2.scholastic.com/browse/lessonplan.jsp?id=596>
- **Grades 6–8 and 9–12 (Scaffolded Lesson) Presidential Proclamations about Thanksgiving** <http://learning.blogs.nytimes.com/2001/11/22/thank-you-notes/>

(Taken from Oyate website at <http://www.oyate.org/resources/longthanks.html>)

### ***From an American Indian Perspective***

Bruchac, Margaret M. (Abenaki), and Catherine Grace O'Neill, *1621: A New Look at Thanksgiving*. Washington, D.C.: National Geographic Society, 2001. (Grades 4 and up)

Dow, Judy (Abenaki) and Beverly Slapin. *Deconstructing the Myths of "The First Thanksgiving"* Access at <http://www.oyate.org/resources/longthanks.html>

Hunter, Sally M. (Ojibwe), *Four Seasons of Corn: A Winnebago Tradition*. Minneapolis: Lerner Publications, 1997, grades 4-6.

Regguinti, Gordon (Ojibwe), *The Sacred Harvest: Ojibway Wild Rice Gathering*. Minneapolis: Lerner Publications, 1992, grades 4-6.

Seale, Doris (Santee/Cree), Beverly Slapin, and Carolyn Silverman (Cherokee), eds., *Thanksgiving: A Native Perspective*. Berkeley: Oyate, 1998, teacher resource.

Swamp, Jake (Mohawk), *Giving Thanks: A Native American Good Morning Message*. New York: Lee & Low, 1995. (All Grades)

Wittstock, Laura Waterman (Seneca), *Ininatig's Gift of Sugar: Traditional Native Sugarmaking*. Minneapolis: Lerner Publications, 1993 (Grades 4-6)

### ***Primary Sources from a Colonialist Perspective***

Bradford, William, *Of Plymouth Plantation, 1620-1647*, originally published in 1856 under the title *History of Plymouth Plantation*. New York: Random House, 1981. (Middle-High School)

Bradford, William, *Mourt's Relation: A Journal of the Pilgrims at Plymouth*, first published in 1622. Introduction by Dwight B. Heath. Bedford, Mass.: Applewood Books, 1963. (Middle-High School)

Council on Interracial Books for Children, *Chronicles of American Indian Protest*. New York: CIBC, 1971. (Middle-High School)

James, Sydney V., Jr., ed., *Three Visitors to Early Plymouth: Letters about the Pilgrim Settlement in New England during its First Seven Years*. Applewood Books, 1963, 1997, (Middle-High School)

Winslow, Edward, *Good Newes from New England: A True Relation of Things Very Remarkable at the Plantation of Plimoth in New England*. Bedford, Mass.: Applewood Books, (Middle-High School)

## RESOURCES FOR TEACHING ABOUT ILLINOIS NATIVE PEOPLES

*This is not an exhaustive list, but it will get you started!*

[www.native-languages.org/illinois.htm](http://www.native-languages.org/illinois.htm) This site offers a variety of links for students and teachers about a number of historic tribes in the state of Illinois.  
[genealogytrails.com/ill/indianvillages.html](http://genealogytrails.com/ill/indianvillages.html) Great chronologic info on the many tribes and the areas they inhabited through history.  
[www.native-languages.org/illinois.htm](http://www.native-languages.org/illinois.htm) Good info and links about the many tribes that once inhabited this area.

### HO-CHUNK (WINNEBAGO) RESOURCES

*The Ho-Chunk, given the name of Winnebago by early explorers, were one of the earliest recorded people living in Illinois, dating back to nearly 500 B.C.*

#### Ho-Chunk Nation

Chicago Branch Office  
4941 N. Milwaukee Ave.  
Chicago, IL 6063  
(800) 696-3392  
[www.ho-chunknation.com](http://www.ho-chunknation.com)

Tribal Office Building  
Box 667  
Black River Falls, WI 54615  
(800) 294-9343

#### Winnebago Tribe of Nebraska

100 Bluff Street  
PO Box 687  
Winnebago, NE 68071  
402-878-2272

[www.winnebagotribe.com](http://www.winnebagotribe.com) Links to tribal history and constitution are found here.

<http://witribes.wi.gov/docview.asp?docid=5638&locid=57> Very good information here.  
[www.accessgenealogy.com/native/tribes/winnebago/winnebagohist.htm](http://www.accessgenealogy.com/native/tribes/winnebago/winnebagohist.htm) Winnebago history  
[www.accessgenealogy.com/native/tribes/winnebago/winnebagochiefs.htm](http://www.accessgenealogy.com/native/tribes/winnebago/winnebagochiefs.htm) Winnebago chiefs and leaders

[www.bigorin.org/hochunk\\_kids.htm](http://www.bigorin.org/hochunk_kids.htm) Good basic history, FAQ's and links.

[www.hocak.info](http://www.hocak.info) Great Ho-Chunk language site

### ILLINIWEK INDIAN RESOURCES

*The descendants of the Illinois people are the members of the Peoria Tribe of Oklahoma, a confederation of Kaskaskia, Peoria, Piankeshaw and Wea tribes who were forced from their ancestral lands in Illinois, Michigan, Ohio and Missouri.*

[www.peoriatribe.com](http://www.peoriatribe.com)

#### Peoria Tribe of Indians of Oklahoma

P.O. Box 1527  
118 South Eight Tribes Trail  
Miami, OK 74355-1527  
918-540-2535

This official site has a good history, as well as information about the tribal emblem.

[www.museum.state.il.us/muslink/nat\\_amer/post/htmls/il.html](http://www.museum.state.il.us/muslink/nat_amer/post/htmls/il.html) This wonderful site from the Illinois State Museum contains information about history, society, economy, technology and beliefs as well as great activities and resources.

<http://rfester.tripod.com/> Robert Fester has compiled some good information (and some better links) about the Illini Confederation.

[www.tolatsga.org/ill.html](http://www.tolatsga.org/ill.html) Lee Sultzman's detailed information on the history of the Illini.

[www.archaeolink.com/native\\_american\\_nations\\_illinois.htm](http://www.archaeolink.com/native_american_nations_illinois.htm) Links to a variety of sites about the Illini.

On the "Piasa Bird", a petroglyph discussed in Marquette and Jolliet's Journals found near Alton, IL, and the accompanying legend attributed to the Illini Indians:

[www.altonweb.com/history/piasabird/](http://www.altonweb.com/history/piasabird/) One version of the legend and photos

[www.indians.org/welker/piasa.htm](http://www.indians.org/welker/piasa.htm) Another version of the story

[www.piasanet.com/piasalegnd.htm](http://www.piasanet.com/piasalegnd.htm) Another version of the story

[www.illinoishistory.com/piasabird.html](http://www.illinoishistory.com/piasabird.html) An article refuting the legend

## **KICKAPOO RESOURCES**

*Before European contact, the Kickapoo lived in northwest Ohio and southern Michigan before treaties forced them to move to central Illinois.*

[www.kickapootribeofoklahoma.com](http://www.kickapootribeofoklahoma.com)

### **Kickapoo Tribe of Oklahoma**

P.O. Box 70

400 North Highway 102

McCloud, OK 74851

405-964-2075

### **Kickapoo of Kansas**

P.O. Box 271

Horton, KS 66439

785-486-2131

### **Kickapoo Traditional Tribe of Kansas**

HC1 Box 9700

Eagle Pass, TX 78852

830-733-1209

[bigorin.org/kickapoo\\_kids.htm](http://bigorin.org/kickapoo_kids.htm) Good FAQ's and links

[www.accessgenealogy.com/native/tribes/kickapoo/kickapoohist.htm](http://www.accessgenealogy.com/native/tribes/kickapoo/kickapoohist.htm) Kickapoo history

[www.native-languages.org/kickapoo.htm](http://www.native-languages.org/kickapoo.htm) Kickapoo language activities and links

[www.native-languages.org/kickapoostory.htm](http://www.native-languages.org/kickapoostory.htm) Wisaka and the Buzzard story

## MIAMI RESOURCES

*The Miami were recorded to be living in the Chicago area in the 1600s and eventually settled in Indiana.*

### **Miami Indians of Indiana**

P.O. Box 41  
80 West 6th Street  
Peru, IN 46970-2135  
765- 473-963

[www.miamiindians.org](http://www.miamiindians.org)

### **The Sovereign Miami Tribe of Oklahoma**

202 South Eight Tribes Trail  
Miami, OK 74354  
918-542-1445

[www.miamination.com](http://www.miamination.com) The FAQ link provides some basic information on the history and culture of this tribe; more specific information can be obtained through the website below.

### **Myaamia Project**

200 Bonham House  
Oxford, OH 45056  
513-529-5648

[www.myaamiaproject.org](http://www.myaamiaproject.org) This group of Miami professionals and educators offers a great variety of books and videos to revitalize the Miami language.

### **Wea Indian Tribe of Indiana**

643 Mulberry St  
Clinton, IN 47842

[www.weaindiantribe.com](http://www.weaindiantribe.com) This site offers a good History section, complete with Treaties, a list of chiefs and map of known villages in the Illinois and Indiana area.

### **Wea Indian Tribe**

715 Park Ave  
Lafayette, IN 47904

[www.wea-indian-tribe.com](http://www.wea-indian-tribe.com)

<http://earchives.lib.purdue.edu/cdm4/browse.php?CISOROOT=/gwinter> This fascinating site of the Library archives from Purdue University gives the writings and sketches of George Winter, who lived among the Potawatomi and Miami Indians of Illinois and Indiana for a number of years before they were moved to the West.

[www.accessgenealogy.com/native/tribes/miami/miamihist.htm](http://www.accessgenealogy.com/native/tribes/miami/miamihist.htm) In addition to a brief history, this site also provides links to Miami treaties, villages, bands and chiefs.

[www.dickshovel.com/mia.html](http://www.dickshovel.com/mia.html) Historian Lee Sultzman provides specific information on Miami history and culture in this ongoing work.

[www.museum.state.il.us/muslink/nat\\_amer/post/htmls/be\\_folk.html](http://www.museum.state.il.us/muslink/nat_amer/post/htmls/be_folk.html) This site provides links to a number of Miami and Illinois stories for children.

## **OJIBWE (or CHIPPEWA) RESOURCES**

*Some of the villages located in Illinois before removal were comprised of people from the Odawa, Ojibwe and Potawatomi tribes, sometimes called the Three Fires Confederacy.*

### **Bad River Band of Lake Superior Chippewa**

P.O. Box 39  
Odanah, WI 54861

<http://witribes.wi.gov/docview.asp?docid=19076&locid=57> Gives additional information on this band.

### **Bay Mills Indian Community**

12140 West Lakeshore Drive  
Brimley, MI 49715  
906-248-3241

[www.baymills.org](http://www.baymills.org)

### **Grand Traverse Band of Ottawa and Chippewa Indians**

2605 North Bayshore Drive  
Suttons Bay, MI 49682  
866-534-7750

[www.gtbindians.org](http://www.gtbindians.org)

### **Keeweenaw Bay of Lake Superior Chippewa**

16429 Beartown Road  
Baraga, MI 49908  
906-353-6623

[www.ojibwa.com/](http://www.ojibwa.com/) Their constitution, tribal newsletters and links are available at this site.

### **Lac Courte Oreilles Band of Ojibwe**

Route 2 Box 2700  
Hayward, WI 54843  
715-634-8934

[www.lco-nsn.gov](http://www.lco-nsn.gov) This site has history, constitution and clan links.

<http://witribes.wi.gov/docview.asp?docid=5629&locid=57> Gives additional information on this band.

### **Lac du Flambeau Band of Lake Superior Chippewa Indians**

George W. Brown, Jr. Museum & Cultural Center  
603 Peace Pipe Rd.  
Lac du Flambeau, WI 54538  
715- 588-3333

[www.lacduflambeaunation.com](http://www.lacduflambeaunation.com) Check out the Tribal Departments link for other links to this Nation's forestry and fisheries programs. The "About Us" link gives a good history, and "Tribal Government" provides by-laws and treaties.

<http://witribes.wi.gov/docview.asp?docid=19082&locid=57> Good information here.

### **Lac Vieux Desert Band of Lake Superior Chippewa Indians**

P.O. Box 249  
Watersmeet, MI 49969  
906-358-4577

[www.lvdtribal.com/](http://www.lvdtribal.com/) A brief history is available at this site.

[www.itcni.org/history/lac-vieux-desert-band-of-chippewa-indian-community](http://www.itcni.org/history/lac-vieux-desert-band-of-chippewa-indian-community) A brief description is available here.

### **Red Cliff Band of Lake Superior Chippewa**

88385 Pike Road Hwy 13  
Bayfield WI 54814  
715-779-3700

[www.redcliff-nsn.gov](http://www.redcliff-nsn.gov)

<http://witribes.wi.gov/docview.asp?docid=9253&locid=57> Good information here.

### **Saginaw Chippewa Indian Tribe**

7070 East Broadway  
Mt. Pleasant, MI 48858  
989-775-4000

[www.sagchip.org](http://www.sagchip.org)

### **Sokaogon Chippewa Mole Lake Band of Lake Superior Chippewa**

3051 Sand Lake Road  
Crandon, WI 54520  
715-478-7517

[www.sokaogonchippewa.com](http://www.sokaogonchippewa.com) Click on the "Did You Know?" link for historical information.

<http://witribes.wi.gov/docview.asp?docid=5633&locid=57> Good information here.

### **St. Croix Band of Lake Superior Chippewa**

24663 Angeline Ave  
Webster, WI 54893  
800-236-2195

[www.stcciw.com](http://www.stcciw.com) History and tribal government available here.

<http://witribes.wi.gov/docview.asp?docid=5633&locid=57> Very good information here.

### **Sault Ste. Marie Tribe of Chippewa Indians**

523 Ashmun Street  
Sault Ste. Marie, MI 49783

[www.saulttribe.com](http://www.saulttribe.com) Good history pages.

<http://www.d.umn.edu/cla/faculty/troufs/Bufalo/pbwww.html> Great stories, beliefs and techniques from the oral history of a Minnesota Ojibwe elder. A true gem!

[www.nokomis.org/](http://www.nokomis.org/) Site of the Nokomis Learning Center in Michigan, with its on-line store and links.

[www.nald.ca/CLR/chikiken/page23.htm](http://www.nald.ca/CLR/chikiken/page23.htm) Ojibwe clan system information

[www.tolatsga.org/ojib.html](http://www.tolatsga.org/ojib.html) comprehensive Ojibwe history by Lee Sultzman

[www.nativetech.org/shinob/ojibwelanguage.html](http://www.nativetech.org/shinob/ojibwelanguage.html) Ojibwe language word list

[www.ojibwemowin.com](http://www.ojibwemowin.com) Learn Ojibwe online with this Endangered Languages Learning Module

## OTTAWA (or ODAWA) RESOURCES

*Some of the villages located in Illinois before removal were comprised of people from the Odawa, Ojibwe and Potawatomi tribes, sometimes called the Three Fires Confederacy.*

### **Grand Traverse Band of Ottawa & Chippewa Indians**

2605 N West Bay Shore Dr  
Peshawbestown MI 49682-9275  
866- 534-7750  
231- 534-7750

[www.native-languages.org/ojibwe.htm#language](http://www.native-languages.org/ojibwe.htm#language)

### **Little Traverse Band of Odawa Indians**

Government Center  
7500 Odawa Circle  
Harbor Springs, MI 49740  
231-242-1400

[www.ltbodawa-nsn.gov](http://www.ltbodawa-nsn.gov)

### **Little River Band of Ottawa Indians**

Central Government Offices  
375 River Street  
Manistee, MI 49660

**Phone:** 231-723-8288

[www.lrboi-nsn.gov](http://www.lrboi-nsn.gov) This site has a complete history, constitution and additional links.

### **Ottawa Tribe of Oklahoma**

P.O. Box 110  
Miami, OK 74355  
918-540-1536

[www.ottawatribes.org](http://www.ottawatribes.org)

### **Grand Traverse Band of Ottawa & Chippewa Indians**

2605 N West Bay Shore Dr  
Peshawbestown MI 49682-9275  
(866) 534-7750  
(231) 534-7750

[www.native-languages.org/ojibwe.htm#language](http://www.native-languages.org/ojibwe.htm#language)

[www.bigorrin.org/ottawa\\_kids.htm](http://www.bigorrin.org/ottawa_kids.htm) Good basic information, FAQ's and additional links.

[www.native-languages.org/ojibwe.htm#language](http://www.native-languages.org/ojibwe.htm#language) Language resources

[www.native-languages.org/ottawa-legends.htm](http://www.native-languages.org/ottawa-legends.htm) Links to Ottawa stories.



## **POTAWATOMI RESOURCES**

*Some of the villages located in Illinois before removal were comprised of people from the Odawa, Ojibwe and Potawatomi tribes, sometimes called the Three Fires Confederacy.*

### **Citizen Band Potawatomi**

1601 South Gordon Cooper Drive  
Shawnee, OK  
405-275-3121 or 800-880-8990

[www.potawatomi.org](http://www.potawatomi.org) This site includes good pages on history and language.

### **Pokagon Band of Potawatomi Indians**

58620 Sink Road  
Dowagiac, Michigan 49047  
1-888-376-9988

[www.pokagon.com](http://www.pokagon.com) Site includes "Keepers of the Fire: The Potawatomi Nation", a great presentation on the cultural history of the Neshnabek.

### **Forest County Potawatomi**

P.O. Box 340  
Crandon, WI 54520  
1-800-980-5479

[www.fcpotawatomi.com](http://www.fcpotawatomi.com) This site's History pages include the many treaties with the Potawatomi Nation, as well as the Forest County constitution. There's also a very good written history and links to Medicinal Plants. Archived issues of the *Potawatomi Traveling Times* also contain good cultural and historical information.

### **The Nottawaseppi Huron Band of the Potawatomi**

4415 Byron Center Avenue Southwest  
Wyoming, MI 49519-4800  
616- 249-015

[www.nhbpi.com/](http://www.nhbpi.com/) Their History page gives an interesting Timeline of the Band. Their constitution is also available to download.

### **The Hannahville Indian Community**

N14911 Hannahville B-1 Rd.  
Wilson MI 49896  
906-466-9933

[www.hannahville.net](http://www.hannahville.net) Go to the "Hannahville Indian School" link, and then to "Potawatomi Language" for video lectures and games.

### **Prairie Band Potawatomi Nation**

16281 Q Road  
Mayetta, KS 66509  
785-966-4000

[www.pbpindiantribe.com](http://www.pbpindiantribe.com) Very good History and Culture pages.

### **Match-E-Be-Nash-She-Wish Band of Pottawatomi Indians (Gun Lake Tribe)**

P.O. Box 218

Door, MI 49323

[www.mbpi.org](http://www.mbpi.org) Their History pages include newspaper articles from more than 80 years ago!

### **Walpole Island First Nation**

R. R. 3 N8A 4K9

Ontario, Canada

519-627-1418

[www.bkejwanong.com](http://www.bkejwanong.com) Walpole Island and the surrounding region is called Bkejwanong, or "where the waters divide." It has been home to aboriginal people for more than 6,000 years. The "docs" link in this Web site offers a wide variety of books, documents and videos to order to supplement your knowledge of this area.

[www-personal.umich.edu/~ksands/Warpole.html](http://www-personal.umich.edu/~ksands/Warpole.html) The Home page gives the beginning history of the Potawatomi, Ojibwe and Odawa people who settled in Canada, and the individual tribal histories continue through other specific links. Additional links continue the histories through the War of 1812 and subsequent migration to Canada. There's also links to some interesting old photos, as well as black ash baskets.

## **SAC (or SAUK) and FOX (or MESQUAKI) RESOURCES**

*The Sauk and Fox were originally two groups located in Michigan, Wisconsin, Iowa and western Illinois.*

### **The Sac and Fox Nation**

349 Meskwaki Road

Tama, IA

641-484-4678

[www.meskwaki.org/](http://www.meskwaki.org/) Official site of the Iowa Meskwaki Tribe.

### **Sac and Fox Nation**

Route 2, Box 246

Stroud, OK 74079

918-968-3526

[www.sacandfoxnation-nsn.gov/](http://www.sacandfoxnation-nsn.gov/) Official site of the Oklahoma Sac and Fox tribe.

### **Sac and Fox Nation**

RR 1 Box 60

Reserve, KS 66434

[www.sacandfoxcasino.com/tribal-history.html](http://www.sacandfoxcasino.com/tribal-history.html) The Kansas Sac and Fox do not have their own tribal Web page at this time; however, this page of their casino's site has a good brief history as well as a link to significant people of the tribe.

[www.bigorrin.org/sf\\_kids.htm](http://www.bigorrin.org/sf_kids.htm) Good basic information for students, and links to other sites.

[www.mnsu.edu/emuseum/cultural/northamerica/sauk.html](http://www.mnsu.edu/emuseum/cultural/northamerica/sauk.html) A good basic site with some links from the Minnesota State University.

Links to Sac and Fox stories:

[www.native-languages.org/foxstory.htm](http://www.native-languages.org/foxstory.htm)

[www.firstpeople.us/FP-HTML-Legends/Musquakie-ChasingTheBear-Unknown.html](http://www.firstpeople.us/FP-HTML-Legends/Musquakie-ChasingTheBear-Unknown.html)

[www.native-languages.org/foxstory2.htm](http://www.native-languages.org/foxstory2.htm)

[www.native-languages.org/foxstory3.htm](http://www.native-languages.org/foxstory3.htm)

[www.native-languages.org/meskwaki-sauk.htm#language](http://www.native-languages.org/meskwaki-sauk.htm#language) Links to Sac and Fox language resources

## SHAWNEE RESOURCES

*With European exploration, the Shawnee People migrated or were forced to move from their ancestral lands in Kentucky, Pennsylvania, Tennessee, Ohio, Indiana and Michigan and for some years inhabited southern Illinois before their removal West.*

### **Absentee Shawnee Tribe**

P.O. Box 1747

2025 South Gordon Cooper Drive

Shawnee, Oklahoma 74802

405-275-4030

[www.astribe.com/](http://www.astribe.com/)

<http://digital.library.okstate.edu/encyclopedia/entries/S/SH019.html> Information on the Loyal Shawnee tribe.

### **Shawnee Tribe**

P.O. Box 189

29 South Highway 69A

Miami, OK 74355

918-542-2441

[www.astribe.com/](http://www.astribe.com/)

### **Eastern Shawnee Tribe of Oklahoma**

P.O. Box 350

Seneca, MO 64865

918-666-2435

[www.bigorrrin.org/shawnee\\_kids.htm](http://www.bigorrrin.org/shawnee_kids.htm) Good basic information, FAQ's and links to other sites.

[www.accessgenealogy.com/native/tribes/shawnee/shawneehist.htm](http://www.accessgenealogy.com/native/tribes/shawnee/shawneehist.htm) Tribal history

[www.accessgenealogy.com/native/tribes/shawnee/shawneechiefs.htm](http://www.accessgenealogy.com/native/tribes/shawnee/shawneechiefs.htm) Good information about important figures in Shawnee history

[www.indigenouspeople.net/starmaid.htm](http://www.indigenouspeople.net/starmaid.htm) The Starmaid story

[www.eastbayastro.org/articles/lore/corona.htm](http://www.eastbayastro.org/articles/lore/corona.htm) Another Starmaid story

[www.native-languages.org/shawnee.htm#language](http://www.native-languages.org/shawnee.htm#language) Links to Shawnee language resources.