

WISCONSIN EDUCATION **ACT 31**

2014

Administrator and Teacher Survey Report

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Survey Research Center Report 2014/6

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Foreword

**Alan Caldwell, Retired educator and former
DPI American Indian Studies Consultant (1984-1991)**

In the August 1989 biennial budget bill, a piece of legislation was included requiring all public school districts and teacher education programs in Wisconsin to include instruction on the history, culture and tribal sovereignty of the eleven federally recognized tribes and bands located in the State of Wisconsin. The legislation also requires the inclusion of instruction on the treaty rights of the six Lake Superior Chippewa (Ojibwe) bands in Wisconsin. Another requirement is that teachers must have this instruction in their education training program or they are not eligible for a license to teach in the State of Wisconsin. This legislation is commonly referred to as Act 31 (1989/1991).

Twenty-five years after the passage of this legislation, many elementary, middle, and high schools in Wisconsin have implemented the legislation as have the thirty plus teacher education training programs in the state. The legislation was created in response to the years of turmoil when the various bands of the Lake Superior Chippewa (Ojibwe) exercised their treaty rights to hunt, fish and gather off the reservation in the ceded territory of northern Wisconsin. Although the federal court process confirmed that the Chippewa (Ojibwe) retained their treaty rights, various groups of treaty protestors demonstrated in protest. Often these protests required intervention by law enforcement officials in an attempt to maintain the peace. Additionally, there was much promotion of misinformation and stereotypes, as well as fear and anger directed toward native people and their supporters.

In response to the protests and unrest occurring in northern Wisconsin, Representative Frank Boyle, 89th Assembly District, contacted staff at the Wisconsin Department of Public Instruction (DPI) and the American Indian Language and Culture Education Board (AILCEB) in the fall of 1988 to gather details on what classroom instruction existed in the K-12 system on American Indian history. As I recall, there was no specific requirement or guidance related to the study of American Indian studies on Wisconsin's tribal communities that existed. In May 1989, Representative Boyle asked AILCEB and me, as the DPI American Indian Studies Consultant, to draft a proposal requiring instruction about Wisconsin American Indian history, culture and tribal sovereignty, including the treaty rights of the Lake Superior Chippewa (Ojibwe) bands. David Lovell, Legislative Reference Bureau staff member, worked with us in drafting this proposal. Specific legislation was included in the 1989-1991 biennial budget signed by Governor Tommy G. Thompson on August 19, 1989, which we now know as Act 31 (1989/1991). The requirements for instruction in the public school districts and teacher training programs found in the legislation became effective July 1, 1991.

Since the legislation was enacted I have seen good instructional programs developed as well as many excellent classroom resources. Publications such as *Classroom Activities on Chippewa Treaty Rights* by the late Ron Satz and Bad River Ojibwe journalist Patty Loew's *Indian Nations of Wisconsin*, are examples. Several wonderful Wisconsin PK-16 educators have developed outstanding instructional programs and serve as resources to their colleagues. There are also many tribal community members who have stepped forward with programs and resources specific to their tribe's histories and cultures, for the benefit of all our children and our future.

Finally, to all of our elders, tribal leaders, administrators, teachers, tribal educators, storytellers, and community members, who have led the way and supported the efforts toward sharing the history, culture and tribal sovereignty of the eleven federally recognized American Indian tribes and bands in Wisconsin, I say, "Maeq waewaenen, Gichi-miigwetch, Anushiik, Pinagigi, and Yaw^ko."

I am deeply indebted to my successors at DPI, Dr. J.P. Leary (University of Wisconsin-Green Bay) and David O'Connor, American Indian Studies Consultant, and Connie Ellingson, DPI Office Operations Assistant, for continuing the work in helping Wisconsin fully realize the potential of Act 31 (1989/1991).

Respectfully,

Alan J. Caldwell

"Awaeseah Enaniew"

Menominee Indian Tribe of Wisconsin

Staff and students working for the Survey Research Center at UW-River Falls were instrumental in the completion of this study. We would like to thank Denise Parks, Jim Janke, Caleb Riedeman, Christine Leiby, Kaylin Spaeth, Katrina Barrett, and Bryce Krull. We gratefully acknowledge their hard work and dedication.

We thank State Superintendent of Public Instruction, Dr. Tony Evers, Wisconsin Department of Public Instruction, for his encouragement of the statewide study. We thank Lorraine Gardner and Henry Yang, Wisconsin Department of Public Instruction, for the email distribution lists for Wisconsin school administrators and teachers. We would also like to thank David O'Connor, American Indian Studies Consultant, Content and Learning Team, Wisconsin Department of Public Instruction, for his assistance throughout the survey project.

We also acknowledge the work and efforts of the Wisconsin Education Act 31 (1989/1991) Survey Committee:

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Finally, we thank the Wisconsin school administrators and teachers who took the time to complete the survey.

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Executive Summary

In February 2014, the Wisconsin Education Act 31 (1989/1991) Survey Committee conducted Wisconsin school administrator and teacher online surveys to determine how state and tribal agencies can help provide information, training, and technical assistance to school districts in teaching about Wisconsin American Indian sovereign nations. The Survey Committee chose to work with the Survey Research Center (SRC) at the University of Wisconsin – River Falls to collect the data and analyze the results.

For the Administrator survey, 2,213 Wisconsin school administrators representing all public schools in Wisconsin were invited to participate. Out of 2,213 surveys sent, 381 online surveys were completed. The response rate was 17% (381/2,212). The estimates included for administrators in this report should be accurate to within plus or minus 4.6% with 95% confidence. A total of 34,906 Wisconsin public school teachers were invited to complete the Teacher's survey. Out of 34,906 surveys sent, 1,726 usable surveys were completed. The response rate was 5% (1,726/34,906). Statewide estimates included for teachers in this report should be accurate to within plus or minus 2.3% with 95% confidence.

Administrator Survey

A large majority of administrators said that their school or district includes instruction in the history and culture of Wisconsin American Indian tribes and bands. A slight majority said that tribal sovereignty is included in instruction.

Nearly all administrators said that social studies is a curricular area that includes Wisconsin American Indian content. Approximately one-third of administrators said that English, reading, and art included instructional content relating to Wisconsin American Indian tribes and bands.

Textbooks were by far the most frequent choice among administrators as resources used to teach about Wisconsin American Indian tribes and bands. The only other resources with majority usage are videos or DVDs.

Approximately 7 in 10 administrators said that their school or district needs additional instructional materials regarding Wisconsin American Indian culture and approximately one-half believe more professional development is needed in this area.

Most respondents to the administrator survey were principals. A majority of respondents said that their administrative duties included elementary and middle school grades.

Nearly two-thirds of administrators said that less than 1 percent of their enrolled students are American Indian.

Teacher Survey

The Menominee Indian Tribe of Wisconsin, Oneida Nation of Wisconsin, and the Ho-Chunk Nation were the tribes and bands most included in instruction.

Wisconsin American Indian history and culture were covered by large percentages of teachers who teach in these areas. One-fifth of respondents said that they include contemporary tribal issues and tribal sovereignty in their instruction.

Approximately 4 in 10 teachers integrate Wisconsin American Indian tribe and band curriculum material throughout their curriculum, about one-third teach it as a single unit, and about one-fourth do both.

The average classroom contact hours spent per school year teaching about Wisconsin American Indian tribes and bands is 11 hours.

Two instructional tools are currently being used by a majority of teachers to assess students' understanding of instruction about Wisconsin American Indian tribes and bands: question and answer and projects.

As was the case with Wisconsin administrators, the resource most used by teachers to teach about Wisconsin American Indian tribes and bands are textbooks.

Equal percentages of teachers said they had received college level instruction in the history, culture, and tribal sovereignty of Wisconsin American Indian tribes and bands as those that had not; one-fourth of teachers were not sure or did not recall. Of the teachers who had received training, slightly more than one-half said they received their training in one class only.

Introduction

Wisconsin Education Act 31 (1989/1991) refers to the statutory requirement that all public school districts provide instruction in the history, culture, and tribal sovereignty of the eleven federally-recognized American Indian tribes and bands in the state. The goals of the Wisconsin school Administrator and Teacher surveys were to provide information that will be used to determine how state and tribal agencies can provide information, training, and technical assistance to school districts in teaching about Wisconsin American Indian sovereign nations.

The surveys were designed by and in cooperation and partnership with the Wisconsin Department of Public Instruction, Wisconsin Historical Society (WHS), Wisconsin Indian Education Association (WIEA), Wisconsin Media Lab, Wisconsin Public Television (WPT), University of Wisconsin – Extension, University of Wisconsin – Green Bay (First Nations Studies Program), University of Wisconsin – Madison (School of Education) and the Survey Research Center at the University of Wisconsin – River Falls. The survey was funded by a Program Innovation Fund grant from University of Wisconsin Extension.

Survey Purpose and Methods

The 2014 survey instruments were adaptations of instruments first created for a sponsored project conducted in 2000 by University of Wisconsin Cooperative Extension (UWEX), Wisconsin Indian Education Association, Wisconsin Indian Education Directors Association, UW-Stevens Point Native American Center, UW-Eau Claire American Indian Studies Program, and UW System Institute on Race and Ethnicity.¹ The Survey Research Center (SRC) at the University of Wisconsin – River Falls, and the Wisconsin Education Act 31 (1989/1991) Survey Committee were involved in the design, revision, and review of the 2014 survey questionnaires.

Email lists were created for both populations at the Wisconsin Department of Public Instruction. The panel of 2,213 Wisconsin school administrators represented all public schools in Wisconsin. The teacher panel of 34,906 was created using filters to target Wisconsin teachers in appropriate curriculum areas. Four contacts were involved in the survey process. An initial pre-notification letter was sent on February 10, 2014 to district administrators by State Superintendent of Public Instruction, Dr. Tony Evers asking administrators to participate in the survey and to encourage administrators to share information about the surveys with their staffs. The initial invitation was sent on February 17, 2014. Those not responding to the initial invitation were issued a reminder on February 20, 2014. Administrators and teachers not responding to the initial invitation or follow-up reminders were sent a final reminder on February 25, 2014. The surveys were closed on February 28, 2014.

¹Berard, D. A. & Gauthier, B. (2000) *Wisconsin Education Act 31 CESA Districts Colleges of Education Survey, Principals Survey, Teachers Survey*.

For the Administrator survey, of 2,213 surveys sent, 381 surveys were completed online. The response rate was 17% (381/2,212). The estimates included in this report for administrators should be accurate to within plus or minus 4.6% with 95% confidence. The 34,906 teachers invited to participate in the survey resulted in 1,726 usable surveys. The response rate was 5% (1,726/34,906). Statewide estimates included in this report for teachers should be accurate to within plus or minus 2.3% with 95% confidence.

The following analysis will summarize the responses to the 2014 Wisconsin Education Act 31 Administrator and Teacher Surveys.

Any survey has to be concerned about non-response bias – the situation where those who don't respond to a survey have systematically different opinions than those who responded. Based on a standard statistical approach, the SRC does not believe that non-response bias is a problem with these datasets. **Appendix A** describes the approach to testing for non-response bias and the results.

Respondents provided extensive open-ended comments, which are included in **Appendix B**.

Data summaries for each quantitative survey question for both surveys are in **Appendix C**.

Survey instruments are included in **Appendix D**.

Wisconsin school statutes relating to the instruction in the history, culture, and tribal sovereignty of the American Indian tribes and bands in the state are included in **Appendix E**.

2000 and 2014 Response Differences

In 2000, four different surveys were conducted with school districts (principal and teacher), colleges of education and CESA districts to gather information on Wisconsin public schools' needs for more educational material pertinent to Wisconsin Act 31 of 1991. Substantial modifications were made to the 2014 survey instruments. Because of these modifications, no question on either survey was similar enough to compare results from 2000 and 2014.

CESA

For both the Administrator and Teacher surveys, respondents were asked in which Cooperative Educational Service Agency (CESA) their school or district is located. There were not enough responses from each of the twelve agencies to make statistical or reliable comparisons based on a respondent's CESA. There are no regional divisions or groupings of CESAs. Since each CESA is their own entity in a sense that they serve the specific needs of their school districts and work separate from one another, they were not combined for comparison purposes.

Administrator Survey

Profile of Respondents

Position in School or District. Administrators were asked to indicate what position they hold in their school or district. As shown in Figure 1, most respondents were principals.

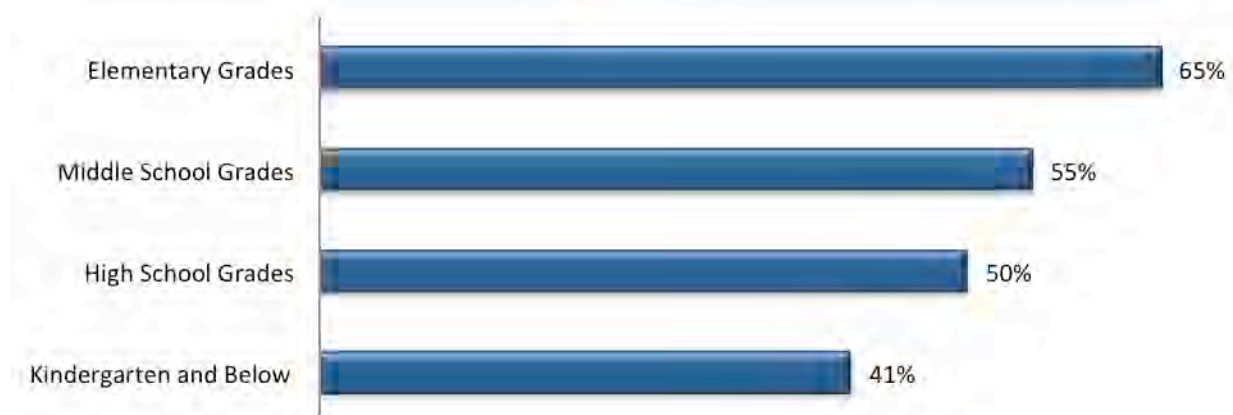
Figure 1: Position in School or District
n = 381



Grade Levels Taught at School or District. Administrators were then asked which grade levels their school or district includes. Multiple choices were allowed. As shown in Figure 2, a majority of administrators said that elementary and middle school grades were included in their school or district.

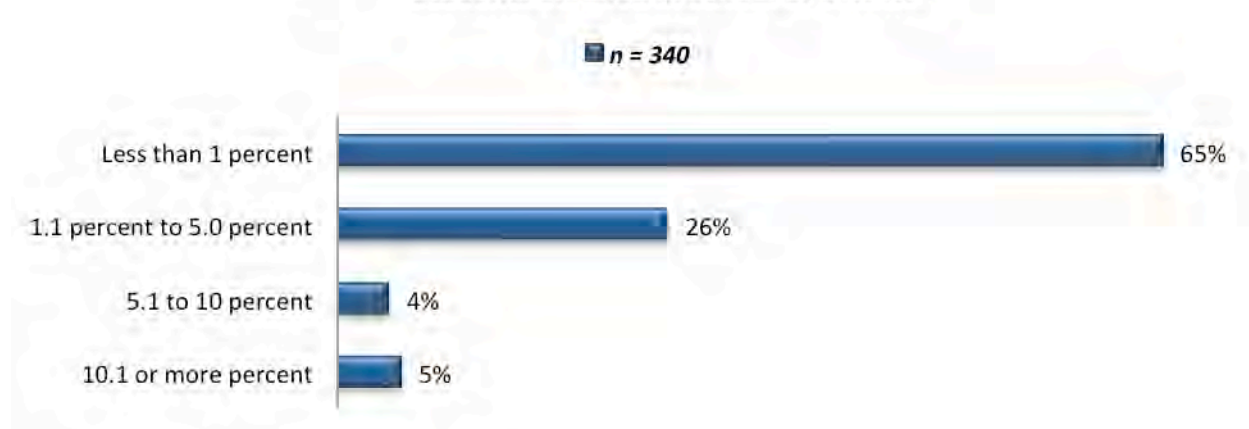
Figure 2: School or District Grade Levels

n = 381



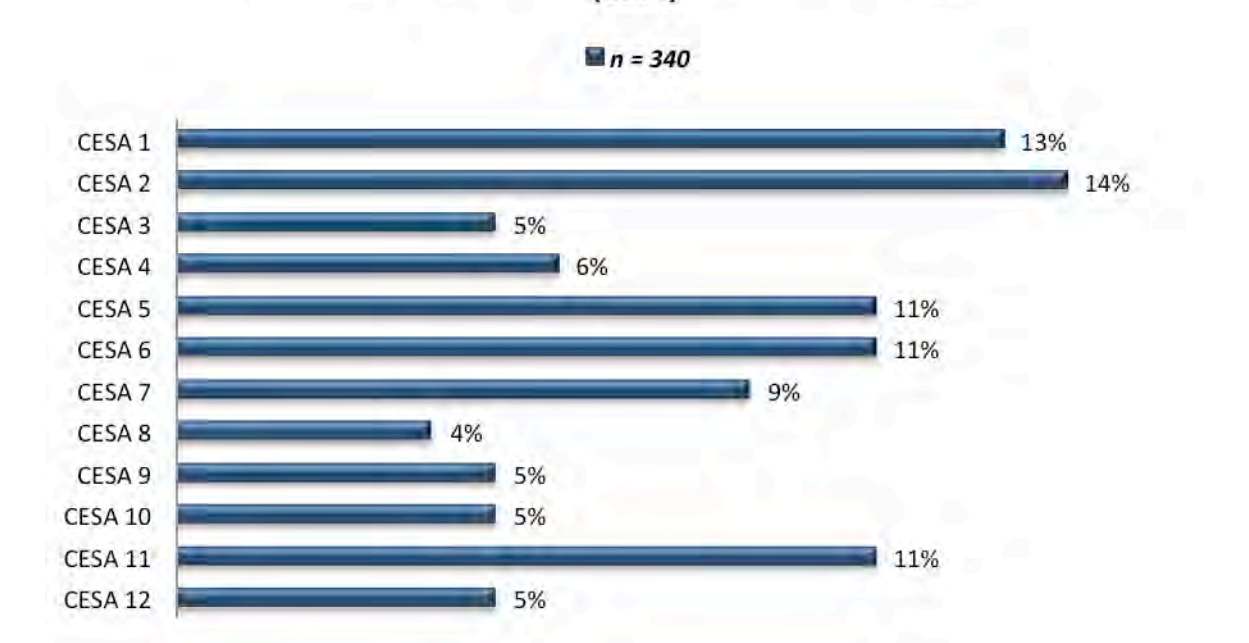
Approximate percentage of American Indian Students Enrolled. Administrators were asked the approximate percentage of American Indian students enrolled in their school or district. Nearly two-thirds of respondents said that less than 1 percent of their enrolled students are American Indian (Figure 3). Approximately one-fourth of respondents said that between 1.1 and 5 percent of their enrolled students are American Indian.

Figure 3: Approximate Percentage of American Indian Students Enrolled in School or District



CESA. Administrators were asked to identify in which Cooperative Educational Service Agency (CESA) their school or district is located (Figure 4). The highest percentage of responses came from CESA 2 and the lowest, CESA 8.

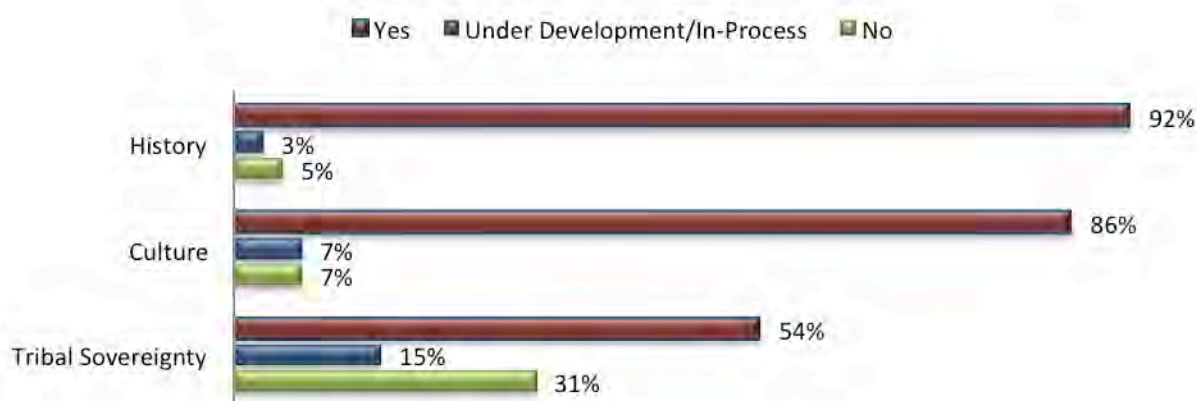
Figure 4: Cooperative Educational Service Agency (CESA)



Curriculum

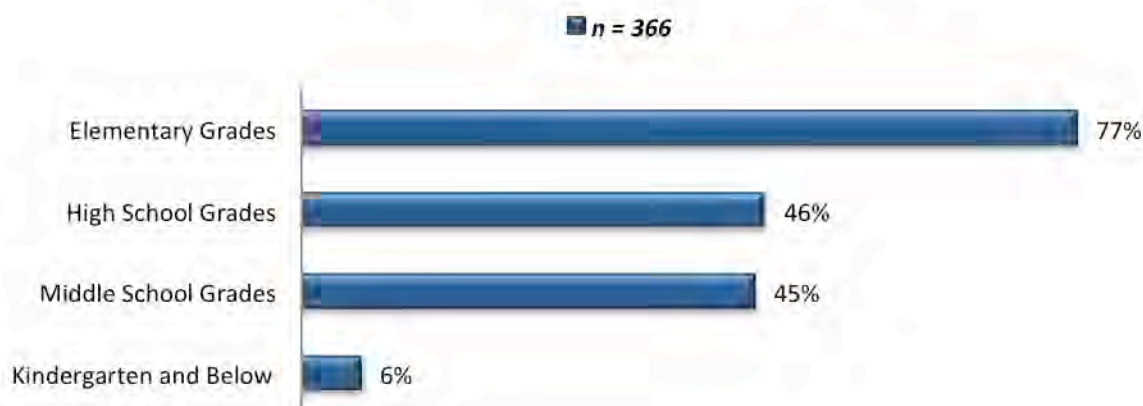
Wisconsin American Indian History, Culture, Tribal Sovereignty. Administrators were asked if their school or district includes instruction about Wisconsin American Indian tribes and bands (Figure 5). A large majority of administrators say that their school or district includes instruction in the history and culture of Wisconsin American Indian tribes and bands. A slight majority said that tribal sovereignty is included in instruction. Further, a substantial minority of respondents (15%) said instruction focused on tribal sovereignty is under development in their schools' curriculum.

Figure 5: Wisconsin American Indian Tribes and Bands Curriculum
n = 379



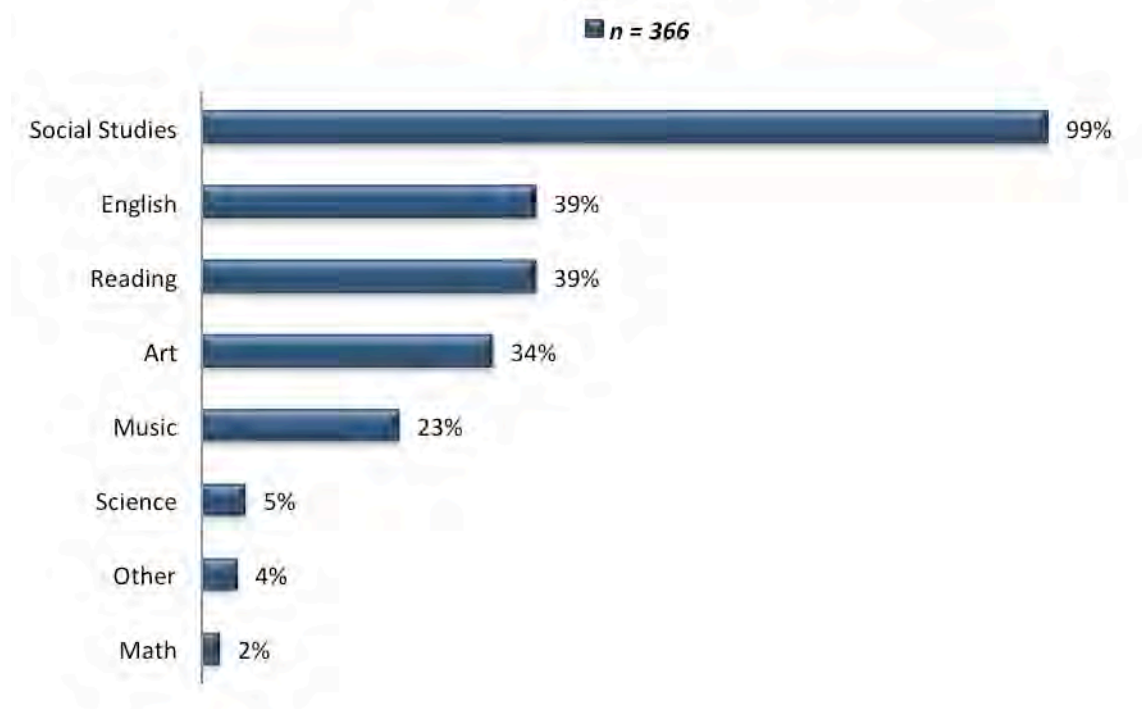
Grade Levels Including Instruction. Figure 6 summarizes the results of a question asking administrators which grade levels include instruction about Wisconsin American Indian tribes and bands in their school or district. Multiple choices were allowed. A majority of respondents said that elementary grades include instruction in this area. Approximately one-half of respondents said that high school and middle school grades include instruction about Wisconsin American Indian tribes and bands.

Figure 6: Grade Levels Including Instruction about Wisconsin American Indian Tribes and Bands



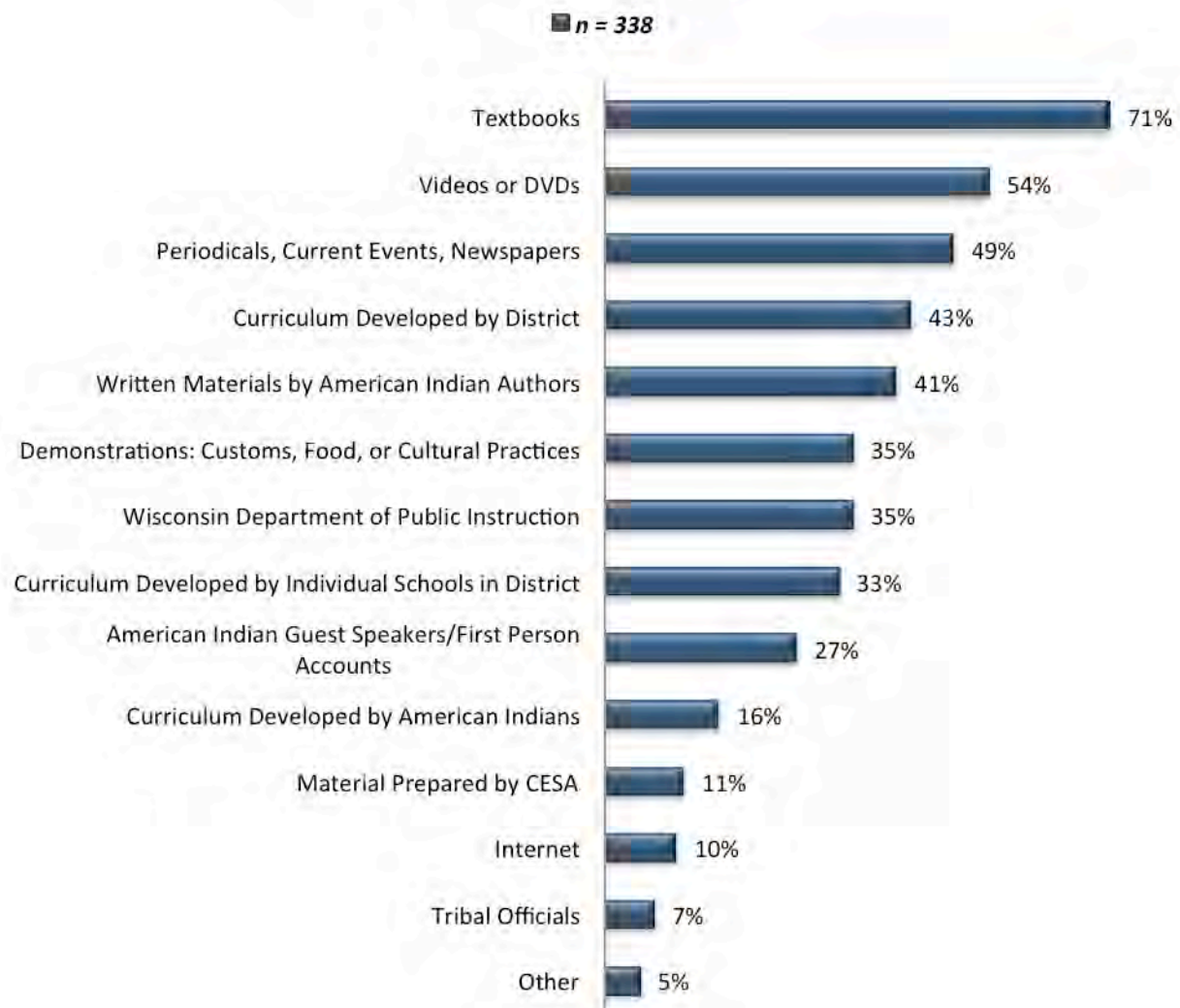
Curricular Areas. Administrators were asked in which curricular areas their school or district includes content about Wisconsin American Indian tribes and bands (Figure 7). Multiple choices were allowed. Social studies was a nearly unanimous choice as an area in which curriculum included Wisconsin American Indian content. Approximately one-third of respondents said that English, reading, and art included content relating to Wisconsin American Indian tribes and bands. Approximately one-quarter includes American Indian tribe and band content in their music programs.

Figure 7: Curricular Areas Including Wisconsin American Indian Tribes and Bands Content



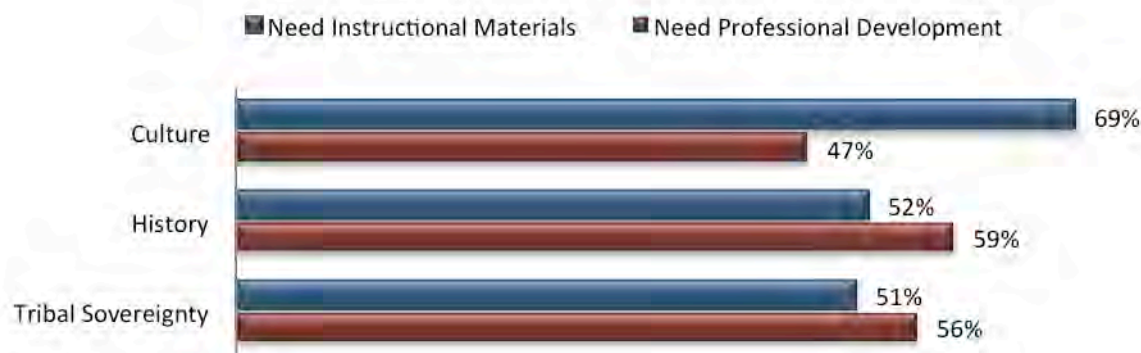
Resources. Administrators were asked to select resources that their school or district currently uses to teach about Wisconsin American Indian tribes and bands. Multiple choices were allowed. As shown In Figure 8, textbooks were the most frequent choice among respondents. Approximately one-half of respondents said that their school or district currently uses videos or DVDs, and periodicals, current events, and newspapers to teach content in this area. The average number of resource-types used was four. Ten percent of administrators selected only one resource from the entire list of resources.

Figure 8: Resources Used to Teach about Wisconsin American Indian Tribes and Bands



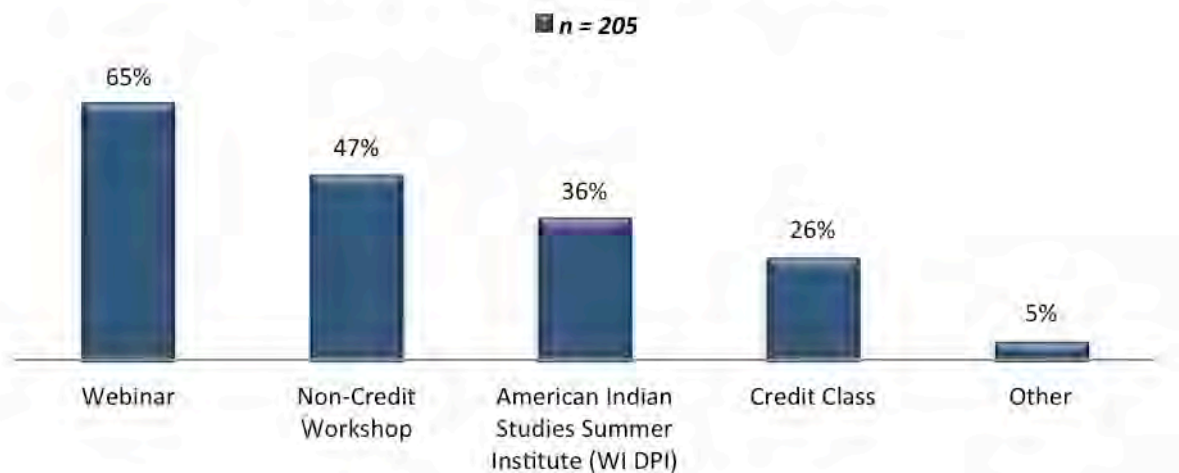
Instructional Materials and Professional Development. Administrators were asked if they think their school or district needs additional instructional material (top bar in each pair) or professional development (bottom bar in each pair) regarding the teaching of Wisconsin American Indian tribes and bands (Figure 9). Approximately 7 in 10 respondents say that their school or district needs additional instructional materials regarding Wisconsin American Indian culture and approximately one-half believe more professional development is needed in this area. Approximately one-half believe there is a need for more instructional materials regarding the history and tribal sovereignty of Wisconsin American Indian tribes and bands, while approximately 6 in 10 respondents believe that more professional development is needed in these areas.

Figure 9: School or District Needs Regarding the Teaching of Wisconsin American Indian Tribes and Bands
n = 328



Professional Development Preferences. Administrators were asked which type of professional development they would likely attend. Multiple choices were allowed. Webinar was chosen by approximately two-thirds of respondents followed by non-credit workshops.

Figure 10: Professional Development Preferences



Additional Administrator Comments

Administrators were given an opportunity, in an open-ended question, to add anything else they wanted to say regarding the teaching of Wisconsin American Indian history, culture, and tribal sovereignty in their school or district. The SRC grouped the answers into broad topical categories, resulting in a total of 45 comments. The results are summarized in Table 1. As appropriate, selected quotes are used to illustrate these comments.

The most frequent comments regarded **curriculum practices and recommendations**.

“At one time we actually had a middle school class that every 7th grade student was required to take on Native Americans of Wisconsin, but it was taken out of the Jr. High rotation. I think that a component of Act 31 needs to be reintroduced into the district's curriculum.”

“The American Indian students/families we have are very proud of their history and culture. They are willing to share with the students of our district and community. Readings and musical presentations by the local tribes have left a long-lasting impression on our students. These presentations will be remembered long after the material from a book or video.”

Table 1: Additional Administrator Comments		
Topic	Count	%
Curriculum Practices and Recommendations	13	29%
Educational Importance and Awareness	10	22%
Cultural Issues and Topics	6	13%
Additional Resources	4	9%
Limited Knowledge	3	7%
Professional Development	2	4%
Miscellaneous	7	16%
Total	45	100%

Educational Importance comment:

“As our staff turns over to a younger group, it is important that history, culture and sovereignty of tribes remain a part of the conversation and ongoing training. It is easy to lose this emphasis as global issues gain more immediacy in the lives of our students.”

Cultural Issues and Topics comment:

“I wonder how school team names fit into all of this. It seems like any education we do to respect tribes and their rights can be undone by unflattering stereotypes through school team names - depending on how schools use team names and the expectations at sporting events.”

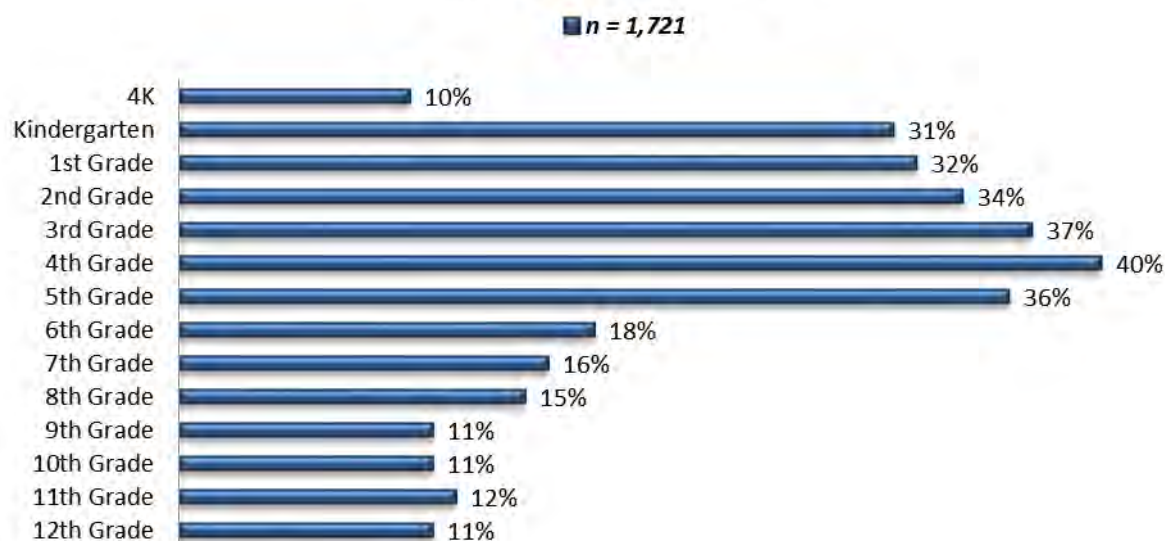
See Appendix B, Administrator Survey, Question 11 for the complete list of comments.

Teacher Survey

Profile of Respondents

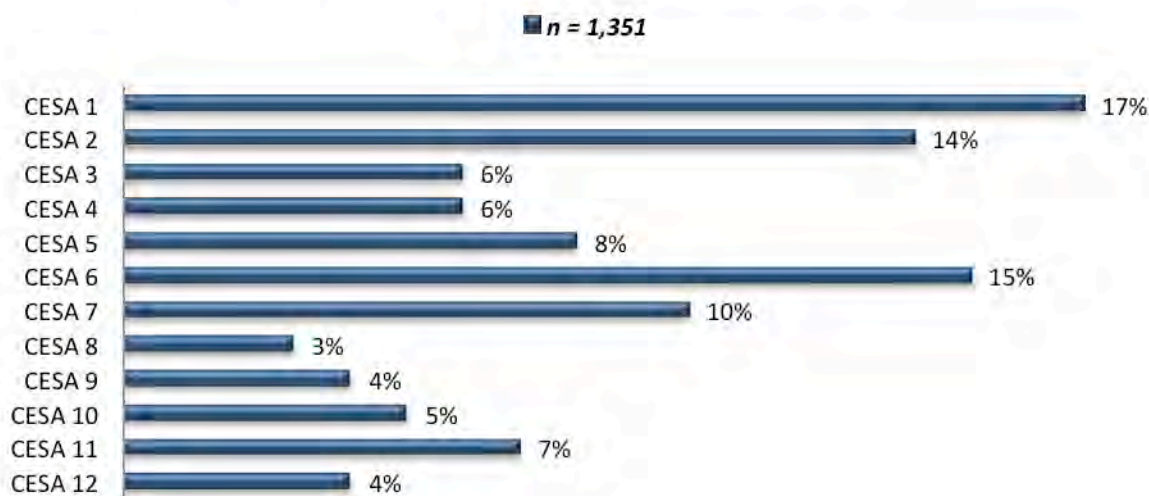
Grades Taught. Teachers were asked which grades they teach. Multiple choices were allowed. As shown in Figure 11, second, third, fourth and fifth grades had the highest percentage of teachers (all more than one-third).

Figure 11: Grades You Teach



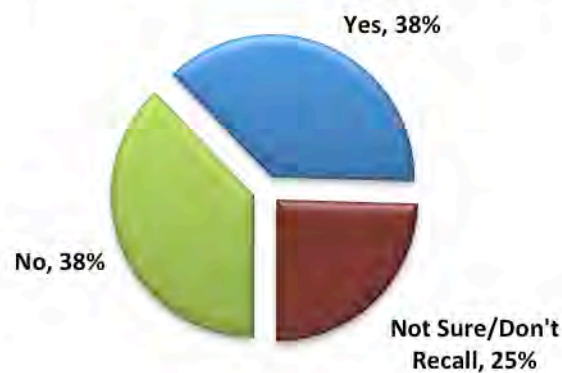
CESA. Teachers were asked to identify in which Cooperative Educational Service Agency (CESA) their school or district is located (Figure 12). The highest percentage of responses came from CESA 1 and the lowest, CESA 8.

Figure 12: Cooperative Educational Service Agency (CESA)



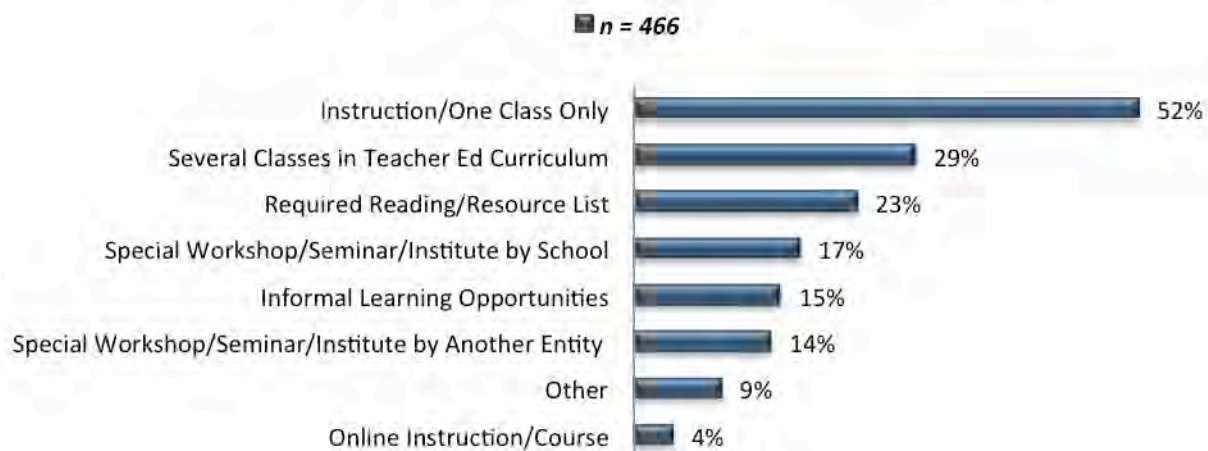
Teacher Training. Teachers who received their Wisconsin teaching licensure after 1991 were asked if they received college level instruction in the history, culture, and tribal sovereignty of Wisconsin American Indian tribes and bands as part of their teacher training (Figure 13). Equal percentages of respondents said they had received training in this area as those that said they did not. One-fourth were not sure or did not recall.

Figure 13: College Level Instruction in the History, Culture, and Tribal Sovereignty of Wisconsin American Indian Tribes and Bands
Teachers Receiving Wisconsin Teaching Licensure after 1991
n = 1,250



Type of Training. Teachers who said that they had received college level instruction in the history, culture, and tribal sovereignty of Wisconsin American Indian tribes and bands were asked how they received their training (Figure 14). Multiple choices were allowed. Slightly more than one-half of teachers said that they received their training in one class only. About one-third of teachers said their training came in the form of several classes in a teacher education curriculum.

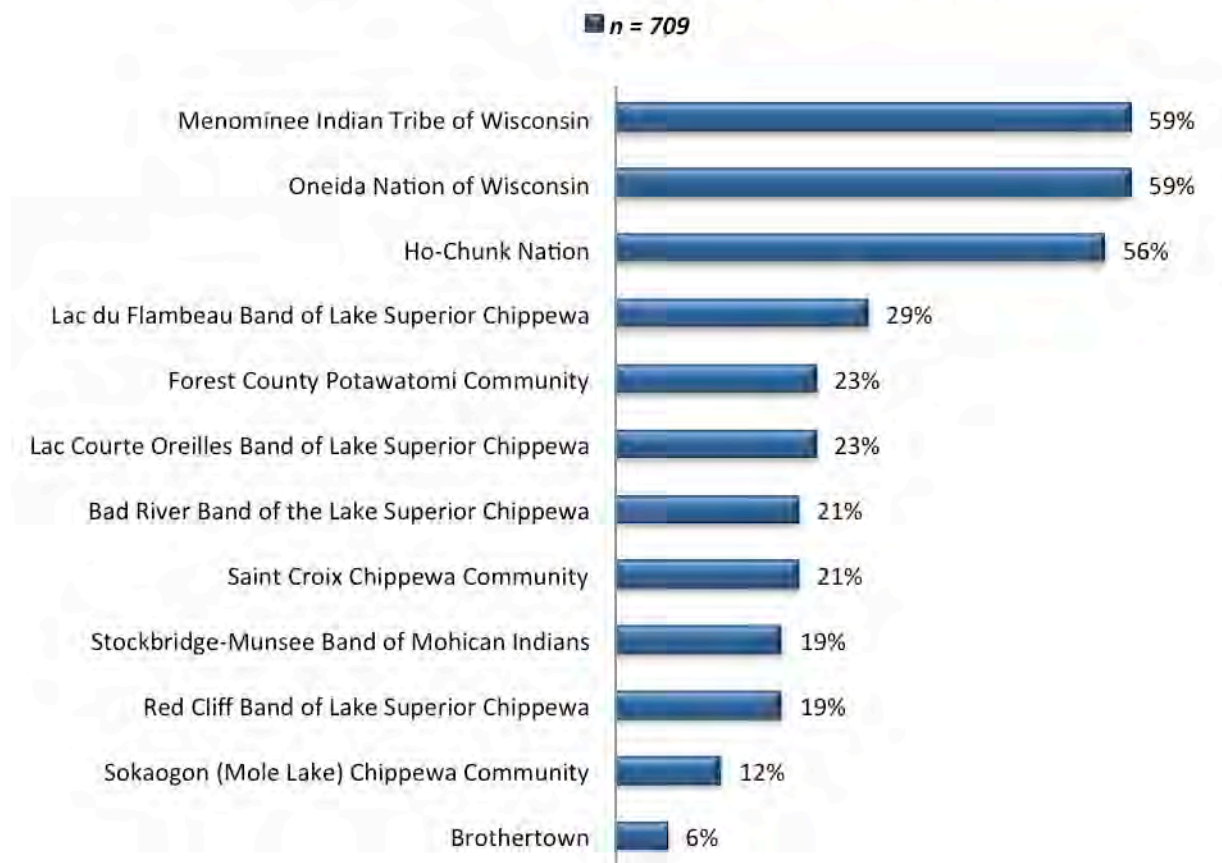
Figure 14: Type of Training Received in the History, Culture, and Tribal Sovereignty of Wisconsin American Indian Tribes and Bands



Curriculum

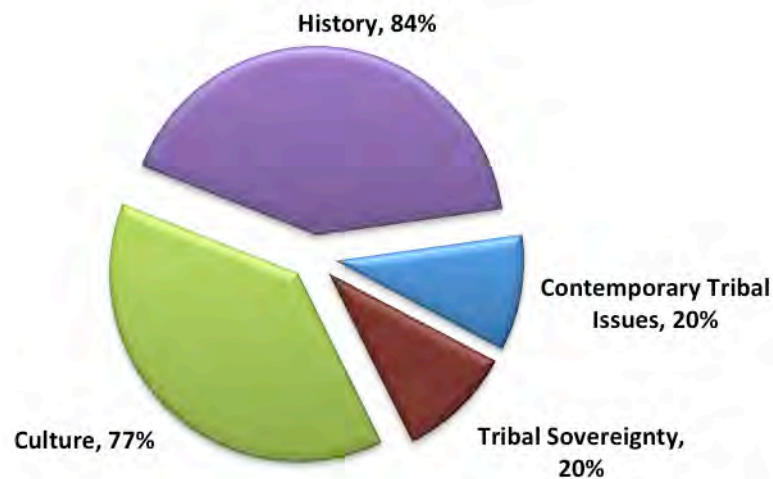
Wisconsin American Indian Tribes and Bands. Teachers were asked which Wisconsin American Indian tribes and bands are included in their instruction (Figure 15). Multiple choices were allowed. The Menominee Indian Tribe of Wisconsin, Oneida Nation of Wisconsin, and the Ho-Chunk Nation were the tribes and bands included the most in instruction.

Figure 15: Wisconsin American Indian Tribes and Bands Included in Instruction



Instructional Areas. Teachers were asked which areas they include in their instruction about Wisconsin Indian tribes and bands. Multiple choices were allowed. Figure 16 highlights only the responses of teachers who said that they teach about Wisconsin American Indian tribes and bands. Wisconsin American Indian history and culture were included in instruction for large percentages of respondents. One-fifth of respondents said that they include contemporary tribal issues and tribal sovereignty in their instruction.

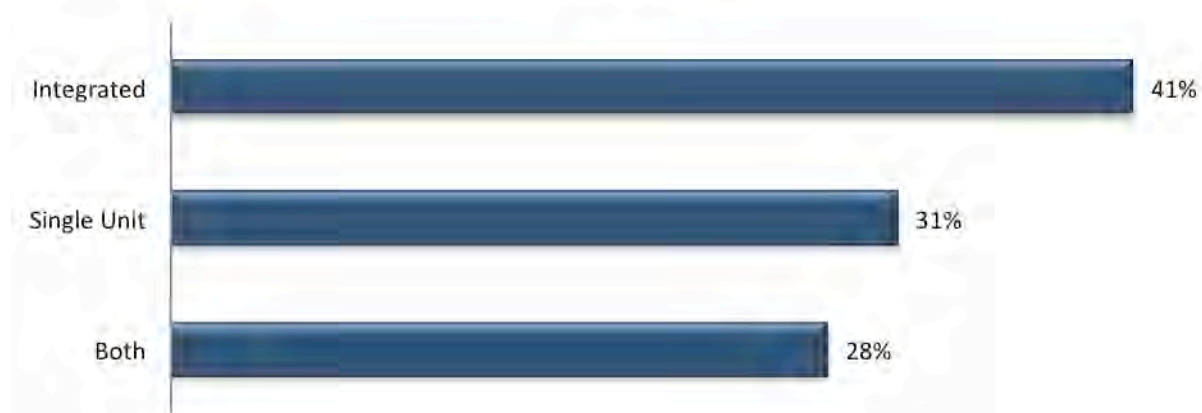
**Figure 16: Instruction Areas re:
Wisconsin American Indian Tribes and Bands**
n = 829



Unit Structure. Teachers were asked how they structure their teaching about Wisconsin American Indian tribes and bands (Figure 17). Approximately 4 in 10 teachers integrate the material throughout their curriculum, about one-third teach it as a single unit, and about one-fourth both integrate and teach as a single unit.

**Figure 17: Unit Structure for Wisconsin
American Indian Tribes and Bands Content**

n = 804

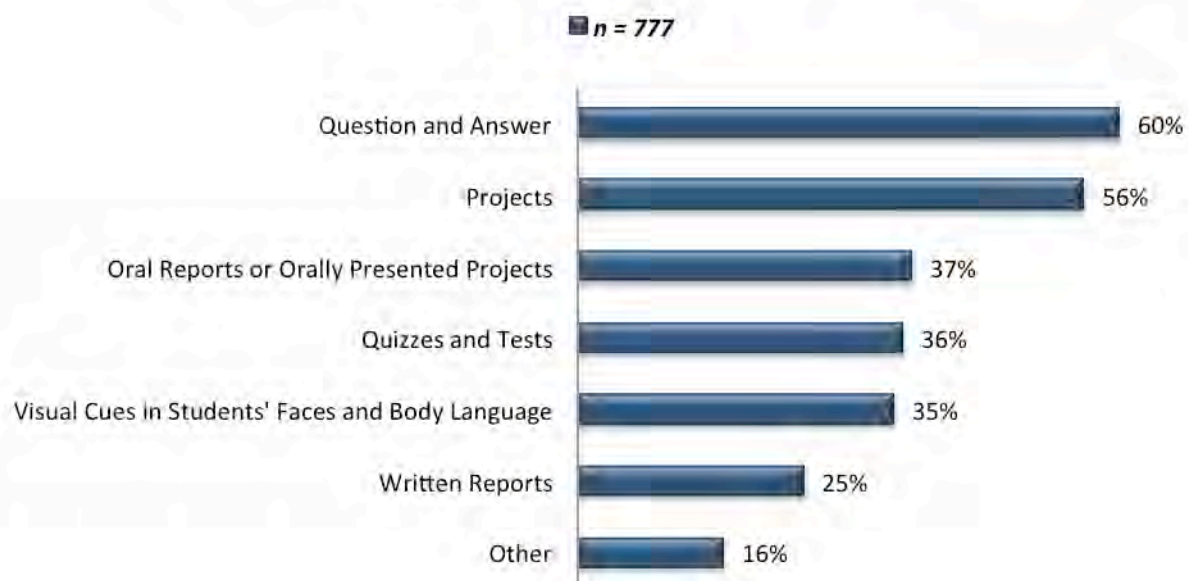


Classroom contact hours. Table 2 summarizes the results of a question asking teachers how many classroom contact hours they spend per school year teaching about Wisconsin American Indian tribes and bands. The average hours spent were 11, while the median was 6. Responses ranged from 0.1 hours to 300 hours/per school year.

Table 2: Classroom Contact Hours Spent Per School Year Teaching about Wisconsin American Indian Tribes and Bands	
Mean	11.1
Median	6
Mode	10
Standard Deviation	20.0
Minimum	0.1
Maximum	300
Count	744

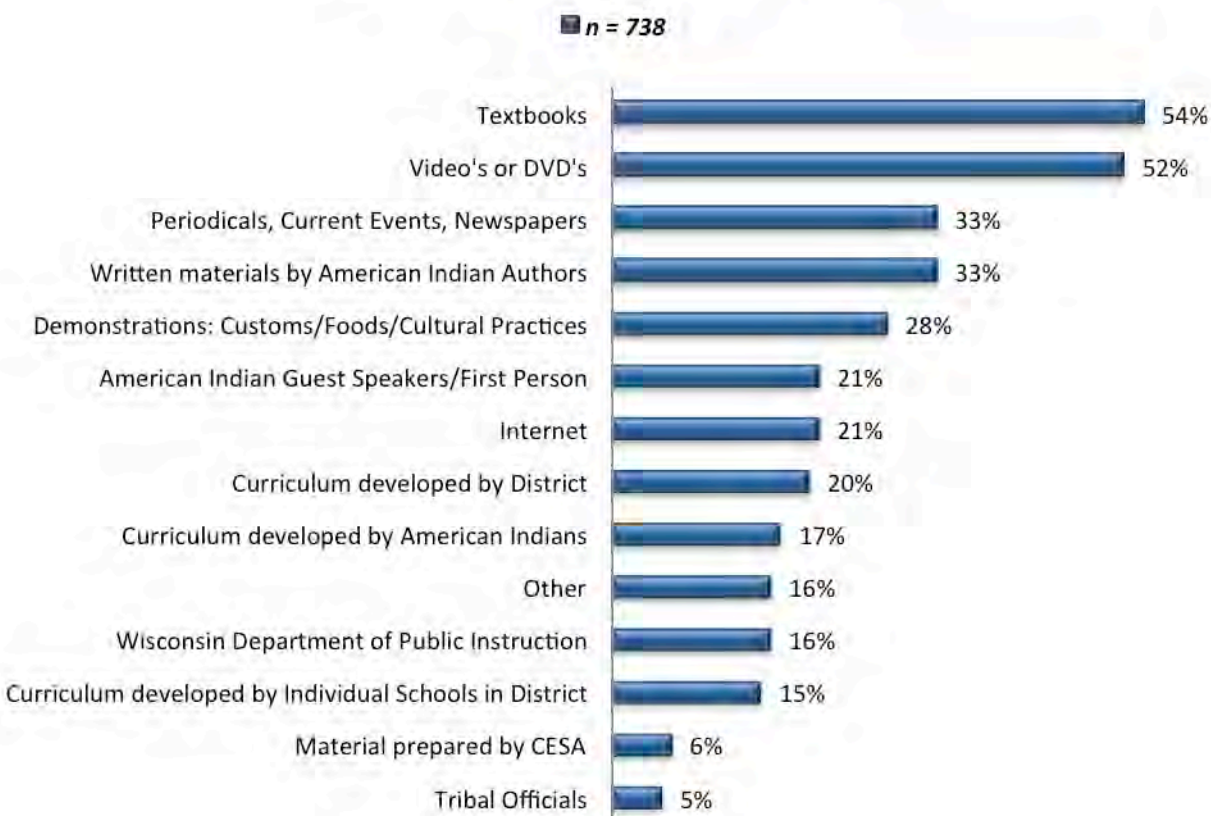
Assessment Tools. Figure 18 highlights the tools that teachers use to assess students' understanding of instruction about Wisconsin American Indian tribes and bands. Two tools are currently being used by a majority of respondents: question and answer and projects. Approximately one-third of survey respondents report that they use oral reports or orally presented projects, quizzes and tests, and visual cues as means to assess student understanding.

Figure 18: Tools Used to Assess Students' Understanding of Instruction about Wisconsin American Indian Tribes and Bands



Resources Used to Teach about Wisconsin American Indian Tribes and Bands. Slight majorities of teachers say that they use textbooks and videos or DVDs as resources to teach about Wisconsin American Indian tribes and bands (Figure 19). Approximately one-third report that they use periodicals, current events, newspapers, written materials by American Indian authors, and demonstrations of customs, foods, and cultural practices. The average number of resource-types used was three. Twenty-four percent of teachers selected only one resource from the entire list of resources.

Figure 19: Resources Used to Teach about Wisconsin American Indian Tribes and Bands



Most Helpful Resource. Teachers were given an opportunity, in an open-ended question, to list what one resource they have found to be most helpful when teaching about Wisconsin American Indian tribes and bands and what has made it helpful. A total of 523 people responded to the question.

In some instances, a respondent identified more than one resource. When a particular comment contained multiple resources, the comment was split among the appropriate categories resulting in a total of 675 comments (Table 3). For example, if a respondent listed both textbooks and Internet resources in their comment, both textbooks and Internet resources were counted respectively in their unique categories. In Appendix B, Teacher Survey, Question 8, each comment associated with a respondent is presented in its entirety with classification based on the overall theme of the comment.

The resources garnering the most comments were books/textbooks/videos/DVDs/visuals. As appropriate, selected quotes are used to illustrate these comments.

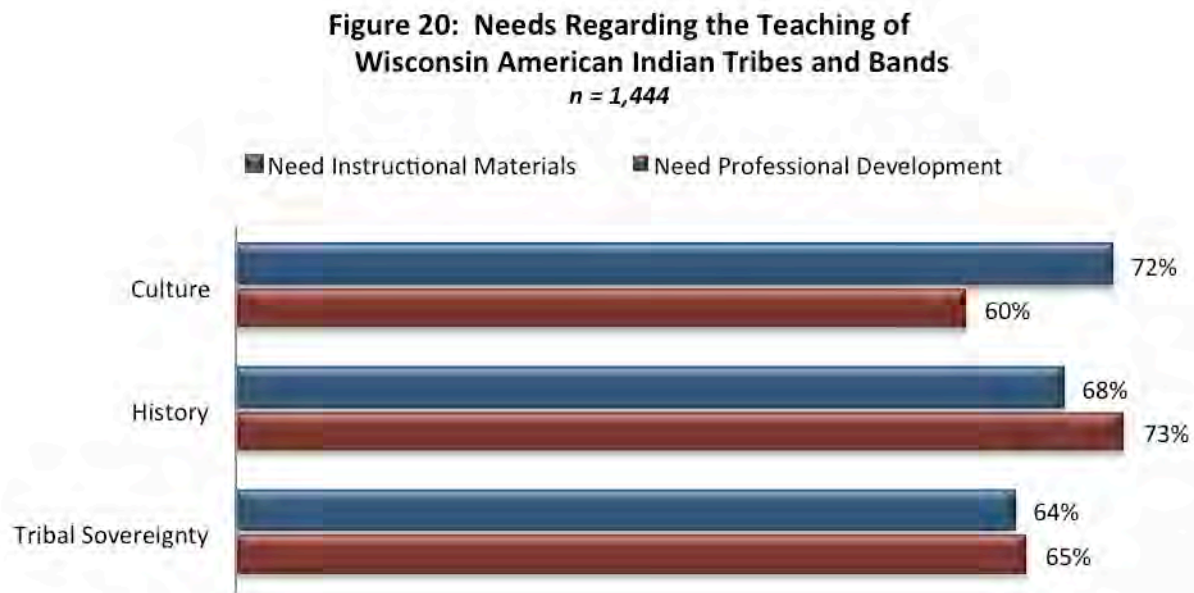
“American Indian Wisconsin book developed by Wisconsin Historical Society with Patty Loew.”

“Then and Now Videos. They do a nice job of presenting the history and traditions of Native American people. Showing the past traditions and the present help students understand the rich heritage of our first Americans.”

“Actual Wisconsin Indian community members who come in and speak. Most effective way of teaching about Native Americans in Wisconsin.”

Table 3: Most Helpful Resource - By Category		
Topic	Count	%
Books/Textbooks/Videos/DVDs/Visuals	205	30%
Internet/Online Resources/Technology	107	16%
Guest Speakers/Tribal Members	92	14%
Wisconsin Historical Society	33	5%
Historical Sites/Field Trips	26	4%
Courses/Higher Education	25	4%
Documents/Guides/Lists/Maps	24	4%
Multiple Sources	24	4%
Current Events/Newspapers/Periodicals	20	3%
Curriculum Materials	18	3%
Miscellaneous	17	3%
Don't Have/Don't Know/Need More	12	2%
Professional Development	12	2%
Curriculum/Subject Matter Expert/Liaison	10	1%
Presentation/Special Events	10	1%
Own Knowledge and Research	8	1%
Library	8	1%
Art and Artifacts	7	1%
Wisconsin Media Lab	4	1%
GLIFWC	4	1%
Grant Project	3	<1%
Milwaukee Public Museum	3	<1%
CESA	2	<1%
WI Department of Public Instruction	1	<1%
Total	675	100%

Instructional Materials and Professional Development. Teachers were asked if they think they need additional instructional material (top bar in each pair) or professional development (bottom bar in each pair) regarding the teaching of Wisconsin American Indian tribes and bands (Figure 20). Between 64% and 72% of teachers say that they need more instructional materials regarding the teaching of Wisconsin American Indian tribal sovereignty, history, and culture. Between 60% and 73% of teachers believe that they need more professional development in these areas.



Wish List for Curriculum and Instructional Materials. Teachers were given an opportunity, in an open-ended question, to list their “wish list” for curriculum and instructional materials to support their teaching about Wisconsin American Indian tribes and bands. A total of 778 people responded to the question.

In many instances, a teacher identified multiple items comprising their wish list. When a particular comment contained multiple items, the comment was split among the appropriate categories resulting in a total of 1,207 comments (Table 4). For example, if a teacher listed both textbooks and online resources, it was coded in both categories. In Appendix B, Teacher Survey, Question 10, each comment associated with a respondent is presented in its entirety with classification based on the overall theme of the comment.

The resources included the most in “wish lists” were curriculum materials and books/textbooks/videos/DVDs/visuals. As appropriate, selected quotes are used to illustrate these comments.

“A solid overview of the tribes' histories and current geographical and social status. Tribal sovereignty needs to be addressed as there is no curriculum that deals with the basic concepts.”

“I use a wonderful video called Enduring Ways of the Lac du Flambeau. I would love to have materials like this in digital media.”

“Let's get more of our American Indian leaders, educators, students, and families together to produce books for students.”

Table 4: Wish List – By Category		
Topic	Count	%
Curriculum Materials	197	16%
Books/Textbooks/Videos/DVDs/Visuals	189	16%
Age/Grade Level-Appropriate Curriculum	130	11%
Guest Speakers/Tribal Members	119	10%
Hands-On Materials	76	6%
Internet/Online Resources/Technology	58	5%
Documents/Guides/Lists/Maps	47	4%
Don't Teach in this Area/Not Part of Curriculum	44	4%
Professional Development	43	4%
Music	40	3%
Any Material	38	3%
Updated Information	38	3%
No Wish List	30	2%
Art/Artifacts	26	2%
Time	24	2%
Not Sure/Don't Know	22	2%
Historical Sites/Field Trips	17	1%
Cultural Issues and Topics	15	1%
Current/Contemporary Issues	13	1%
Physical Education	9	1%
Presentation/Special Events	8	1%
Requirements/Expectations	8	1%
Multiple Resources	7	1%
Miscellaneous	7	1%
Environmental/Outdoor Education	2	<1%
Total	1,207	100%

Additional Teacher Comments

Teachers were given an opportunity, in an open-ended question, to add anything else they wanted to about the teaching of Wisconsin American Indian history, culture, and tribal sovereignty. A total of 319 people responded to the question. In some instances, a respondent wrote about multiple topics. When a particular comment contained multiple topics, the comment was split among the appropriate categories resulting in a total of 583 comments (Table 5). In Appendix B, Teacher Survey, Question 14, each comment associated with a respondent is presented in its entirety with classification based on the overall theme of the comment.

The most frequent comments were about the **educational importance and awareness** of this topic.

“Integrating the history of Wisconsin Indian history would support a greater understanding our state history, the development of our culture, and potentially encourage a better appreciation and awareness of the unique aspects of the tribes within our state. The added focus would also allow the opportunity for accurate historical information to be shared with students.”

Topic	Count	%
Educational Importance and Awareness	131	22%
Additional Resources	78	13%
Do Not Teach in this Area	72	12%
Curriculum	64	11%
Challenges	55	9%
Professional Development	36	6%
Courses/Higher Education	26	4%
Wisconsin Education Act 31	21	4%
Internet/Online Resources/Technology	21	4%
Tribal Members	19	3%
Current Events/Contemporary Issues	14	2%
Age/Grade Level-Appropriate Curriculum	12	2%
Don't Know	12	2%
Miscellaneous	8	1%
Accountability	4	1%
WI Department of Public Instruction	3	1%
Presentation/Special Events	3	1%
Art and Artifacts	2	<1%
Field Trips	2	<1%
Total	583	100%

Conclusions

The level of instruction about Wisconsin American Indian tribes and bands appears to be fairly high regarding history and culture, but much less so for instruction regarding tribal sovereignty.

Social studies is by far the curricular area in which content related to Wisconsin American Indian tribes and bands is taught.

Textbooks and videos or DVDs are the resources used most often to teach about Wisconsin American Indian tribes and bands according to administrators and teachers. In a follow-up, open-ended question, these results were again affirmed when both administrators and teachers said that either books/textbooks or videos/DVDs were the resources most helpful to them when teaching about Wisconsin American Indian tribes and bands.

When asked what their “wish list” is for curriculum and instructional materials to support their teaching about Wisconsin American Indian tribes and bands, teachers again highlighted books/textbooks or videos/DVDs, as well as, age and grade-level appropriate curriculum.

Question and answer and projects are the two assessment tools used by a majority of teachers to assess students’ understanding of instruction about Wisconsin American Indian tribes and bands.

Wisconsin American Indian culture is the area in which administrators believe their school or district would benefit the most with additional instructional materials. Wisconsin American Indian history is the area in which administrators believe their school or district would benefit the most with professional development.

Approximately 4 in 10 teachers, who received their Wisconsin teaching licensure after 1991, said that they had college level instruction in the history, culture, and tribal sovereignty of Wisconsin American Indian tribes and bands. Of those who received training, slightly more than one-half said that they received their training in one class only.

When asked if they had additional comments regarding the teaching of Wisconsin American Indian history, culture, and tribal sovereignty, both administrators and teachers emphasized the educational importance of the curriculum area as well as the challenges to teach the material, in particular, the lack of curriculum materials and time-constraints.

Appendix A – Non-Response Bias Test

Any survey has to be concerned with “non-response bias.” Non-response bias refers to a situation in which people who do not complete a questionnaire have opinions that are systematically different from the opinions of those who complete their surveys. For example, suppose most non-respondents do not use quizzes or tests as tools to assess students’ understanding of instruction about Wisconsin American Indian tribes and bands (Teacher Survey, Question 6), whereas most of those who completed their survey use quizzes or tests. In this case, non-response bias would exist, and the raw results would overstate the use of quizzes or tests as assessment tools.

A standard way to test for non-response bias is to compare the responses of those who responded to the first invitation to take the questionnaire to those who responded to subsequent invitations. Those who respond to subsequent invitations are, in effect, samples of non-respondents (to the first invitation), and we assume that they are representative of that group. In the Administrator survey, 135 administrators responded to the first invitation and 246 responded to subsequent invitations. We found only one variable with a statistically significant difference between the mean responses of these two groups of respondents in the Administrator survey (Table A1) out of 44 tested. A slightly higher percentage of early responding administrators said that they have used tribal officials as a resource to teach about Wisconsin American Indian tribes and bands.

Table A1 – Administrator Survey - Statistically Significant Differences Between Responses of First Invitation and After Reminder			
Variable	Mean First Invitation	Mean After Reminder	Statistical Significance
Q6 Resources Used: Tribal Officials	.10	.04	.048
Table A2 – Teacher Survey - Statistically Significant Differences Between Responses of First Invitation and After Reminder			
Variable	Mean First Invitation	Mean After Reminder	Statistical Significance
Q1 Grades Taught: Kindergarten	.26	.33	.005
Q1 Grades Taught: 5 th Grade	.32	.38	.026
Q2a Incl. in Instruction: Lac Courte Oreilles Band of Lake Superior Chippewa	.14	.07	.000
Q2a Incl. in Instruction: Oneida Nation of Wisconsin	.29	.22	.001
Q3 Area Included in Instruction: History	.46	.37	.001
Q6 Tools Used to Assess Understanding: Visual Cues	.20	.14	.001
Q7 Resources Used: Textbooks	.26	.21	.014
Q7 Resources Used: Video’s or DVD’s	.25	.21	.020

In the Teacher survey, 597 teachers responded to the first invitation and 1,129 responded to subsequent invitations. We found 8 variables with statistically significant differences between the mean responses of these two groups of respondents (Table A2) out of 66 tested. Teachers responding after the initial invitation were slightly more likely to teach kindergarten or fifth grade. Earlier responders to the Teacher survey were more likely to include instruction about the Lac Courte Oreilles Band of Lake Superior Chippewa and the Oneida Nation of Wisconsin. A slightly higher percentage of earlier teacher responders said that they use textbooks and videos or DVDs as resources in their instruction regarding Wisconsin American Indian tribes and bands and that they use visual cues in class to assess students' understanding.

Tables A1 and A2 indicate that even when statistical differences exist, the magnitude of this difference is small and did not impact the overall pattern of answers and the interpretation of the results.

The Survey Research Center (SRC) concludes that there is little evidence that non-response bias is a concern for these samples.

Appendix B – Wisconsin Education Act 31 Written Comments, 2014

Administrator Survey Comments

Q1. What position do you hold in your school or district? 'Other' responses

- Director of Curriculum (2x)
- Director of Instruction (2x)
- Director of Student Services (2x)
- Lead Teacher (2x)
- Administrator
- Assistant Principal
- Associate Principal
- Coordinator
- Department Coordinator
- District Administrator/Principal
- I am a Director of Pupil Services and also a Principal.
- Program Coordinator
- School Director
- Social Studies Curriculum Coordinator
- Superintendent/Principal
- Teacher
- Title VII Indian Education Program Coordinator

Q5. In which of the following curricular areas does your school or district include content about Wisconsin American Indian tribes and bands? 'Other' responses

- After school in house program
- Culture Class
- Drama
- Exploratory Class - Cultural studies
- Integrated Units of Inquiry
- National History Day
- Project based learning
- Uncertain about full extent of elem. curriculum
- We have applied for and received SEEDS grant money and have incorporated instruction via this as well.
- WI Indian History
- World language
- Writing

Q6. From the following list, please select any of the resources that your school or district currently uses to teach about Wisconsin American Indian tribes and bands? 'Internet' responses

- Many Different Sites/Various sites/Websites (3x)
- Wisconsin Historical Society (3x)
- Searches conducted by students/Students research on the internet (2x)
- Tribal Websites/Tribal Info Websites (2x)
- Current Events
- Discovery Education, Grolier Online
- GLIFWC
- Google - Search Engines
- Oyate
- Project based learning
- Research
- Researched based project
- Searches
- The Ways
- Varies, Discovery Ed videos
- Variety of sources
- Various web resources
- Virtual field trips

Q6. From the following list, please select any of the resources that your school or district currently uses to teach about Wisconsin American Indian tribes and bands? 'Other' responses

- 4th grade Wisconsin Historical Society textbook
- Culture Teacher
- Don't know all details at all levels
- Each spring we have students attend a pow-wow
- Guest speakers develop their own curriculum to be shared
- Info, from masters class on Native American culture UWEC
- IRT at district level
- Most likely old texts, not necessarily written by American Indians
- Museum
- Not certain as this takes place in another building
- Not sure
- Picture books
- Print materials (workbooks)
- Unsure, not part of middle level curriculum
- We send a group of students to the Pine Ridge Reservation in our Road to Indian Country Class that is taught by a tribal member.
- We use curriculum developed by Pearson/Connections Learning.

Q8. If you need professional development on the history, culture, or tribal sovereignty of Wisconsin American Indian tribes and bands, which of the following would you likely attend? 'Other' responses

- Additional materials
- CECA offering
- Instructional materials, articles, videos
- Language immersion workshop
- Make a brochure that explains the expectation to teachers of what they are required to teach about Wisconsin American Indian tribes and bands. I think there is a general lack of awareness of this expectation.
- Small bit instruction and then time to implement before meeting again to discuss.
- Staff Development Day
- Staff In-Service
- This would be teacher preference.
- Unsure
- Will vary among staff.

Q11. Do you have additional comments regarding the teaching of Wisconsin American Indian history, culture, and tribal sovereignty in your school or district? 45 comments

Curriculum Practices and Recommendations (13 responses)

- At one time we actually had a middle school class that every 7th grade student was required to take on Native Americans of Wisconsin, but it was taken out of the Jr. High rotation. I think that a component of Act 31 needs to be reintroduced into the district's curriculum.
- I believe the teachers do a very good job in teaching the cultures of the American Indian. Maybe we need to focus more on the current state of the Indian Nations.
- Our district had students visit three tribal reservations and interview over 65 tribal leaders in a variety of fields to create an oral History book titled Native Nations of Wisconsin.
- Students are very interested in researching and sharing information. Students make projects related to the research they do. They also do an Art project that features Wisconsin American Indian history. Food is prepared and served based on typical meals served.
- The American Indian students/families we have are very proud of their history and culture. They are willing to share with the students of our district and community. Readings and musical presentations by the local tribes have left a long-lasting impression on our students. These presentations will be remembered long after the material from a book or video.
- Through Title VII funds we have a certified teacher on staff that works as a Native American Coordinator. She is here full time but she does have other duties such as teaching a couple of classes and helping with Transition. We are blessed to have this person as she has done a great deal of curriculum work. We have sent mainly social studies teachers from all 3 levels to many trainings over the past year on Act 31.
- We also have a Hoocak language and culture program at our middle and high school as part of the Native Language Revitalization Grant Program.
- We are fortunate to have a Native American social studies teacher who teaches a class on Native American culture and history. I am not sure what happens in the rest of the district.
- We are using a video resource called Voices within our American History class.

- We do an artist-in-residence with the Oneida Artists Program each year. They pay to have an American Indian artist (art, music, etc.) come to our school and work with our students for one week. I pay for transportation costs. This has been an extremely valuable experience for our students.
- We have a teacher, Paul Rykken, who well known throughout the state for his work with American Indian tribes in general and the Ho-Chunk nation specifically. Our district greatly benefits from his talent, passion and excellent work in this area.
- We offer an elective class for our 7th and 8th graders called Native American Cultures that studies the tribes, etc. in Wisconsin.
- We try to include some of our social studies content into reading and writing across content areas. This is currently a 4th grade curriculum.

Educational Importance and Awareness (10 responses)

- As our staff turns over to a younger group, it is important that history, culture and sovereignty of tribes remain a part of the conversation and ongoing training. It is easy to lose this emphasis as global issues gain more immediacy in the lives of our students.
- Do an awareness campaign of what the expectation for teaching is in Wisconsin. Target superintendents, curriculum & instruction directors, principals, and teachers. Be clear about what that is, suggested ways for how it could look, reason for the expectation, and materials that can be accessed.
- I believe it is important for our students to be taught about all different cultures and their histories. Any workshops or classes that teachers can attend are helpful. I have taken several classes regarding American Indian history and culture--they allow you to bring back valuable information to your students.
- I believe that individual schools and classroom teachers contact local tribal members to come to their school or / class to share their history and culture. It's a presentation and not a study. Our children live within miles of the Ho-Chunk nation. I lived within miles of the Anishinabe in northern Wisconsin growing up. We all lose in not understanding the true history...there is no healing and no going forward...when there is a disconnect.
- It is a vital part of history in the state of Wisconsin.
- It is important that we continue to include the teaching of Wisconsin American Indian history, culture, and tribal sovereignty in our schools. These topics are covered well at Cumberland Middle School in a variety of curricular areas. We would love to be involved in making this part of our educational program even stronger.
- This truly gets lost in the curriculum, and it is a shame.
- Today in Wisconsin schools, everything is a priority. Schools are cutting time spent on social studies and science to focus on reading and math, which are the content areas that appear on the school report cards.
- We consider this an important topic. The greatest coverage is in the sophomore and junior year of high school and includes a variety of resources.
- With all the other requirements placed upon school districts and the assessment of each district it is difficult to cover all historic topics. We do the best we can and cover the Indians, the treatment and plight they have suffered throughout history.

Cultural Issues and Topics (6 responses)

- I wonder how school team names fit into all of this. It seems like any education we do to respect tribes and their rights can be undone by unflattering stereotypes through school team names - depending on how schools use team names and the expectations at sporting events.

- It might be interesting regarding the Menomonee Indians since they want to build a casino in our district.
- Northern Wisconsin is a culturally isolated location. Young people often learn their insight from older generations. Students do not understand the rights and responsibilities that Native Americans have or how there came about. Cross-cultural slurs that come up during fishing and hunting seasons are a current part of students' understanding. These "past practices" continue to be passed on to our young learners. As a school administrator, I hear this negative language continue generation after generation. I know that it needs to end, but I do not know how to end it.
- Our school is an Ojibwe language immersion school. Most of our parents send their children to this school because of the utter lack of teaching about Wisconsin American Indian history, culture, and tribal sovereignty in this state. But what can we expect from a state that thinks it's socially acceptable to be the ultimate school bullies by not standing up to racist mascots in school? Deplorable and embarrassing.
- The city of Shullsburg is potentially going to be putting up a casino run by the Lac du Flambeau. If that happens, I will be looking at significant training and curriculum development.
- We covered the whole spear fishing controversy from a number of years ago this year with seniors in history. The purpose was to cover prejudice and stereotypes. We were surprised at how little the kids know about it.

Additional Resources (4 responses)

- At our school, we have worked for quite a long time to incorporate texts and lessons that incorporate Native American history, culture, and tribal sovereignty into classrooms. We are in progress, but more support is welcome. We had a DPI Consultant come at the opening in-service days to discuss tribal sovereignty, and that was a great one-time session. However, it would be even better to have more sustained information available, but more specific content available on culturally responsive practices as well.
- Guidelines and materials for use of resources would be helpful connecting with our Montessori.
- We are open to tribal speakers/representatives coming to the school.
- With our new reading series we are adjusting social studies and science units. It would be helpful to have more information and information from tribes around our area, etc. It would be good to have someone take a look at our new reading materials to see where and how it could interface within that too.

Limited Knowledge (3 responses)

- As I am a high school administrator, I have limited knowledge of what is covered in the other levels.
- I am uncertain as to the extent of Wisconsin American Indian history and culture that is a part of the elementary curriculum in my district and therefore did not feel I could accurately answer questions within this survey.
- I answered the questions to the best of my ability. I do not have firsthand knowledge of the elementary curriculum specific to Wisconsin American History.

Profession Development (2 responses)

- Based on my own limited awareness, professional learning and resources would be critical.
- Many of us attended a week of training about 6 years ago and learned about the history of the Stockbridge-Munsee Tribe. It was very interesting and worthwhile. It was done through a cooperative agreement with UW-Eau Claire.

Miscellaneous (7 responses)

- I would be very surprised if any of the representatives of the Tribes in WI would be interested in coming to the suburbs as a speaker. I have never heard of any school where this has occurred.
- I would love to help in any way I can!
- Not at this time, we have a great source from the Potawatomi tribe located 6 miles to the West of our district.
- Thank you for your work in this area.
- The School District of Crandon is a unique district, by the fact that we have two sovereign tribes, the Forest County Potawatomi and Sokoagon Chippewa in our district that make up about 30% of our enrollment. As a district we strive to make sure our diverse culture is appreciated and supported.
- We used to have the Ho-Chunk dancers every year, but we have not had the dancers for a couple years now. I am sad we do not have them scheduled this year.
- When you said select all for the education at each level that is a question that is hard to answer without being in those buildings.

Teacher Survey Comments

Q2b. Which other non-Wisconsin American Indian nation(s) do you teach? 287 comments

- Wampanoag (9x)
- Ojibwe (6x)
- Cherokee (5x)
- Navajo (4x)
- Sioux (4x)
- Aztec, Maya/Mayan (3x)
- Cherokee, Lakota, Sioux (2x)
- Haudenosaunee, Navajo, Yurok, Cherokee (2x)
- Inuit (2x)
- Lakota (2x)
- Potawatomi (2x)
- Powhatan (2x)
- Sauk (2x)
- Sauk/Fox (2x)
- Sioux/Fox (2x)
- A number of nations are named in our Social Studies textbook that covers regions of the United States.
- A variety of tribes come up as we talk about westward movement, as well as the settling the America's and the starting of the colonies.
- A wide array of American Indian nations.
- Alaska Native groups (specifically Inupiat, Tlingit, Athabaskan, Aleut, Yupik); Tainos, Choctaw.
- Alaskan
- Alaskan Indian nations
- Algonquin, Lakota Sioux
- Algonquins, Hopi, Aztec, Sioux, Yakima, Pomo, Tlingit, Chinook, Kwakiutl, Wampanoags, Roanokes.

- All of the Plains Native American groups.
- All Wisconsin bands of Chippewa.
- Anasazi
- Anasazi, Powhattan
- Ancient tribes-- Paleo, Archaic, Old Copper Culture, Hopewell, and Mound Builders? These are WI tribes, but not mentioned above.
- Apache, Blackfoot, Seminole, Pueblo, Huron, Zuni, Seminole, Cree, Inuit, Crow, Cheyenne, Sioux, Wampanoag, Mohawks.
- Apache, Pawnee, Pueblo, Nez Perce, Cherokee, Sioux, Navajo, Suni, Hopi, Blackfoot, Cheyenne.
- As a high school history teacher, we discuss numerous bands that were involved with the development of the United States.
- As part of the 4th grade curriculum, we briefly talk about most of the Native American nations indigenous to Wisconsin, but not particularly in-depth on any.
- Athabascan, Cahuilla, Comanche, Haliwa-Saponi, Hopi, Inuit, Iroquois, Kiowa, Mohawk, Muskogee, Nanticoke, Navajo, Ottawa, Santa Clara Pueblo, Seneca, Serrano, Taos, Zuni, Lakota.
- Aztec, Inca, Mayan
- Aztec, Incas, Anasazi, Hopi, Makah, Chinook, Iroquois, Wampanoag, Algonquin, Creek, Cherokee.
- Aztec, Olmec, Inca; Hohokam, Anasazi; Adena, Hopewell, Mississippian; Kashaya Pomo; Kwakiutl, Nootka, Haida; Pueblo, Pima, Hopi, Anasazi; Iroquois; Sauk, Ojibwa, Fox; Seminole, Comanche, Apache, Cherokee; Shoshone, Nex Perce, Mandan, Sioux, Powhatan, Pequot, Narragansett, Taino.
- Bad River Band of Lake Superior Chippewa.
- Being a kindergarten teacher, I have only taught about the role that the American Indian had in connection to the pilgrims. I would welcome the opportunity to teach about the tribes of Wisconsin. At this time I have no personal knowledge or resources to do so.
- Blackhawk, Cree, Sioux, Dakota
- Cherokee, Navajo, sometimes Crow and Sioux depending on which topics or issues I cover that year. In terms of Wisconsin American Indian nations I do issues and topics, not specific cultures or nations.
- Cherokee legends in the 3rd grade MPS reading text.
- Cherokee Nation, Pueblo, Anasazi, Mayan, Aztec, Black Feet as well as the Louis and Clark expedition tribes.
- Cherokee Navajo about 5 others. Manual at school.
- Cherokee, Apache, Blackfoot, Cheyenne, Choctaw, Crow, Delaware, Dakota, Hopi, Huron, Iroquois, Navajo, Nez Perce, Potawatomi, Shawnee.
- Cherokee, Apache, Kiowa and Navaho
- Cherokee, Fox
- Cherokee, Hopi, Inuit, Mohawk, Tlingit, Sioux, plus students individually research a tribe and present the culture to the class. I have 27 students.
- Cherokee, Navajo, Sioux, Lakota, Apache, Hopi
- Cherokee, Nez Perce, Sioux
- Cherokee, Powhatan, Shawnee, Wampanoag, Pequot, Iroquois, Pueblo, Navajo, Apache.
- Cherokee, Seminole, Hopi, Navajo, Tlingit, Pottawatomie.
- Cherokee, Seminole, Osceola, Cree, Sioux.
- Cherokee, Sioux and other tribes that influence US History.
- Cherokee, tribes encountered by Lewis and Clark (students pick and research two), Iroquois confederacy.

- Cherokee, Yurok, Navajo, Haudenosaunee.
- Cheyenne/Pueblo
- Chickasaw, Choctaw, Cherokee, Creek, Sioux, Mandan, Navajo.
- Chippewa Nation- general.
- Chippewa/Oneida of Great Lakes Region.
- Choctaw, Cherokee, Cheyenne, Zuni are some whose legends and stories we have read about in our language arts class in the past.
- Choctaw. Taino. Aztec. Maya.
- Cree
- Dakota Sioux
- Dakota Sioux, Mesquaki Sauk-Fox
- Don't have the list, but 5th graders are given a long list of tribes to pick from and research from all over North America.
- During 8th Grade (American History), we discuss Native American regions/culture areas more so than specific nations. Arctic (Inuit), Subarctic (Cree), Northwest Coast (Kwakiutls), Great Basin (Utes, Shoshones), Plateau (Nez Perce), Californian (Pomos, Pueblos), Southwest/Pueblos (Anasazi, Hopis, Acomas, Zuni, Lagunas, Navajos, Apaches, Pueblo), Great Plains, Southeast (Natchez), Eastern Woodlands (Iroquois- Mohawk, Seneca, Onondaga, Oneida, Cayuga).
- Eastern Woodland, Great Plains, Southwest Desert, Northwest Coast.
- Fifth grade social studies is a US overview of history from 1400 through the present, so I broadly cover the native peoples here when European exploration began, including the Taino of Puerto Rico, the Incan, Mayan, Aztec, and tribes of the eastern US. We always read a few chapter books to get the native peoples perspective and read *Sing Down the Moon* by Scott O'Dell about the Long Walk forced upon the Navajo and also *The Birchbark House* by Louise Erdrich, my favorite author, which traces the family history of a young girl living on an island in Lake Superior in the mid-1800s. Students did independent projects on the Seminole, Cherokee, Hopi, Lakota, and Nez Perce people, too.
- Fond du Lac band of Ojibwa
- Forest Home Avenue School
- Fourth grade covers Wisconsin and its American Indian nations.
- Fox
- Fox, Algonquin, Iroquois, Cherokee, Sioux, Chinook, Makah, Pueblo, Navajo, Seminole, Anishinaabe.
- Fox, Sauk, Kickapoo, Iroquois confederation.
- General all native tribes in USA.
- General instruction on all WI tribes/bands without specific localities.
- Haida and other groups from the Pacific Northwest.
- Hmong
- Hopi/Navajo
- Hopi and Cherokee
- Hopi, Iroquois
- Hopi, Natchez, Choctaw, Cherokee
- Hopi, Navajo, Cherokee
- Hopi, Ojibwe, Inuit
- Hopi, Sioux, Seneca, Chinook
- Hopi/Navaho/Ute/Cherokee
- Huichol, Aztec, Navajo, Inuit, and Aborigine.

- I also teach about the Chippewa, but it is not any one particular band.
- I cover US history prior to 1865 so I cover Native American but mainly tribes on the east coast that conflicted with settling our country & then tribes that were involved conflicts as we expanded westward. Therefore I don't specifically cover WI tribes in particular, but some of the larger tribes (i.e.: Chippewa or Mohican).
- I give an overall introduction to all Wisconsin American Indian tribes/bands. I specifically instruct my class further on Lac du Flambeau traditions and language because I have experience and knowledge with that tribe. I teach 1st and 2nd grade so a general overview is more appropriate than teaching each tribe/band individually.
- I hope to eventually find ways of including the arts and culture of all our Wisconsin tribes. Connection to resources would be appreciated. I also include south and Central American tribes.
- I include all the others in North America. I don't teach all of them directly. Students select one Native American tribe and do a presentation on them.
- I just state that there are other tribes throughout the United States.
- I recently talked about the Tehuana tribe of Mexico when we had a Frida Kahlo exhibit at our school. In the past we have learned about the Ojibwe as well.
- I teach about several of the MN Ojibwe tribes and include many other nations around the globe.
- I teach about the differences in people and about the Wampanoag Indians as part of Thanksgiving instructions. I haven't received any information about or that I need to teach WI tribes from my district.
- I teach about the origins of lacrosse, stating it was a game played by the native people.
- I teach about the various Native American Tribes in Wisconsin. We cover the Menominee, the Chippewa, the Potawatomi, the Oneida, and the Ho-Chunk.
- I teach about the Wampanoag Native Americans during our November units.
- I teach ancient civilizations and our district's focus is Mesopotamia, Egypt, Greece, Rome, and Israel.
- I teach Native American history and culture through a regional approach, as there are too many nations to teach individually.
- I teach US history, so we focus more on how policy has affected Native Americans as a whole (which is terribly).
- I teach with the Anishinaabe ways materials to guide me through the tribes.
- I use an example I have of Navajo weaving when students due a weaving project in art.
- I use Northwestern Indian nations, some Southwestern, Apache. I teach K-12 art, and collaborate most of the Native American Culture/Arts with the 2 - 4 grade curriculum. I have taught projects that include masks, dream catchers, weaving, wall pockets (using Native American writing and design).
- If I have students who are Sioux or from another American Indian Nation then they are able to study their own Nation.
- In 5th, we focus more regional. Ex: Southwest.
- In grade 5 we teach a few tribes from each geographic region of the U.S. For example, Pueblo and Navajo from the Southwest, Chinook and Inuit from the west, etc.
- In our class, we study the Paleo, Archaic, Woodland, and Mississippian Indians from the Ice Age period, then the Ho-Chunk, Menominee, Ojibwa/Chippewa prior to the arrival of the Europeans. In very general terms, there is mention of the Potawatomi, Chippewa, Menominee, Oneida, Ho-Chunk, Stockbridge-Munsee, and Sauk and Fox in regard to land cessions. Finally, we discuss Black Hawk's War.

- In our district we do not cover current events for Wisconsin tribes, but rather the history of the Chippewa, Ojibwa, Potawatomi, Menominee, and Oneida tribes during the times of European immigration.
- In third grade, we focus on the different Native American culture areas of the U.S.
- In WI History we learn the history of each of the Tribal Nations throughout the state as well as some specific teaching on the tribal bands as well. As for all American Indian Nations, I try to teach the students the individuality of each of these different groups of people as well as the similarities that may exist. Listing them all individually would be a very long list.
- Incas, Aztecs, Mayas
- Inuit, Cheyenne, and Sioux
- Inuit, Maya, Inca, Aztec
- Iroquois, Hopi, Apache, Seminole, Delaware, Creek, Navajo, Nez Perce, Algonquin Languages, Native Sign Language.
- Iroquois, Haida, Sioux, Cherokee.
- Iroquois/Cherokee/Mandan/Hidatsa/Powhatan.
- Iroquois Blackfoot Sioux Cherokee Navajo.
- Iroquois Confederacy member tribes, other tribes associated with the founding of the 13 original colonies, Taino Native Americans.
- Iroquois, Cherokee, Seminole, Creek, Powhatan, Choctaw, Chickasaw.
- Iroquois, Cherokee, Sioux
- Iroquois, Pawtucket, Sioux, Apache, Hopi, Seminole, Pequot, Makah.
- Iroquois, Seminole, Pueblo, Chinook, Plains.
- Iroquois, Shoshone, Creek
- Iroquois Confederacy, Navajo
- It varies from year to year in my music curriculum, but I usually teach music from the following groups: Tlingit (Native Alaskan), Native Hawaiian, and 2-3 tribes from the continental U.S.
- Jigsaw research and present a list of 32 tribes.
- Kwakiutl, Sioux, Cheyenne, Navajo, Iroquois
- Lakota Sioux, Nez Perce, Dakota Sioux, Apache, Comanche, Pueblo
- Lakota Sioux, Nez Perce, Pawnee, Shawnee. My class does a yearly project where groups of people choose a tribe so it varies from year to year which they cover and present on.
- Lakota Sioux, Wampanoag, Chippewa, Crow, Cherokee, Choctaw, Shoshone, Seminole, Miami, Dakota, Blackfeet, Osage.
- Lakota Sioux, Woodland Indians
- Lakota, Iroquois, Navajo
- Lakota, Nez Perce, Cheyenne
- Lakota, Sioux, Cheyenne
- Lakota-Sioux
- Lakota, Apache, Comanche
- Maidu Native Americans
- Mainly tribes that the students I teach belong to.
- Maya, Aztec, Quechua, Toltec, Zapotec
- Mayan (Guatemala, Mexico)
- Meso-American peoples as relates to my subject matter (Spanish as a foreign language).
- Mille Lacs in Minnesota
- Mississippian, Paleo-Indians, Archaic Indians, Woodland Indians, Oneota, Ojibwe, Odawa, Potawatomi Nation.

- Mohawk, Hopi, Maka, Plains
- Navajo and ancient Pueblo societies
- Navajo Cherokee, Seminole
- Navajo, Lakota, Inuit
- Navajo, Mimbres
- Navajo, Paiute
- Navajo, Yavapai, Apache,
- Navajo, Yurok, Cherokee, and the Haudenosaunee
- Navajo, Zuni, Hopi, Ute and the other Rio Grande nations, the Ojibwa generally, the Cheyenne, the Sioux, the Cherokee, Choctaw, Creek, Shawnee and Iroquois -- or whomever I need as an example to demonstrate a cultural trait.
- Navajo--It depends on the year. As I teach music, we always listen and look at various instruments, but are somewhat limited in repertoire choices by what is possible to sing with a group of students.
- Nebraska Winnebago
- Nonspecific Sioux and Mohican tribes.
- Nonspecific, we teach about the regions of Native Americans.
- Ojibwa/Wampanoag
- Ojibwa, Seneca
- Ojibwe/Sac & Fox/Wampanoag /Arawak/Taino
- Only the Inuit.
- Onondaga, Cree, Tlingit, Powhatans, Aztec, Arawaks
- Our materials only deal with regional groupings of native people... Mound Builders from early civilizations, Woodland as a regional more recent section.
- Own--San Luiseno; Rincon reservation, CA
- Paleo, Ojibwa, Woodland, Hopewell, Chippewa-not specific to location, Fox, Huron
- Patuxet
- Penobscot
- Plains Indian Tribes
- Plains Indians, Woodlands, Northwest Coast
- Plains, Navajo, Hopi
- Plains. Other east coast. Seminole. Cherokee. Southwest. Alaska.
- Pomo California, Sioux, Attikara, Pueblo, Navajo, Hupa, Iroquois, Oneida Zuni, Hopi Tlingit, Haida and Kwakiutl of the Northwest coast.
- Potontuk
- Powhatan, Hopi
- Powhatan, Yurok, Timucua
- Pueblo Indian Tribes
- Pueblo, Anasazi, Cherokee
- Pueblo, Aztec, Iroquois, Algonquin, Inca
- Pueblo, Comanche, Lakota Sioux, Dakota Sioux
- Pueblo, Navajo
- Pueblo, Navajo, Apache, Supai, and 5 Nations of Iroquois
- Red lake and Leech Lake Bands of Ojibwe Indians
- Regional tribes throughout the USA.
- Sadly, we do not have a good Social Studies Curriculum. We live near the Mississippi and WI Native American Culture is not presented due to lack of materials. We have a series of stories

that are based on the Lakota and another story rooted in the Snohomish heritage and one from the Inuit.

- Sauk & Fox in the Black Hawk War.
- Sauk/Blackhawk War / Seminole, Cherokee/ Indian Removal Act / Settlement of The Great Plains/Dawes Act.
- Sauk/Fox (with Black Hawk War), Cherokee
- Sauk; Mound Builders
- Sault Tribe of Chippewa/Ojibwa Tribe of St. Ignace, Michigan. Husband/member of tribe. I teach. Chippewa mainly. Because it is Kindergarten, I also will teach about general locations in the United States: homes they would build, food they gather and hunt and tools they made used.
- Seminole, Choctaw, Creek, Chickasaw, Cherokee, Sauk
- Seminole, Navajo, Cherokee, Pueblo
- Seminole/FL (AP Government Sup. Ct. Case)
- Seminoles
- Sherman Alexie; Louise Erdrich; Leslie Marmon Silko
- Sioux Cheyenne Arapaho Blackfoot apache Cherokee Navajo
- Sioux, Cheyenne, Navajo, Cherokee.
- Sioux, Cherokee
- Sioux, Cherokee, Iroquois, Northwest Coastal, Navajo
- Sioux, Dakota
- Sioux, Fox, Sauk, Ottawa
- Sioux, Iroquois, Hopi, Inuit, Haida, Cherokee, Seminole
- Sioux, Navajo, Inuit, Cherokee, Iroquois, Pueblo, Seminole, Cheyenne, Comanche, Haida,
- Sioux, Nez Perce, Apache, Cherokee
- Sioux, Paiute, Apache, Choctaw, Seminole, Spokane, Chinook, Shoshone, Navajo, Cree, Tlingit, Nez Perce, Pawnee
- Sioux, Powhatan, Hopi
- Sioux, Apache, 5 civilized tribes
- Sioux, Cherokee, Hopi, Navajo
- Sioux, Chinook, Cree
- Southwestern U.S. Native Americans.
- Squanto and Wampanoag
- Students study tribes that are interesting to them.
- Teach more global concepts about Native American cultures as a whole.
- The 4th grade Wisconsin curriculum teaches briefly about the various Indian tribes. I teach a content area reading class to below-level readers and I use this textbook for part of the school year. We do not supplement with additional information on the tribes because my teaching purpose is reading comprehension and fluency.
- The students usually have a choice of any tribe from America to do research on so there has been a variety chosen over the years.
- There are 4 tribes we study that are in our Social Studies book but they are not the ones listed above (and I'm having a hard time remembering the names of them right now).
- Tlingit: Story telling through Totem poles, Button Blanket ceremony: Parent in class shared her tribal culture. Grade 2 kids sewed mats in the style of the button blankets she shared with the class. Art units: clay animals inspired by Zuni fetishes.
- Tribe in Yuma Arizona that is represented in our social studies book.
- Unfamiliar with all the tribes.

- Unknown - Bad River is the closest?
- Wampanoag/Some years, Chippewa and Navajo, depending on time for unit on Now and Long Ago.
- Wampanoag Tribe in discussion of the First Thanksgiving.
- Wampanoag, Hopi, I let the students choose.
- Wampanoag, Iroquois
- Wampanoag, Mohawk, Seneca, Cherokee, Seminole
- Wampanoag, Navajo
- Wampanoag, Navajo, Sioux
- We are in the Lacrosse area - so we must include Sioux (Dakota) band. One of their historic areas was Winona area near here.
- We did hoop dancing in the beginning of the year with time for kids. Navajo, Inuit, Chippewa, Sioux, and Cherokee.
- We do a Native American unit in 5th grade social studies. We cover the Northeast, Central, Southeast, Southwest, Northwest, and Alaska tribes. Not all because we are talking 5th graders. But we connect environment to types of living styles.
- We don't really teach about the bands...just the Chippewa, Ho-Chunk, Menominee, Sauk-Fox, Potawatomi
- We focus on the Ojibwa tribes of Wis.
- We introduced the American Indian culture in our classroom. We talked about the different tribes and where these tribes are located around the world.
- We only discuss Ojibwe (Chippewa) specifically.
- We review the native peoples that were covered in fourth grade - listed above - then we move on to native peoples of North America by regions.
- We spent some time studying the Iroquois and the Iroquois Confederacy.
- We study 5 regions of United States and learn about many tribes because they were first inhabitants.
- We study some of the art of the Woodland Indians of Wisconsin, which I refer to as Ojibwe or Anishinaabe.
- We talk about ancient cultures: Paleo Indians, Archaic, Woodland, Mississippian, and Oneota.
- We talk about Native American culture during our drumming (music) unit, and as we talk about rhythm or instrument families. We learn how drumming is vital to Native American culture, what it used to be used for, what it continues to be used for. I search you tube to "bring" tribes into the classroom. If the tribe is from Wisconsin, it gets first pick (Oneida, Menominee). We always talk about Ho-Chunk, but unfortunately, the kids only know that name because of the casino.
- We talk about the Wampanoag during Thanksgiving.
- We teach about different tribes throughout the United States based on history of the US and how their way of life is affected by early colonists and the geography in the area they lived.
- We teach about the: Mohawk, Oneida, Onondaga, Cayuga, Seneca, Iroquoian, Hopi, Zuni, Navajo, Algonquian, Sioux, Lakota, Haudenosaunee, Wampanoag, Paiute, Mojave, Chinook, Tsimshian, Tlingit, Haida. I'm not sure which of these are nations.
- We teach historical Indians.
- We teach Ojibwa (I think Chippewa is not preferred). Anishinaabe when referring to themselves and Ojibwe when friend refer to the people in this group) history and culture in general. We begin by reading, The Birchbark House by Louise Erdrich who has Ojibwe ancestry and seems to have done quality research. We move to study the Menominee, Hochungra/Ho Chunk and a bit

about the Oneida because of their history as one of the Iroquois Nations who was moved from their land further east.

- We teach regions like Northwest, southwest, plains, southeast, and southwest. We cover Woodland, Pueblo, specific tribes.
- Western Plains
- Winnebago
- Winnebago, Potawatomi, Sauk, and Fox
- Woodland tribes as a whole.
- Zuni, Anasazi, Pueblo
- Zuni, Pueblo, Inuit, Iroquois, Apache, Comanche, Seminole, Pawnee, Pawhatan, Tlingit, Cree, etc.

Q6. What tools do you use to assess students' understanding of instruction about Wisconsin American Indian tribes and bands? "Other" 108 comments

- Class discussion/group conversations/discussions (16x)
- Music/musical performances (10x)
- Art/Art Projects/Artwork (3x)
- Field trip participation/field trips (3x)
- Guest/guest speaker (3x)
- Drumming and singing (2x)
- Internet research/searches (2x)
- Performances (2x)
- Songs (2x)
- Active engagement in class discussion
- American Indian Dances
- Analysis of Primary Resources
- Appropriate performance of WI American Indian songs and dances.
- Artifacts, Ho-Chunk guest speaker, maps, connections to other Indian nations, videos, Madison, City of 4 Lakes (history text book).
- Assignments and activities
- Bad River Speaker
- Book reports
- Books
- Brain Pop Jr.
- Chippewa Valley Museum, Wisconsin Historical Society, GLIFWIC Publications, etc.
- Completion of online lessons.
- Dance
- Debate
- Discussions, examining their written thinking while reading.
- Drama, Arts, Dance
- Field trip to WI historical museum, tour of Native People exhibit.
- Google Earth
- Google Presentations, Power Points
- Hands-on materials
- Have put on an Ojibwe museum with the students are docents.
- History museum/plays

- How they incorporate it into their understanding of the issue we are studying.
- I have artifacts and native cultural items and books, along with music and art.
- I use story problems that involve Native American Culture. I assess the answer of story problems not the knowledge of Native American culture.
- Indian Nations of WI by Patti Loew
- Investigations
- Keynote presentations on iPads
- Literary story books
- Literature groups and reading groups
- Louise Erdrich novel, textbooks, other classroom reading.
- Maps comparison of land before and after Treaties, collage art projects words and pictures telling story of a people or hero.
- Maps, comparison/contrast rubrics
- Music games
- Music mostly since I am a music teacher.
- Music techniques, flutes, drums, hand instruments.
- Music, pow-wow
- Music/ singing/ listening
- Notes taken on videos and an essay about whether they would have wanted to grow up in an early Native American tribe.
- Now and Then Videos
- Oral quizzes
- Oral responses, connection to something they understand.
- Persuasive Essays, Letters to the tribes, Current Events regarding tribal issues.
- Plays, legend writing, creation drawings
- Provide support to students
- Readings
- Redirects and noticing changes in interactions and references as time goes on.
- Research -book & on line
- Scholastic News
- School assembly with guest speakers
- Singing
- Songs taught in class
- Spanish
- Storytelling
- Student observation and application
- Student-generated, impromptu connections that occur during seemingly "random" moments in class.
- Teacher observation of dance.
- Thoughtful debate and discussion
- Two students Ho-chunk
- Videos/News
- We are a Montessori school and so the children often do research based on their interests.
- We play games that were played by the different communities.
- Write about our thinking, what was learned through drawings and sharings, turn and talks during stories and movies, speaking Ojibwa that I taught them and seeing it in their writing, drawings and conversations for month of November.

- Writing about reading.
- Writing on French and Indian War.

Q7. From the following list, please select any of the resources that your school currently uses to teach about Wisconsin American Indian tribes and bands? "Internet Resources" 110 comments

- Tribal Websites (7x)
- Websites (5x)
- Google (4x)
- The Ways.org site (4x)
- YouTube (4x)
- Research/Web search (3x)
- Unitedstreaming (2x)
- WI Media Labs (2x)
- American Indian Nations' Websites
- Badgerlink sources
- Big Orrin. Tribal official sites
- Black River Falls pow-wow articles
- Brain Pop Jr.
- Byke recordings of language
- Current issues of named tribe
- Different Nations web sites
- Different website
- Discover Wisconsin
- Discovery Education
- Discovery Education, BrainPOP
- Discovery streaming
- Discovery.com; BrainPOPJr.com
- Educational sites (BrainPOPJr, Learn360)
- Encyclopedias
- ENGAGE
- Google Earth
- Google recommendations
- Google, You Tube.
- <http://www.glifwc.org>
- <http://www.glifwc.org/>, tribal websites
- <http://www.mohican.com>
- <http://www.native-languages.org/kids.htm>, Kid Info,
- http://www.native-languages.org/potawatomi_culture.htm
- <http://www.uwlax.edu/mvac/preEuropeanPeople/EarlyCultures/index.html>
- I Google pics, and resources to teach.
- I have used some of the tribes websites for background information
- Idle No More; tribal websites; zinned.org lessons (modified for age)
- Images and tribal sites
- Images that feature examples of art or cultural artifacts.
- Independent research
- Individual student rese

- Look up certain information, do not know site
- Many visual resources
- MATC pow wow other events
- Milwaukee Public Museum
- MPM
- Museum website
- Music samples
- Musical Examples
- Nat. Geo.
- Native Languages of the Americas website; Kids Info; National Geographic; Ojibwa.org; Indians.org; Think Quest and many more
- Native Languages.org
- Native Web
- NERR
- Official Websites of WI Native Tribes, Engage: State, Local, Tribal Government, YouTube (Tribble Brothers/spearfishing issue, Boarding School Video/clips of survivors, Sandy Lake Tragedy, Google Images of Native American Mascots/Logos)
- Personal searches
- Pow wow on you tube
- Research - tribe websites. Primary Source Documents - photos, documents
- Research about American Indian Music
- Research on pottery, weaving, other crafts
- Researching tribes
- Reservation Maps
- Rock art sites, research based sites for reports
- Safari montage
- Search
- Storytelling, pow wows
- Student research
- The making of Milwaukee
- Tribal websites, YouTube videos on specific cultural aspects i.e. traditional Birchbark canoes
- Trueflix and Discovery Education
- University of Minnesota Ojibwe Language resource website
- Videos
- Videos/Discover Wisconsin
- Web quests
- Websites about Hopi & Iroquois
- Websites dealing with Native American Involvement during WWII, i.e. code talkers.
- Websites from Wisconsin tribes such as from the Menominee
- Websites of the Wisconsin American Indian Tribes and bands
- Websites usually created by Native Americans
- Wisconsin Historical Society
- Wisconsin Historical Society and others
- Wisconsin Historical Society website and Wisconsin Media Lab
- Wisconsin Historical Society, Library of Congress, Oklahoma State University lists of treaties and other primary sources
- Wisconsin Historical Society; GIFLIC-Bad River

- YouTube - ceremonies, pow wows, historical videos
- YouTube Native American Music Videos
- YouTube, tribal websites

Q7. From the following list, please select any of the resources that your school currently uses to teach about Wisconsin American Indian tribes and bands? "Other" Resources 108 comments

- Wisconsin Historical Society/books//curriculum/lessons/materials/ (8x)
- Field trip (4x)
- Library books (3x)
- Music (3x)
- Art/examples of Art (2x)
- Children's books (2x)
- Field trip to Milwaukee Public Museum (2x)
- GLIFWC (2x)
- Indian Summer Festival (2x)
- Literature books (2x)
- Picture books (2x)
- American Indian Music transcribed or arranged onto sheet music.
- Artifacts
- Arts at Large when we had access to it!
- Authentic music resources
- Books
- Books on Native Americans
- Books purchased about Wisconsin, sometimes read books such as Sign of the Beaver or other historical fictions.
- Books, like Black Elk Speaks
- Brain pop or discovery education
- CDs
- Class discussion only
- Connections Academy curriculum for Wisconsin History
- Core Knowledge material - has Natives' history throughout
- Court Cases
- Examples of artwork, dream catchers, clothing, moccasins, tee-pees, long houses, headdresses, etc.
- Excerpts from Howard Zinn's "A Young People's History of the United States."
- Fiction and nonfiction stories and legends
- Field Trips: Waswagoning, Madeline Island; Novels-The Birchbark House and Trouble at Fort LaPointe
- Folk Songs, Children's storybooks and drumming songs in music text books
- Folkways recordings
- GLIFWIC created video
- Hands-on materials
- Historical accounts of our community
- Historical fiction, biographies and non-fiction books (some are from the Madison Historical Society), guided field trips with a focus on how early Native people obtained basic needs (Aldo Leopold Nature Center and U.W. Arboretum)

- Historical Society test and book by Patty Lowe
- http://www.bigorrin.org/menominee_kids.htm, http://www.bigorrin.org/hochunk_kids.htm, http://www.bigorrin.org/chippewa_kids.htm
- I took a master's class at UWEC specifically on WI tribes
- I tried having someone come and visit from UWSP, but never heard back! Would love to have someone come and visit our classroom.
- I use "Rethinking Schools" book on teaching about Columbus.
- I use a unit my husband taught in the schools in Michigan and resources I have collected.
- I work at an Ojibwe language immersion school. Much of our resources are created by us.
- If You Lived With Books
- K12 WI State History course curriculum
- Making of Milwaukee DVD
- Many books about Wisconsin American Indian art and crafts, as well as works from many other tribes in North America.
- Many tribes respond to my students' letters. I read all responses aloud and share information (and many times, books, DVDs, and other awesome information that the tribes send to us), Wisconsin State Historical Society Printouts, and Wisconsin Indian-related books in our school library.
- Material prepared by the teacher
- Materials acquired at Oneida Tribal Museum
- Materials from college
- Materials Provided by the Oneida Nation and Materials by the Wisconsin Historical Society
- Museum artifacts with presenter
- Museum exhibits
- My own art curriculum
- My own generated or material given to me by my co-workers
- Native American games books
- Native American songs
- Native People of Wisconsin- text
- Non-fiction books
- Old books, like Evanmoor
- Oneida SEED Grant
- Plays and performance at local venues
- Power points & artifacts
- Power points I created
- Published books
- Random materials
- Several nonfiction texts, maps, artifacts
- SHARP program of MAM
- Slideshow of material I developed from my own research
- Smithsonian
- Students' own heritage and experiences, WI History Museum
- Studies Weekly Magazine
- Study prints
- Supplement materials
- Text
- Trade books

- Trade books/magazine articles
- Traveling exhibit
- Tribal Language Department
- U.S. Dept. of the Interior Bureau of Land Management; Wisconsin Historical Society
- UW-Madison Outreach
- Varies from year to year
- Videos on Internet
- Visual arts artifacts
- We Shall Remain, Reel Injun
- Whatever I can find.
- World music curriculum

Q8. What one resource have you found to be the most helpful when teaching about Wisconsin American Indian tribes and bands? What made it helpful? 523 comments

Each comment associated with a respondent is presented in its entirety with classification based on the overall theme of the comment.

Books/Textbooks/Videos/DVDs/Visuals (178 comments)

Patty Loew

- Patty Lowe's books (2x)
- A book by Patty Loew--its orange--and I cannot think of the name at this moment.
- Books by author Patricia Loew have been very helpful. Her books cover history and culture of Bands in Wisconsin.
- American Indian Wisconsin book developed by Wisconsin Historical Society with Patty Loew.
- Anything by Patty Loew. I trust her information. My student got to meet her at Indian Summer Festival this year.
- Indian Nations of Wisconsin by Patti Loew. The orange covered elementary/middle school level text version. It covers all the tribes of WI and goes from pre-European time to present.
- Indian Nations of Wisconsin by Patty Loew. It gives great information about all of the Wisconsin tribes and is a great first source for students -- it's easy to read and gives them a jumping off point to do research projects.
- Materials by Patty Loew and Bobby Malone.
- Native People of Wisconsin book by Patty Loew
- Patty Loew's book, 'Indian Nations of Wisconsin,' because it presents history from each tribe's point of view, and includes (relatively) current issues. It helps students learn about historical experience, and understand that Wisconsin's Indian nations have not disappeared, are also contemporary, living with challenges and joys similar to those of the students (a few of whom are tribal members).
- Patty Lowe's books. I helped her edit it and I feel it's honest and tells history from the Native American point of view.
- Patty Lowe's book on Wisconsin Tribes. "Native People of Wisconsin"
- The book by Patty Loew from the WI Historical Society.
- WI Native People by Patty Lowe (WI Historical Society). Text readability for 4th graders and then taking a trip to the museum to visit the artifacts seen in the text.

Louise Erdrich

- Books by Louise Erdrich; it made their stories come alive for my students.
- I love *The Birchbark House*, by Louise Erdrich, which is a read aloud book and supplemental, so I'm not sure if it counts here. The author integrates Ojibwa language throughout the book, which is interesting for 4th graders who love to check in the glossary to see if I'm pronouncing correctly. It seems very authentic and is supported by the information in the Historical Society text and by the exhibits at the museum. I do wish I knew more and had more resources dealing with current issues.
- My students have responded the most to reading chapter books by highly acclaimed authors, some Indian, some not. When students get to know the characters and relate to them as real children their own age with the same concerns, emotions, and issues as they have, they begin to understand personally the historical period and the events that took place. I have had students become enraged while reading about the forced removal of people, specifically the Trail of Tears, and other students had tears in their eyes when an entire village was wiped out by smallpox in the book *The Birchbark House*. Textbooks can only do so much; personal connections have made history come alive for my fifth graders.
- Promotes awareness of our state's First Nations culture and history. *The Birchbark House*, Louise Erdrich.
- *The Birchbark House* by Louise Erdrich. The 4th grade students can identify with Omakayas.
- The book *The Birchbark House* to get us into the topic.
- The novel *The Birchbark House* by Louise Erdrich; I like how the story moves through the seasons and students see how they lived. It also addresses the pros and cons of the influence of the French Fur Traders. This novel has a teacher guide with it, but I have added to it over the years. I do art projects with it, bring in a speaker, make food items, and end with a field trip to Madeline Island.
- Wisconsin, Our State, Our Story textbook (x)
- Books (4x)
- Textbooks (4x)
- Wisconsin history textbook (3x)
- Videos (2x)
- A book about wars and skirmishes among Algonquin and Iroquois - had lots of info related to curriculum.
- A book from our school library about the Wisconsin Native American tribes.
- A paperback book/picture book about Native American Tribes of Wisconsin...don't have the title with me! It is a good level for fourth grade and covers early Native Americans all the way to current day.
- A series in a book titled "Letters of America". It has letters that American Indians have written on various topics through the course of American History.
- A specific book about Wisconsin that covers many of the tribes including their history and culture. Going to the Milwaukee public museum brought up many discussions because of the display of the pow-wow and the historical scenes. Also, going to the Wisconsin Historical Museum helped 4th grade see the housing families lived in. Having historical fiction books, such as *Sign of the Beaver*, as a Guided Reading book is a great way for kids to understand. I try very hard to find picture books about Wisconsin tribes. I like to use picture books for 2 purposes, read aloud and learn something from the story, but also teach a specific reading skill. There is very little out there about tribes and their culture. I think if natives were to write a story that wove the history and culture into the picture and published it and tried to market it as a

teaching tool, the 4th grades around the state would snap it up. We do not have much that isn't dry and boring to use.

- A video about the Lac de Flambeau. The images and words from the people themselves clearly communicated the culture with relationship to the seasons as well as continuing traditions into contemporary life.
- AP Gov textbook -- specific Native American information at the federal level.
- At this age, books that I can read to the group.
- Badger History - Native People of Wisconsin.
- Black Elk Speaks - a book written by John G. Neihardt about Black Elk. It describes important historical events and provides insight into the beliefs and lifestyle of the American Indian culture. Interesting for non-Natives and enriching for Natives, it not only provides history, it also helps students from both groups be more accepting. It's not about "tolerance". It's about understanding and sharing.
- Books - personal accounts by Indian authors/Public TV.
- Books and examples of their artwork, since I am an art teacher.
- Books and YouTube.
- Books from school library written at student's level.
- Books in our school library.
- Books written about specific tribes from our media center and local library.
- Books, Internet
- Brother Eagle, Sister Sky by Susan Jeffers.
- Children's books on the Menominee Tribe.
- Current videos from WI Historical Museum.
- Currently the books written by and about American Indian tribes in Wisconsin. They show what life was like and their culture in an authentic way.
- Discovering Art History Text
- DVD
- For Kindergarten--Teacher's own, authentic self and stories, but a formal resource would be WisCat. The biography video of Oshkosh was "eye-opening" for all students.
- Guided reading books
- Haven't found one yet. However think I've used WI State Historical Society books.
- Highlights in Wisconsin History Textbook from Wisconsin Historical Society
- History Alive!
- Honestly, I could really use more resources! I had found a book on Wisconsin Native American groups in our school library, and that did provide some further information, but could use more authentic, meaningful activities and ideas for my students that are grade-level appropriate.
- I actually use our social studies text, which touches on early Native American life, which leads to further discussion. At some point we pull out the Wisconsin Map and begin to look for names of cities, rivers, and counties that bear Native American names.
- I have a series of books about what life was like for individual tribes. It's good for kids this age to see how life was different from ours today.
- I have an encyclopedia on Native American History with suggested lessons for each tribe. I like the suggested lessons.
- I have not found any resource very helpful. I use our school's library for books. I would absolutely love more resources!
- I like using picture books because first graders enjoy stories from all cultural backgrounds.
- I only have one resource, an old textbook that has a unit on American Indian Tribes.

- I only have the textbook, because that's what my principal wants. Other than that, there are projects that students can choose that focus on Wisconsin Native Americans.
- I only use the textbook but it is helpful because it compares 4 tribes so the students can compare and contrast the 4 tribes.
- I use mainly my Social Studies book Houghton Mifflin - Build Our Nation.
- I use the video on the Sandy Lake Tragedy as a comparison with what happened to Cherokee-- it happened right here.
- I would find videos to be helpful. Also hands-on activities. Something to make it come alive for students and give them perspective on different practices and beliefs.
- If You Lived with the _____. Good question and answer format simple enough for third graders.
- I'm sorry, I'm at home and don't remember the name of the book.
- Intrigue of the Past. It helps me teach archaeological concepts by looking at Native American art and sites.
- Just drumming and using nature together. Brother Eagle, Sister Sky is a book I use a lot.
- Leveled readers
- Madison History textbook
- Madison History, written by the school district.
- Maria Martinez video.
- MMSD has written a Madison History book that has been very helpful in teaching about the history of American Indian tribes in south central Wisconsin.
- My textbook since it was ready made. There is very little out there.
- Native People of Wisconsin
- Native People of Wisconsin; The new badger history series
- Native Peoples of Wisconsin - student resource book by Wisconsin Historical Society.
- Native Wisconsin- Official Guide to Native American Communities in Wisconsin.
- Ningo Gikinonwin: Ojibwe Four Seasons Grades 3-5 Subject Area(s) Social Studies/Rights School Year WIMediaLab.org /Supplemental Teacher Resources Teacher Guide/This series depicts the traditional hunting, fishing and gathering activities of each season as practiced by human inhabitants of North America before traders and settlers from Europe arrived. The series shows how these same traditional activities are practiced today by Native American descendants who live in the Great Lakes region. This intimate portrait features the Ojibwa (or Chippewa in English), who are the second largest tribe in North America today. Students will learn about the evolution and continuity of culture through the demonstration of seasonal traditions. Contrasts and similarities will be demonstrated between the old-time and present-day methods and tools.
- Norman K. Risord's History of Wisconsin is good for a rough overview.
- Not sure of one, we use a Wisconsin History book that I believe the state historical society had helped to put together.
- Our SS textbook because it took us through WI history and included the role of Native Americans.
- Our State, Our Story.
- Our textbook. Laid out in a friendly format.
- Our textbook had a lot of information about the early settlement of Native Americans
- Our textbook is really the only main resource we have. It was helpful because the information is written at the students' level and connects the information to other historical contexts.
- Picture books
- Picture books about tribes

- Primarily just see this topic come up in the Wisconsin history textbook from the historical society for 4th grade.
- Read and Write books from Scholastic
- Rethinking Columbus resource book
- Ricing videos about ricing.
- Safari Montage video on Manifest Destiny.
- Scholastic resources. They have "live" webcasts in November.
- Share the Music text - has several songs and lots of good information.
- Share the Music textbook. Lots of great information about dances, music, and games.
- Silver Burdett Music texts.
- Social Studies text
- Stories written by WI. Indian authors.
- Storybooks help relate social studies and other cultures and peoples to my kinders.
- Text
- Text- Native People of Wisconsin. Does a nice job of organizing the tribes, their history, culture, and life today.
- Text--- Only thing I had.
- Textbook because it has a reference point for the students to learn and research
- Textbook because it gave the kids a good view of life throughout the seasons.
- Textbook because of the history!
- Textbook gives a quick general overview of history, then I have students explore collected materials from many resources, including to list tribes and regions they lived/ live in, and let students research further about the tribe of their choice.
- Textbook I use on Wisconsin Government includes a bit about the role of Native Americans in the history of Wisconsin.
- Textbook, "Wisconsin, Our State, Our Story", other books specific to Native American Tribes (can't remember names and am at home).
- Textbook, I know of no other resources that are FREE and available. Thanks to our governor we have no funds to purchase anything in addition.
- Textbook, Wisconsin, Our State, our story by Wisconsin Historical Society Press.
- Textbook. It covers the history of American Indian tribes in WI using grade appropriate reading level & visuals of artifacts.
- Textbook. Periodicals.
- Textbook-although it is outdated.
- Textbooks and picture books.
- Textbooks or works written by Native American authors.
- Textbook-Wisconsin Thinking like a Historian. It is a current book and very informative. Written by the Wisconsin Historical Society.
- The Americans Textbook on US History.
- The Badger History book, Wisconsin Land Use. It has great hands-on, socially constructed learning activities.
- The Ghost Dance: The Indian Removal after the Civil War. By Alli Jason Copyright 1991. This resource contains many primary sources on U.S. policies regarding Native American treatment after the Civil War. While the reading level is fairly high, students are able to analyze the documents and consider the impact Federal policy has had on Native American relations in subsequent decades. As a result students develop a greater depth of knowledge regarding topics such as the Trail of Tears, Little Bighorn (the Battle of Greasy Grass) and many more.

- The Madison Book, created by MMSD.
- The Mohican People Their Lives and Their Lands. It provides historical information and hands on activities to model experiences of that group of people.
- The novel, "Sign of the Beaver".
- The only resource I presently use is the 4th grade textbook due to the nature of my course, which is Reading in the Content Areas and covers both science and social studies. It is a very broad course, which teaches kids how to navigate nonfiction texts, reading and responding to them in writing. The course also focuses reading fluency.
- The public library, because it had various sources.
- The textbook is mostly what we use.
- The Ways videos.
- The Wisconsin Badger Series /Very informative and provides detail.
- The Wisconsin Journey by Kurt Leichtner.
- The Wisconsin Our State our Story textbook and videos from WHS.
- Then and Now Videos. They do a nice job of presenting the history and traditions of Native American people. Showing the past traditions and the present help students understand the rich heritage of our first Americans.
- Things with good pictures found in good books and online.
- This is very difficult to answer, as all resources I use tie together. But I would say The Sandy Lake Tragedy video seems to hit on lots of the historical cause/effects of the major treaties between the Chippewa and U.S. Government. It presents the information in such a way that my students understand it and it kind of serves as a catalyst for understanding the injustices put upon native tribes in the state.
- Using picture books, novels, and short stories about legends, folklore and customs of Native Americans. The rich language and visual imagery of Native American folklore is interesting to students and opens a dialog about similarities and differences across cultures.
- Video about Tribal Sovereignty, spear fishing, and Treaty Rights.
- Video of a pow-wow.
- Video on Spear Fishing because it shows the importance of treaty rights and allows students to witness the discrimination first hand.
- Video-"Spirit". YouTube videos.
- Video: helps students visualize and understand the cultures in Wisconsin.
- Videos about life as a kid in a tribe. Students could identify as it is told first person.
- Videos and books about the Native Americans in Milwaukee and Wisconsin, I had some trouble finding information on trading with Europeans.
- Videos bring alive the concepts taught.
- Videos on YouTube to show kids Native American customs, dances, etc.
- Videos online
- Videos, students could relate to the images.
- Videos.... Because they show more than I can.
- Videos/DVD's - kids find them interesting.
- Virtual video
- Visuals and video...ease of use.
- Voices of the People. Story Telling. Pictures.
- We are in the process in Racine, of adopting a new Social Studies textbook for the 2014-2015 school year. It includes a lot more information than our previous 4th Grade textbook. It's

called, Wisconsin, Our State, Our Story. I am looking forward to fully implementing it next school year.

- We have found books written by Native American authors to be the most effective because kids view them as the "real deal."
- We read stories and use the textbook as well as the native People of Wisconsin text from the WHS.
- We really do not cover more than what is included in our text about "America Moves West." I wish we covered more but there is no time for anything anymore.
- We use books from our school library written by a wide variety of people
- WI, Our State, Our Story.
- Wisconsin American Indian History and Culture (John Boatman). Text used in education program at UW-Eau Claire, so it is the best source I know of. I'm sure there is more out there, I just don't know about them yet!
- Wisconsin Historical Society Books.
- Wisconsin Historical Society Textbook for fourth grade.
- Wisconsin history book by the state historical society. Specific information about Wisconsin.
- Wisconsin History by the Wisconsin Historical Society. I choose this because of the artifacts and primary sources.
- Wisconsin Our State Our Story / It was published by the Historical Society and provides pictures of primary sources / of evidence as well as timelines and maps
- Wisconsin Our State Our Story text from the Wisconsin Historical Society. It gives a good general introduction of Wisconsin Indian tribes.
- Wisconsin Our State Our Story textbook
- Wisconsin textbook - it contains many primary sources as well as Wisconsin Historical Society website.
- Wisconsin textbook- State Historical Society
- Wisconsin: Our State, Our Story textbook

Internet/Online Resources/Technology (90 comments)

- Internet (21x)
- Actually, 4th grade mainly covers Wisconsin Indians. I teach 5th so teach more along the lines of Tribal Sovereignty. I have used the Internet and quality historical fiction and nonfiction read aloud to teach concepts.
- Cultural Horizons, computer program
- Discovery Ed - kids like it
- Grolier Online: America the Beautiful
- <http://nmai.si.edu/explore/foreducatorsstudents/classroomlessons>. This site is well organized, well researched, and geared for classroom use.
- <http://witribes.wi.gov/section.asp?linkid=284&locid=57>.
- <http://www.uwlax.edu/mvac/preEuropeanPeople/EarlyCultures/index.html>. This web site was useful because of the credible sources used along with the grade level reading. It also included many visual examples for my students to fully understand the content.
- I did not have adequate resources - the only resources were from online. But they seemed very misrepresentative of the tribes we studied...very outdated and seemed to reinforce stereotypes that are frequently passed on.
- I have used the website from UW-Lacrosse when teaching Native American rock art found in our region: <http://www.uwlax.edu/mvac/SpecificSites/RockArt.htm>.

- I research on the Internet under particular tribes.
- I'd like online resources, and picture books.
- Internet - you can get very specific. I had a student tell me that he knew someone who went to the pow-wow that was highlighted that day.
- Internet and teachers from LDF School
- Internet as all students can access the same information more readily.
- Internet- first hand and up to date resources. So much of the print stuff is dated.
- Internet I can find information and contacts. Grade level appropriate.
- Internet Native American sites.
- Internet resource - our school does not have much info.
- Internet resources
- Internet resources. Native web
- Internet searches on Ojibwe language
- Internet searches. Most of my students have special needs, using engaging book and video along with hands-on activities is the best way to teach them. Materials are limited, and I view this part of their learning to be introductory and building their background knowledge for future learning. Any preschool resources you can recommend would be greatly appreciated.
- Internet sites for children are the most helpful because of the diverse information available at their reading levels. I am interested in having presentations in our classroom through any of the speakers available. I plan to contact any listed in Milwaukee. This is the first year that I am teaching the Wisconsin unit to fourth graders. I wish that qualified speakers would contact our school to give us ideas that would encompass what tribes would like students to know about them.
- Internet sites that are tribe specific show students real photos of tribes
- Internet to show where the tribes are located. Interactives are always the most interesting to students.
- Internet videos. They are up to date and authentic.
- Internet, newspaper. These things allow me to find current topics about certain tribes in Wisconsin.
- Internet. Lots of material.
- Internet; Research was easy for the students.
- Internet-ease.
- Nativelanguages.org
- None I use multiple resources from the Internet - some from tribal sites, Pinterest, searches, etc.
- Online activities to be more current.
- Online and a school library that is well stocked in books about Native American tribes.
- Online resources
- Online resources and the Native-Languages website. <http://www.native-languages.org/kids.htm>.
- Online resources: tribal websites, Native News sources; Idle No More. Students are interested in online resources, current events bring daily issues to the forefront and make history come alive
- Scholastic.com
- The Internet and the use of guest speakers.
- The Internet as a whole. I did not check the box on the previous page because it asked for a specific source. If I want to find information about American Indian tribes, I search specifics, research a specific tribe's webpage, look for news articles, primary source documents, etc.
- The Internet because it has a lot of relevant information that is easy to access.

- The Internet clarifies tribal names and histories and offers current info, issues, and events.
- The Internet has the best info for my age group.
- The internet- I can get the information I need, when I need it, and it usually leads me to current info. Also they can see images that I could not produce without Google image.
- The Internet is helpful when finding information about types of art American Indian tribes create.
- The Internet is the most useful. It is easily accessible; it can be modified to fit class routines and has a lot of information.
- The Internet when they are preparing a report. It is most helpful because you are able to refine a search for specific things such as tribal customs, tribal dress and so on.
- The Internet, ease of use and wealth of materials available.
- The Internet. It is most easily accessible.
- The Internet. It was helpful because there are a lot of resources.
- The Internet. There is useful information and images on the Internet.
- The Ways website (great interactive maps, pictures, and videos).
- The Ways. The maps and video clips were a useful tool to connect history to contemporary issues.
- Tribe websites.
- United streaming
- University of Minnesota Ojibwe a Language website.
- Using the smart board to goggle the topic.
- Web quest
- Web quest. Kids were self-motivated and learned a lot.
- Websites made by tribal members showing videos, pictures of past and present cultural events and articles.
- Websites of the Wisconsin Native Americans.
- Websites offer a variety of primary source documents and connections to the present.
- Websites...up to date information. Other than our textbook, this is one of our only resources.
- Wisconsinhistory.org website is wonderful!
- YouTube
- YouTube videos of dances, instruments and vocal music examples.
- YouTube videos. They are resources where my students can identify different parts of American Indian culture such as clothing, dance, music, rituals, and others.
- YouTube! The kids see the importance - we look at pictures from a century ago and think about dress and what medicine and music looked like in the US: white, black, and Native American. We compare pictures to today's Native Americans, talk about changes, and talk about how music, traditions, language, and stories are still a big part of the Native American culture, just in a different way than 100 years ago. Watching a pow-wow, seeing the dancers and costumes - this is when kids really start to see connections and talk about how their culture is similar or different, how honoring the earth or honoring god are similar and different. They remember a lot more when they see and visually participate. Next best thing to live instruction.
- YouTube, plenty of video demonstrations of drum circles, hoop dancing, cedar flute playing, and much more.

Guest Speakers/Tribal Members (66 comments)

- Guest speaker (6x)
- Presenters (2x)

- A Native American coming into my classroom to teach sessions of culture class has been very helpful because she can give first-hand accounts and use authentic resources.
- A Native American parent of a student that shares the Oneida culture with us.
- Actual Wisconsin Indian community members who come in and speak. Most effective way of teaching about Native Americans in Wis.
- American Indian teachers that work in the school district. This is because they are part of the culture.
- Asking members of our local tribe.
- Elders I know from LCO.
- Families at our school who are a part of the tribes.
- First Nations teacher from district who meets with our First Nation students.
- Friends and relatives who are Ojibwa, Oneida, or taught in Lakota territory. 1st person accounts are always more real, alive.
- Guest speaker - although not from a Wisconsin tribe. She is a Cherokee, and she and her husband have a collection of artifacts and replicas and videos of powwows that they share with my class.
- Guest speakers from LDF.
- Guest speakers, because they have the most personal stories to tell.
- Guest Speakers, videos, Wisconsin Then and Now; so many things "compliment" one another.
- Guest speakers. Usually family members of students in class.
- Having a college roommate/friend who grew up on LCO. Participated in several Native American cultural experiences with him. Also took some Native American studies classes in college at UWS...very awesome. These experiences were more helpful than any book/video/etc.
- Having a tribal member as a Native American Culture teacher with our school district come into the classrooms once a week for 45 minutes is essential to our students learning. The teacher's knowledge and firsthand experiences are imperative to student learning; makes learning more meaningful. I also learn a great deal from this teacher, so I can use the information gleaned to integrate the information learned throughout my lessons.
- Having an onsite Native American teacher in our school.
- Ho-Chunk Nation Educational Extension
- I can't say I have one teaching tool. I teach on a reservation and everyone around me to have the hands on experience and elders is the most helpful!
- I have gathered my own information directly from tribal members of the Stockbridge-Munsee Band of Mohicans.
- I have lived on 2 different reservations for approximately 10 years...so I have a lot of 1st hand experience.
- I have several friends who are Native Americans who have given me great insight to the customs and heritage.
- I have used a speaker, Mark Denning, in the past. He does really nice presentations. He starts out in street clothes, then he adds his tribal clothes and discusses the meanings. He discusses the meanings of the songs as well. Then he has the kids join him in a dance.
- I teach on the Menominee Indian Reservation, so my best resource is to go to the Natives themselves about any questions. They are the ones who are a part of the culture, so if I am going to teach anything involving Indian culture, I can run it by different Native teachers at the school to see if it is correct or if I am doing so respectfully.
- In person Q & A. Kids are more engaged and it makes the topic real and come to life.
- Indians at the festival and docents at Milwaukee Museum

- Individual sharing customs and traditions.
- Just having the Ho Chunk so close in our neighborhood in Sauk County. Teaching and talking about Native Americans is made easier as we have these children in our schools.
- Making contact with local Ho Chunk and having visitors come into the classroom.
- Material by American Indians. I believe it to be the most accurate.
- My student teacher was a member of the Ho-Chunk nation and she was by far the most helpful resource. I have searched for resources, but I have had difficulty locating anything helpful.
- Native American personal visits to school.
- Ojibwa native speakers came into our classrooms to talk about life and culture during our Superior's History unit.
- Past Indian education teacher for our district.
- People from the nation speaking to students and demonstrations.
- Personal accounts. The perspective and emotions that are talked about is something that I can never duplicate. The students make more of a connection during personal accounts.
- Personal experience living on Reservation in Native American family.
- Probably having a Ho-Chunk guest speaker come in to answer questions and do a presentation was the most helpful because it prevented Native people from being stuck in the past; plus she gave them a lot of interesting information about Ho-Chunk, past and present.
- Speakers from tribes
- Speaking to Tribal member about things they would like their children and other children to know about their culture.
- Talking to native teachers and members of the tribe.
- Talking to the Native American language teachers who are employed by the school district
- Talking with the kids and community members.
- Teaching colleague who belongs to Stockbridge-Munsee tribe.
- Teaching of guest speaker. He taught the kids to sing songs and to understand their history and meaning.
- The best resources for me have been students and parents. Parents who are professors of American Indian Studies, students who are invested and involved in their own tribe, etc. Most of the rep. we have sung has come directly from students and families active in a tribe.
- The Native American employees at our school - culture teacher and home school coordinator.
- The native people themselves. One of our curriculum directors is Ho chunk and she provides us with resources we may need.
- The visit by a speaker and demonstration of customs. It does not happen every year however.
- The Wausau School District has a life size model of a Native American village and we have been graced with presentations by Nicole Larson, a member of ICON, about the life of the Woodland Indians in Wisconsin. No matter how much I can talk to the kids about the lifestyle, actually being in a medicine lodge and learning from a Native American tops anything I could do in a classroom. She is just outstanding with the kids!
- Through Indian Eyes/Point of view
- Tribal Language Department/Guest Speakers/Presenters etc.
- Tribal member presentations are the most authentic and rich.
- Tribal members
- Using our own people to teach about our own culture and including students and families is most helpful. It's relevant and applicable.
- Visiting Ho-Chunk tribal members.

- We have a Native America teacher (who is Ho-Chunk) and many others she works with that are resources to help with presentations for our district's young children.
- We have had some of our local residents, members of the tribe living in our area, come and talk with our students about their customs and issues that are of interest to them. They have taught the kids how to join in a pow-wow and let them handle the costumes. The little ones can't comprehend the amount of time involved in the making of those outfits.

Current Events/Newspapers/Periodicals (19 comments)

- Current events and Wisconsin text "Native People of Wisconsin". Also have some older videos that discuss culture.
- Current events from the newspaper. Students were able to see the impact that Native American tribes have on politics within Wisconsin. They are able to see how poverty and culture affect the current tribal areas.
- Current papers as we discuss the legal system on the reservation in my law class.
- I subscribe to a newspaper that is called the Masingaan (I know I'm not spelling that correctly...and I apologize...I do not have a current copy to look at.) It is a newspaper that is sent out and keeps me up to date on tribes and issues in Wisconsin. There is a lot of information in this newspaper and there are kids pages that I often use in my classroom
- Leader Telegram Newspaper---current events/current issues in a larger, historical framework.
- Most of the teaching we have done is focused on past culture, not on current tribal practices.
- News reports. Able to be found via Google for specific purposes.
- Newspaper articles expounding the ignorance of most Wisconsinites about the Native American school logo controversy.
- Newspapers from tribes and Wisconsin State journal, Cap. Times.
- Old newspaper articles: they illustrate how times and attitudes have changed.
- Periodical magazine called KIDS DISCOVER. I have kept back issues specific to Indian tribes I introduce to students related to our art lessons.
- Periodicals, current events, newspapers. We spend time each day on WI Current Events.
- Rethinking Columbus periodical
- Scholastic News
- Scholastic News/Online resources
- Scholastic News current
- Studies Weekly, It is helpful because it is short and to the point. The children can then go and do their own research.
- Weekly Reader
- Wisconsin State Journal. Search function provided several language/cultural preservation articles.

Documents/Guides/Lists/Maps (17 comments)

- A local history document developed by a local historian that discusses the historical Indian culture in our area of Wisconsin.
- American Indian Written Tribal Histories. Accessible and authentic.
- An informational guide developed by the Menomonee Falls Historical Society designed to teach MF 2nd graders about the history of the village they reside or go to school in.
- Chippewa Treaty rights
- Map from the University of Texas on Native American geographical names. Helped students realize the level of impact Native Americans have had on American history.

- Mapping three ring binder and teacher guide. Students created maps comparing where tribes lived long ago to today, land use, study of effigy mounds and where they are located in WI.
- Primary Sources. It is an actual account of American Indian Tribes/Bands that students are very engaged in.
- Study prints that show the various forms of transportation used by the different Native Americans tribes as well as their different shelters, hairstyles, clothing styles, and foods.
- Teacher created booklet, specific to the Milwaukee area.
- The magazine-type booklet published by the Great Lakes Council. It includes all Wisconsin bands and tribes. (Not sure if council's name is quite right.)
- The most helpful information I have is information about the history of Native Americans in the area I teach in. We have historical documents (copies) and written reports for a local historian.
- The primary sources.
- The Treaties of 1837, 1842, and 1854. They explain the agreement between the federal government and the Ojibwe tribe in Wisconsin, the retained rights to hunt, fish, and gather, and are the basis for spearfishing and hunting rights in the ceded territory today. They help students understand the present day practices better.
- We have pamphlets sent to us a number of years ago from many of the WI American Indian tribes detailing their histories and current cultural information.
- Wisconsin map series distributed to all schools, includes information about effigy mounds, land loss, current reservation size compared to 1600s and 1800s. These are helpful because our curriculum is taught in a foreign language for which there are no resources in the target language.
- Written materials that are written for fourth grade students.
- Written materials, which demonstrate Native people's customs and challenges. Studying Native culture is exciting, but there is a lack of Native-based materials that address things like fundamental needs, migration and the native holocaust (1620-present).

Courses/Higher Education (16 comments)

- A college course I took many years ago. It was helpful because it gave me resources to utilize for teaching.
- A course called "Native American Tribes of WI." through U.W. Platteville, Prof. Mary Schultz. I have collected many great book and magazine resources over years and know tribal members.
- College classes at UW La Crosse, Patti Loew's books.
- I had an opportunity to join Constructing Liberty through UW-Eau Claire this summer as we learned about American Indian tribes. In addition to eight textbooks and the course we also traveled to Taos Pueblo.
- I have used notes I took from a class on Indians in Wisconsin from an instructor at University of Wisconsin-Platteville. This was firsthand information on history and customs from a member of a Wisconsin tribe.
- I took a class a few years ago at the Indian Community School and I learned a great deal about and how to teach Native Peoples studies.
- Information that I personally gathered from my classes and other activities at Northland College.
- My resources from the UWEC class. Great books and power points.
- Previous knowledge acquired at Northland College and actual things/experiences I have learned about.

- Research I completed in a cultural awareness class, along with an Ojibwa guest speaker. Her presentation left a lasting impression and I would love to have something like that available to my students.
- The experiential courses with Wisconsin Teachers of Local Culture curriculum I have gathered over time. I adapted Map of lands before and after treaties with color codes to enable grade 2 students to see how much land was lost. "Bringing it Home" in Kickapoo Valley; "Making it Home" in Ashland Bayfield, included time on the Bad River res. on rice fields with scientists at research station. Info re: GLIFWC initiative in reintroducing language to youth through computer programs. Science, Spirit, and Culture: Kathy Blomker UW Madison. Studied plants, land, water, and people who make their home near Lac Courte Oreille. Winter Dam, kayaked to Post, written history about Chippewa Flowage. Children's' lit like, "Letting Swift River Go," by Jane Yolen, is a way to introduce children to what happened on the Chippewa flowage. Power points of the area.
- Training I received from the class I took about Native Americans. Personal experiences and philosophy coming from a Native speaker.
- U.S. course - Native American Indians
- University of Wisconsin Teachers
- UW-Extension and UW-Madison
- UWEC class on American Indian Culture - Rick St. Germaine

Don't Have/Don't Know/Need More (12 comments)

- Have not found one that I like. I usually find information, resources wherever I can find them. Have used some projects from students at River Falls also.
- I did not find a sole good resource for teaching about Wisconsin Indian tribes.
- I don't have one.
- I don't know if there has been one resource that has been the most helpful.
- I have not identified any particular resource at this time, as this is my first year teaching this grade level.
- I haven't used a lot of resources.
- I would like to have some.
- More information on the tribes around where we live today.
- Need more resources.
- None. Our district is far behind in Social Studies updated curriculum. I teach it only to reinforce what may or may not have been taught in 4th grade. Also, we have a few students each year within the classroom that are members of the tribes, so to make sure it is covered.
- Not many resources available or in curriculum.
- Wish there was more material.

Wisconsin Historical Society (12 comments)

- Wisconsin State Historical Society (2x)
- Curriculum from State Historical Society---felt most accurate we had available.
- Resources through Wisconsin Historical Society, various web sites supported by First Peoples Tribes and Groups.
- The materials from the Wisconsin Historical Society are the most useful because they are comprehensive in scope of information and provide a wide variety of activities for teachers to use. The reading level is challenging for 4th and 5th graders though, and it lacks an internet/video-learning element.

- This is my first year teaching this unit. The materials from the Wisconsin Historical Society were helpful. I would have loved to have a Native American come and speak. I used Internet sites also.
- Wisconsin Historical Society because of the amount and variety of materials.
- Wisconsin Historical Society website - includes first person sources.
- Wisconsin Historical Society Website. Excellent Primary Sources for students to read first hand history.
- Wisconsin material developed by the State Historical Society.
- Wisconsin State Historical Society. Easy to access. Trusted organization.
- Wisconsin State Historical Society; materials shared from UW-Whitewater Teaching American History grant.

Curriculum Materials (11 comments)

- Curriculum developed and produced by the Stockbridge-Munsee Community: The Mohican People: Their Lives and Their Lands (2008). I liked the experiential learning method a lot. I think it was appealing and motivating for all my students, Native and Non-Native. Also, it was fun to teach!
- I like to use the Interact program. Great content information, hands-on, 5th grade level.
- Our Hands on History bin which was provided to us by Green Bay Schools Titan VII Indian Education Program and the Oneida Nation. It provides more in depth resources that connects to our textbook called Wisconsin Our State, Our Story.
- Our social studies curriculum gives us a brief overview if Native American history.
- Our Social Studies curriculum has been helpful because it includes units focusing entirely on Native American culture. Also, videos. In addition, our LEAD 21 reading curriculum includes Native American culture right in the students' differentiated reading books, so they are learning the non-fiction topics as they read.
- Past materials developed at another school.
- Social studies curriculum--Scott Foresmen.
- Stockbridge-Munsee - Many Trails Curriculum.
- We have a Native American studies "box" that helps us teach the units. This year, I did not use it as I am teaching 5th grade content and the Native American studies is embedded in the units of study. When I teach 4th grade WI history, I use the tote of materials.
- We use the units developed by Wisconsin Native Americans. American Indian Language and Culture Education Board.
- Wisconsin History Curriculum

Historical Sites/Field Trips (11 comments)

- A visit to a Native American Indian Museum and Effigy Mounds
- At our school forest we have a Native American village. Nicole Larson (Ojibwe) teaches kids about her tribe.
- Field trip to Lac du Flambeau Indian Reservation. Real life artifacts and firsthand knowledge from Native Americans.
- Heritage Hill field trip about the Fur Trade Era. The real life, hands-on, approach was extremely effective.
- In our area we are fortunate to be located close to Forts Folle Avoine. Some of the students, especially in the pre-intensive testing era, have been lucky enough to take field trips there. I was able to get a Native American speaker who was then employed at the Forts many years ago,

to discuss his carved masks and talk about Native American (and specifically Wisconsin) crafts with my summer school students.

- Local museum because students are able to go and see, hear and experience the culture for themselves.
- Material from Lake Geneva museum
- Museum exhibits and resources
- Smithsonian Portrait Museum
- The Arts at Large Program for Elementary students. We did an entire unit along with visits to the Indian Community School, visits to our school from Native American dancers and storytellers and art projects such as a giant bison. My third graders loved it! I teach at Garland Elementary School, MPS.
- Visiting the Neville Public Museum's "On the Edge of the Inland Sea" helps students understand the scale of time over which diverse American Indian tribes developed in the state before contact with Europeans, as well as giving them rich visuals. The problem is that this exhibit is Eurocentric in its presentation of Wisconsin after 1650. After an explanation of fur trading, American Indians are not well represented in the remainder of the exhibit.

Multiple Sources (11 comments)

- A combination of background information, Internet searches, primary source documents, campus research centers, documentaries, textbooks, and individuals.
- I do not have one specific resource. Because we did not have a textbook for so many years, I found information to teach from various sources.
- I have not found just one. I have had to use a combination of many.
- I haven't found just one resource above all. I use a combination of texts, websites, videos, and books mainly to teach. It is more difficult to find up-to-date materials about life today, so the websites of the tribes and bands can be helpful with this.
- I'd look forward to one or two reasonably comprehensive sources. When I teach this unit every other year I am piecing together a quilt from many disparate sources -- none of which is remarkably user-friendly.
- My binder of materials I have gleaned over the past 25 years.
- My husband's material and books he had. Material I have gathered and items we have that are our Native American items that I share and talk to the children. I use many resources from the library. I Google many items and have to plan them out to show my children. I have at this point my own resources I do every year.
- Resources that help me understand what to look for in choosing accurate representations of Native Americans, both historically and contemporarily, can't say there has been one resource I've used; mostly a lot of cross checking from website on book recommendations.
- That is very hard to say - I've spent many years putting resources together. No one resource can be named. I've spent a lot of time studying in order to learn the content - historical and cultural. Most teachers will not have time to actually learn the content involved in doing in depth cultural studies. I know many teachers that are skipping a lot of "social studies" because of the insane testing in reading and math. There is no time. I am even reluctant to respond to this survey, it will probably mean mandates that are impossible for most teachers.
- There is not one resource. Over the many years I have been teaching, I have collected bits and pieces to put into my studies. I continue to do research for materials each year and add it to my list of resources.
- Transparencies, videos, text book, field trips.

Curriculum/Subject Matter Expert/Liaison (10 comments)

- Actual free expert on appropriate 1st/2nd grade curriculum within this subject.
- District Native American resource person. One person to go to to ask questions.
- Our Cultural Responsive teacher has a great deal of resources.
- Our resource person. She is an excellent source of info as she is from the tribe and has lived here her entire life.
- Our school liaison is great with helping me! I also use my Native American students and their relatives when needed.
- Rachael Byington and Tim Fish. Title VII coordinators for the MMSD.
- Visiting expert.
- We have a Native American Liaison that is available in our school district to answer questions and promote parent involvement.
- We have a new district coordinator for our Native American students and she is fabulous! (AASD schools) We have been partnering on curricular lessons, presentations and programs for students to develop a stronger integration of Native American studies in my school. She is also very open to leading instruction in my classes which allows me to learn as well. We are still at the beginning stages but the process has been rewarding!
- We used to have a Native American liaison for our school district and they would bring in speakers, but with cuts that disappeared about 10 years ago. Sad to say, we haven't done much since this program went away.

Presentation/Special Events (10 comments)

- For kindergarten, love to have the dancing presentation. We have students who are part of it and it is a great cultural conversation back in the classroom. Then the student turns into the expert and it is very informative.
- Hands on presentations and demonstrations. Visit to Oneida Museum - also hands on.
- Indian summer festival education day.
- Materials from an Act 31 Seminar I attended at UW Milwaukee.
- Notes from a Chloris Lowe presentation.
- Our district is fortunate to have the HoChunk Nation present mini pow-wows to our students. This opens up discussion. Our art teacher has students do HoChunk appliques. Scholastic News had current and archival videos about Native Americans; however, they are not specifically about the tribes of Wisconsin.
- Performers, first hand demonstrations.
- To go to the Native American fair at summer fest.
- To have some members come and share their dancing with students.
- We had Menominee officials and drummers come in and perform a pow-wow. All students were able to participate in the dancing. Many of our students wore their dance jingle dresses.

Own Knowledge and Research (8 comments)

- I use information that I received from the 5 years I worked at the Indian Community School as a teacher.
- My own background as an archeologist and anthropologist learning about nations past and present.
- My own knowledge. I did many reports in college and I am part Native American.
- My own materials I have collected.
- My own research. Helpful because very little available. Also, district textbook.

- My three years teaching in a Native American immersion school in Milwaukee, and my degree in Anthropology.
- My time spent student teaching at the Indian Community School. I learned a lot of customs and art that I can teach in my current position due to my time teaching there.
- The materials I develop on my own are best because I know how to use them.

Professional Development (8 comments)

- Great Lakes Visitor Center, a workshop I took there on integrating indigenous culture into the curriculum taught by UW Madison.
- I attended a workshop at the Wisconsin Social Studies Conference on the Wisconsin Indian Tribes, I went to several museums on my own and purchased many materials with my own money, the video "Enduring Lives of the Lac du Flambeau" is amazing. I use The Birchbark House as a reading textbook.
- I attended a workshop on diversity sponsored by weak.
- I have attended a workshop through Effigy Mounds in Iowa in which we were able to visit American Indian sites as well as hear from a couple tribal leaders discuss history as well as current issues.
- MPS professional development.
- The Diversity Conference that is held every year has been extremely helpful. (White Privilege Conference).
- The single most valuable resource I use was the knowledge I gained during an Act 31 seminar I took at UW Milwaukee last year. I know there are plenty of resources about history/culture of American Indians out there, but I really appreciate the perspective and the resources about how do we talk about American Indian tribes as a current piece of Wisconsin, and not just as this small section of history that has passed. Unfortunately, it often feels that many of the textbooks and resources my district provides aim towards the latter.
- Workshops given by American Indians of Wisconsin tribes.

Art/Artifacts (7 comments)

- Actual native art, instruments, baskets, and books I've collected from many different native shops around the country. I've collected a resource tote to use and share with children.
- Having actual artifacts that are made by tribes in North America, which helps students see that contemporary Native Americans are still in touch with historic practices but they put their own experience into the art they create.
- I cannot list just one specifically. As an art teacher, I have scoured all types of resources and used materials from other art and classroom teachers.
- I typically look up artifacts online and hope that I am presenting accurate information. I do not have access to a lot of Native American art or artifacts. If I did, I would certainly use it in my lesson planning. I try to incorporate one culture lesson from my students' heritages during the year. I have asked for people to present in my room and have not heard back from them, which is disappointing. I do only have one Native America student; however, I think it would be great for him to have someone from his tribe come into the classroom and present art!
- Pictures, primary artifacts.
- Replicas of artifacts I purchased at Oneida Museum and Museum fliers and pamphlets - helpful because written by Oneida.
- The actual artifacts and presentation by local museum.

Library (4 comments)

- Hands on items found at public library in kit.
- Kaukauna Public library created a teacher pack of books, CDs, and DVDs to use to teach the content. I have intertwined these resources in my instruction. They helped me learn the material, but are also written with kid friendly language so that my students can read and understand the resources.
- Library--ease of access.
- The library

Wisconsin Media Lab (4 comments)

- Wisconsin Media Lab (3x)
- Wisconsin Media Site

GLIFWC (3 comments)

- GLIFWC
- GLIFWC end materials
- Great Lakes Indian Fish and Wildlife Commission have provided resources on language and culture. The Lake Superior National Estuarine Research Reserve (NERR) also has provided me with materials covering many topics ranging from treaty rights to the cultural significance of wild rice.

Grant Project (3 comments)

- I am involved in a grant project with Judith Hanks through UW-Oshkosh. She has provided many math manipulatives that involve exposure to Native American culture, including games, story problems that use legends, I use these the most.
- I was part of a Grant program at UWEC Making American Making America, resources that I was given and purchased for the grant. Professor Oscar Chamberlain.
- One of best resources I've had was the Teaching American History Grant (Making Americans, Making America through UWEC) classes. Year one of the grant, we focused on the tribes in Wisconsin and their interactions with the Europeans. We traveled as a class to the Lac du Flambeau reservation and got to meet several members of the tribe who taught us so many things. Some of the people that taught the class (made up of Wisconsin educators) were Nick Hockings and Tony Gulig.

Milwaukee Public Museum (3 comments)

- Milwaukee Public Museum
- Milwaukee Public Museum, course taken by Mark Denning
- Milwaukee Public Museum...visual and informative. Has historical, cultural, and current issue information.

CESA (2 comments)

- CESA
- Materials from CESA #12

Wisconsin Department of Public Instruction (1 comment)

- DPI - Wisconsin Indians and Tribal Sovereignty

Miscellaneous (17 comments)

- As EL teacher I gave students general info about tribes in America, and their culture.
- Christopher Columbus and his attempt to take their land.
- Dad's explaining in more detail customs and beliefs.
- Engage
- Family
- I don't focus specifically on WI.
- I teach Kindergarten. We talk about Native Americans and our history. There is no real information I am familiar with for tribes in Wisconsin.
- I'd love to know of a resource for Wisconsin Tribes and their music. As a music teacher, I'd like to focus more on Wisconsin tribes but don't know where to start.
- Information from our local Historical Society.
- Local information
- Mr. Kelly
- Other teachers
- Rethinking Schools started me thinking about the issue when it was Columbus's 500th anniversary. They do a lot with native stereotypes and the mascot controversy.
- The resources I have found most useful are English/Ojibwe translation services. I teach special education and do not usually teach specific lessons on NA culture, but do try to integrate basic vocabulary and language in my teaching.
- There is a lot of information now available there we could not access before.
- Time for kids.
- Time should be designated to teach about cultures and we have none.

Q10 What is your wish list for curriculum and instructional materials to support your teaching about Wisconsin American Indians and tribes and bands? 778 comments

Each comment associated with a respondent is presented in its entirety with classification based on the overall theme of the comment.

Books/Textbooks/Videos/DVDs/Visuals (129 comments)

- Picture books (2x)
- A current book and video, that is accessible to children, about the various tribes/nations in Wisconsin. A book, video, or child-friendly website that demonstrates examples of tribal sovereignty. A list of contacts for guest speakers from the tribes.
- A picture book that is culturally relevant and bias free about specific tribes from Wisconsin.
- A text and CD/DVD that gives an overview of WI tribal music and art/culture, including culturally appropriate lessons where students could actively participate in songs and dances from each tribe or band in Wisconsin. Sometimes it is difficult to know which songs and dances are sacred to the culture and should not be shared in this context... including some of these more sacred rituals in the materials would also be great as appropriate, but I would want clear context so that I could know which things would be appropriate for us to sing in classes and which should be listened to but not replicated.
- A video on the history of tribal sovereignty that also explains the structure and organization of various Wisconsin tribal governments.
- A well done DVD or Internet site would be wonderful. If there are some out there already, please let me know!

- Access to video, audio and photo files, grade level appropriate materials, etc.
- Accessible books for language learners. Authentic information. More info on Wisconsin tribes.
- Additional videos, more websites, personal speakers.
- All media including digital resources and possible people to speak.
- Appropriate picture books--accurate activities that would enhance understanding
- Appropriately leveled picture books for students to read and use on an inquiry project. Age appropriate videos that would help students/adults understand. Student outcomes that someone with more knowledge than I about American Indians that make sense for my students.
- At the primary grades, I don't feel it is necessary to teach about specific tribes. I love exposing children to literature to assist in learning about Native American history and culture. I'd love to learn about good literature that helps increase the students' knowledge of Native Americans in Wisconsin.
- Better text or web resources to use, video clips, etc.
- Big books / age-appropriate video.
- Big books, leveled books for students to read independently, videos.
- Books
- Books about traditions and stories. Since I am not native I don't know a lot of the language, traditions, and folk stories.
- Books and other written resources.
- Books and stories such as historical fiction to include in other areas of instruction / Guided reading books / Worksheets and offline activities / On line sites with information and activities
- Books and websites that are easy for kids to read.
- Books and websites that are worthy of student research. Many sites lack historical and cultural depth.
- Books at 1st-3rd grade reading level about the issue. A website to show pictures to build background knowledge.
- Books at appropriate reading levels for students. Lesson plans that integrate literacy and social studies connected to Common Core.
- Books at my 3rd graders level.
- Books by Native American authors.
- Books for our libraries.
- Books or pamphlets.
- Books videos
- Books, demonstrations, artifacts, local interviews, posters guides, fieldtrips.
- Books, magazines
- Children's books
- Children's literature, storyboards, videos or YouTube resources, connected classroom field trips through Google plus.
- Classroom picture books, creditable sites.
- Current DVD's and non-fiction text.
- Current textbooks.
- DVD and/or movie reels that accurately depict tribal life in Madison area. I always wish I could show the students in more visual detail some of the things I teach about. Native songs and music as well (to Wisconsin).
- DVD materials/internet resources.
- DVD, visuals, text appropriate for third graders to understand the tribes in and around the Milwaukee area.

- DVD's
- DVD's/Books/Project ideas
- DVDs or programs to project to classes in a visual format.
- Easy nonfiction text, artifacts, vocabulary cards with photos, video clips, music/sound clips
- Engaging texts and other media that show American Indians as they are today at appropriate text and viewing levels.
- Good, engaging videos. In my experience, what Wisconsin Indian tribes want taught and what the curriculum allows for are two very different interpretations. The real concern should be fixing the Wisconsin State Standards for Social Studies to better reflect this, but good luck with that since DPI has pretty much said that it won't be happening until at least 2020, probably 2024. WMAS are terribly vague and allow for nearly complete local control over curriculum.
- Historical fiction books would be helpful.
- I have nothing so multiple books at various levels or videos would be helpful.
- I support culturally relevant teaching. This includes exposing my students to other cultures through text. I am a special education teacher, so the text would have to be at the level of my students.
- I use a wonderful video called Enduring Ways of the Lac du Flambeau. I would love to have materials like this in digital media.
- I wish I had videos, guest speakers and project ideas to help my students understand Native American life in the past and the present.
- I would hope that every school library would have a wealth of books, videos, on the topic of Native American history, culture, language, foods, and arts and crafts. Tribal issues current to today with the emphasis being on tribes from WI.
- I would like more resources besides the "Madison, City of 4 Lakes" text. Third grade focuses on Madison History; hence the Mounds builders and Ho-Chunk are most useful.
- I would like to have some stories both fictional and non-fiction that could be incorporated into our reading bins. Our younger readers read take home books from A - Z levels. I could incorporate passages about the American Indians also if there were some that were in the format we use for building reading fluency. I have a binder that we use which has passages from 1st to 8th grade.
- I would love to have more videos of different aspects of history, culture, and current status for Wisconsin tribes that I could use to enhance my lessons. Updated versions of some of the PBS materials would be great!!
- I would love to have some book ideas or reading materials that would be appropriate for my grade-level. I would love to have some links perhaps to the arts of Native American groups (music, dancing, etc.) that are authentic. I would really like information about Native American groups in Wisconsin currently. I would appreciate lessons/ideas on how to teach about Native American groups in a culturally responsive way throughout the year.
- I'd appreciate short videos of Native American speakers addressing issues and teaching history. Materials to check out from local museums to teach Native American culture.
- If there was a movie that grabbed the attention of students (for example Plymouth Plantation has a great site that covers a lot about the history of the pilgrims and their history). Interactive website that had information on history, culture etc. but at a 4th and 5th grade level. Look at Minnesota's historical museum in St. Paul. They have a wonderful kid level display. You walk into a teepee and it has actual size, authentic artifacts etc., but the video that was life size and 3D, showed a native dressed today and he talked about currently what natives do etc. then he went back in time and showed native dress and different cultural pieces. If that were on a YouTube type presentation it would be a good resource. Picture books about the history, culture etc. of

tribes we are supposed to teach in 4th grade. A nonfiction 3rd grade reading level book that covers what is required by Wisconsin DPI.

- Informational Text stories/Craft/Art ideas/Guest speakers
- It would be great to have some nonfiction texts, such as the Badger Biography Series which was written to supplement our 4th grade history curriculum, that focus solely on Native American tribes. My students in grades 4-8 have responded 100% positively to reading and responding in various written formats to the Badger Biography Series books. A series of books like this on the Native American tribes would be a wonderful addition to what we currently have on hand for curriculum. The books are beautifully written and include engaging and historic photographs. As an adult, I have enjoyed reading every single one of these books, and they most certainly have appeal to the 83 below level readers I work with in grades 4-8. If you are unfamiliar with this series please check it out at <http://www.wisconsinhistory.org/whspress/series-young.asp>.
- It would be nice to have text that is focused on the Wisconsin tribes that could be used as a go to resource.
- Let's get more of our American Indian leaders, educators, students, and families together to produce books for students.
- List of recommended books and lesson that will expose and teach kindergarteners about current Native Americans, as well as historic Native Americans.
- Literature / hands-on activities that honor the culture.
- Literature at a variety of reading levels, maps showing location of different tribes around WI.
- Literature books for kids, Reader's Theater scripts, short videos, and guest speakers.
- Literature on casino's and why Indian tribes can have them. More information on the Blackhawk wars and Indian resistance.
- Lots of interactive media. Children's picture books posters and pictures. Smart board material.
- Materials, visuals, books
- Mentor texts that could be used. For example I recently read to my students Cheyenne Again by Eve Bunting for a reading lesson. I filled them in on the background of Native American schools but I don't know a lot about them myself. We were reading the book for a reading strategy but I felt it was important to fill in as much historical information that I could. I need more information myself and more kid friendly materials as well.
- More current textbooks.
- More literature and hands on activities to accompany the literature.
- More materials about the tribes like videos or books written by tribe members.
- More non-fiction, photo essay literature at a K-4th grade level that shows a balance between historical portrayals of First Peoples and more contemporary visuals; so that younger students do not have the impression that First Peoples only existed in the past.
- More organized and concise textbooks where I am not looking things up on my own to create lessons.
- More short text stories rather than textbooks. More video and Internet resources that are interactive and usable on an iPad. More connection to other Native American communities nationally. It seems disproportional to teach so much about tribes that constitute only part of the native people of our nation and whose lifestyles and history differ from other tribes in other regions of North America.
- More visual and hands on materials.
- More visual and media that allows the students a hands-on approach to the cultural richness of the Wisconsin tribes. Speakers to provide oral history of their tribe's celebrations and daily lives.

- More written children's books that they could access the history of a variety of Wisconsin tribes. There is also a Native American festival hosted in Milwaukee that I would love to take the kids on a field trip to, but it is the first weekend of the school year.
- Most importantly - images and text that convey accurately and respectfully how people live now as well as in the past.
- Multicultural literature for read alouds, literature circles, at all grade levels.
- My wish list is textbook.
- Native American biographies of mathematicians and/or scientists would be a great extension to my curriculum.
- Newer online videos that match with the Wisconsin: Our State, Our Story textbook.
- Novels/Geographic maps/Historic time line info.
- Novels by American Indians/Curriculum units.
- Perhaps appropriate videos
- Picture books / smart board resources / text book / hands-on activities / guest speakers / DVD
- Pictures of different tribes and what they wear, what their homes looked like in past.
- Preexisting curriculum with visuals and video included.
- Reading material, student worksheets, directions for an artsy project.
- Reading materials, both fiction and nonfiction.
- Recipe book, to share cultural specialty foods w/ class, contact list of tribal members willing to volunteer in the classroom/ speak to groups of students, grant monies to take students to Waswagoning in Lac du Flambeau; non-fiction, grade-level appropriate books with current and past WI Indian info and pictures.
- Right now in Madison public schools at my grade level (6) the units in social studies is all ancient civilizations not including the Americas. So I teach about native WI. tribes in English Language Arts class. I need anchor texts to teach kids to read and understand that are narrative, informational, persuasive and myth in equal measure.
- Set of paperback books, enough for each 5th grade students - book at instructional reading level - written by American Indian author - for reading unit. Access to consistent current events from one source. Presentation by tribal members/assembly for students
- Short texts. Posters. Artifacts.
- Small group books/Leveled Readers.
- Some easy books with a few words and good pictures or photos. The few books I've seen are way too wordy. Also, some items that can be incorporated into our learning stations such as dolls, food, puzzles, games, etc.
- Textbooks that are at a student friendly level (reading level). Video. More information on just about all areas.
- Textbook and engaging resources in Spanish.
- Textbooks
- Textbooks and videos oriented to American Indian. I would love American Indian speakers where they can show with hands on activities about culture, rituals, food, clothing, music, dance, and others.
- Texts that are leveled for different reading levels to be available. A resource hub for Internet sites. A way for individual students to safely contact individual members of tribes for interviews for individual projects.
- Texts to share with children.
- The Wisconsin Historical Society mini-books and teaching guides (exp. Archeology of Wisconsin)

- There is nothing in our new text/curriculum about Wisconsin history, culture or current events. Even fourth grade finds it lacking.
- Too long to type a list of books and movies that would be great to use in class.
- Updated text resources and more resources centered around Wisconsin tribes.
- Updated videos and resources. Kid friendly material to respond to.
- Use TCI History Alive materials as models about culture, history and relevance of groups. Provide short videos about tribal organization and governance. Materials need to be high quality and easy for teachers to use. There are no materials - which I have found - to make teaching this VERY important topic.
- Video segments / 4th grade level texts.
- Video would be nice.
- Video, books, websites, speakers, primary documents, art, music.
- Video; Colorful and engaging. Nonfiction grade level text.
- Videos
- Videos I can use. Textbooks and other reading materials related to the curriculum.
- Videos with personal accounts.
- Videos, curriculum, websites, speakers.
- Videos, materials that are interactive.
- Videos, small trade books, or project ideas
- Videos. Instruments. Written music.
- Visual aid; primary sources
- Visual material, modern tribal issues
- Visuals, consumables to hand out to students, teacher manual, guest speakers.
- We currently use the Wisconsin Historical Society's textbook to teach about American Indians in Wisconsin. It would be awesome to have historical accounts, written from the perspective of our native tribes, in ways that 4th graders can understand.
- We teach 4K through play, literature, experiences like cooking and science, math concepts are brought out with manipulatives and toys. I actually had a parent ask me this year if there were any children's books on American Indians that was not demeaning on the culture. We talked about the oral culture of the tribes and that many of their stories are not printed. I would love to have more access to these types of materials instead of just dolls/puppets/dress-up clothes.
- Well-written textbook.
- Where do I begin? We do not have enough hands on/visuals to support our textbook in addition to allocated time in our teaching day to implement curriculum related to this.
- Wisconsin History textbooks. Field trip money.

Age/Grade Level-Appropriate Curriculum (106 comments)

- A curriculum for young children.
- A small grade level packet that covered some basic information on Wisconsin American Indians. (They study more in-depth at 4th grade.)
- Age appropriate and theme related instruction.
- Age appropriate books. Activities. Lessons. For kindergarten.
- Age appropriate materials and activities.
- Age appropriate materials for K4 and K5 students.
- Age appropriate materials to teach the local history.
- American Indians are not currently taught in first grade at my school. If they were I would like child-friendly books about different tribes and some videos.

- Any age appropriate materials to help revitalize the language and culture of Ojibwemowin for our young children.
- Anything that is 4K appropriate.
- Anything that will help me meet this standard at a first grade level.
- Appropriate leveled curriculum and learning targets that aligns with the state standards.
- Background info for me, materials to use in teaching at a first grade level.
- Beginning reader materials.
- Children's books at a kindergarten level to explore these topics.
- Culturally appropriate literature for our school library that is age appropriate for Kindergarten through 3rd grade.
- Current factual literature for young readers. So much is written for older students.
- Curriculum & instructional materials about American Indians appropriate for the lower elementary level.
- Curriculum map of main ideas to cover at elementary grades.
- Curriculum materials suited to the cognitive level of young students.
- Developmentally Appropriate books for young readers/listeners.
- Easy enough for 2nd graders to understand.
- Elementary level / Informational / Fiction.
- Elementary level material.
- Everything and anything appropriate to 4K- how do we even START that instruction at this age level?
- First graders only need a basic introduction to the topic. Materials for that would be fine.
- For the age of children I teach I just mention the tribes briefly and talk about some very broad topics. It would be nice to talk a little more about the differences or similarities between the tribes' culture and history.
- For third graders a timeline of important events with pictures.
- Grade 9 appropriate video or interactive website of all Wisconsin bands culture and history.
- Grade appropriate material on history of Wisconsin Native Americans.
- Grade appropriate videos. Interactive web sites.
- Grade level appropriate.
- Grade level appropriate books, videos, hands on artifacts, speakers.
- Grade level appropriate materials for students to do research and learning on their own. More current, up to date visuals, DVDs on Native American culture, contributions, and life today.
- Grade level appropriate text that has pictures appropriate language that is not offensive that illustrates the people, tribes, culture and struggles that is historically accurate.
- Grade level history books specific to Douglas Co. Names of people who would be good speakers for third graders about Ojibwe culture.
- Grade level lesson plans with materials to share/show students. Short videos or photos.
- Grade level materials specific to Wisconsin tribes.
- Grade specific.
- High quality books at an age -appropriate reading level for grade 5. I could integrate these ideas into our literacy- heavy curriculum, which leaves minimal time for social studies. Units of study that incorporate common core literacy standards would also be helpful.
- High quality, well written and illustrated, age appropriate picture books. Culturally sensitive ideas and materials for projects or crafts. Not worksheets!
- How to make it relevant and applicable to younger learners.

- I am not familiar with what is available for students in fourth grade. I would like to see materials and discuss how American Indians, tribes, and bands would like to be seen by Wisconsin citizens.
- I am not sure as to what 2nd grade curriculum is to cover with American Indians and tribes and bands.
- I believe in 4K we need to develop the awareness of the culture the children live in and we would need basic information about Native Americans not specific to a tribe unless you are centered in a tribal area.
- I believe this is mostly connected with 2nd grade curriculum. Would be nice is to see how and where it can be woven into grade level specific curriculum.
- I teach 4K so concrete objects, age appropriate stories, and bright pictures are the best materials for me.
- I teach 4-yr.-olds, some of whom belong to the Oneida Tribe. I do not "teach" about the tribes but would like more multi-cultural books, pictures, and stories.
- I think it is very important to teach the children about history here in Wisconsin. At a second grade level I feel they would enjoy learning about what their life was like, and I would refer to the tribes that were close to that school.
- I used to teach 4th grade. In 4th grade we collected a wide variety of materials from workshops and other sources. At the kindergarten level, I would need a good way to simply introduce American Indians information.
- I used to teach upper grade levels. We could work things into the curriculum. . Now since I teach the little ones there are not many resources. I would like to see elders coming into the school - talking and demonstrating things of the tribes.
- I wish there were grade appropriate materials for instruction. Kid friendly material. It is difficult to find good, authentic material that is interesting to fourth graders.
- I would like material geared for the lower elementary (K-2). So much of what is out there is aimed at 4th grade and above. I would also like to see more "hands-on" materials.
- I would like materials developed from K-5 classrooms at the elementary level. At this time, our district curriculum concentrates the teaching of Wisconsin tribes at the fourth grade level.
- I would like recommendations for books (fiction or non-fiction) that are kindergarten appropriate.
- I would like something that is kid-friendly and that can easily be integrated into the curriculum we use for reading. I have a lot of materials about American Indians but much of it is geared towards older students. I teach primary. I'd like a booklet that gives pages for kids to complete and learn more about native heritage.
- I would like to find more student level info on the Ho-Chunk.
- I would like to have visual posters, videos on tribes, any K-2 appropriate books.
- I would like to know more on how I can put American Indians and tribes into the Kindergarten curriculum.
- I would love high school age resources and lesson/project ideas to teach my students.
- I would need to know what the state standards require of instruction at the 5-year-old kindergarten level.
- I would want a curriculum of main topics that need to be taught at the 1st grade level.
- Images and historical information about current works of art tribes create, as well as, videos with American Indians creating artifacts and works of art.
- In addition to the informational aspect of teaching about American Indians I would also like related art lessons relevant to the grade levels I teach.

- Informational text/literature book lists for 4K-2nd grade.
- Instructional materials appropriate for 2nd grade.
- It is all geared for 4th grade level -nothing high school or middle school level.
- K appropriate material.
- Keep the curriculum requirements simple and the materials age-appropriate.
- Kid friendly materials.
- Kid-friendly informational texts (in a variety of levels of difficulty) about American Indians and tribes/bands in Wisconsin; Contact list for requesting guest speakers to come visit classroom; recommendations for internet resources to use; ideas/professional development/training on incorporating lessons on Wisconsin tribes/bands into multiple content areas.
- Kindergarten friendly teaching materials.
- Kindergarten materials. Pictures, trade books.
- Kindergarten-level books in Spanish about Native American Indian tribes & bands in Wisconsin aligned to the Common Core reading/ language arts standards.
- Lessons age appropriate for 4th graders.
- Level appropriate texts.
- Level text materials written by tribal members so the material is factual and readable for an ever-growing number of abilities per classroom. Websites and historical museum information is usually written at too difficult level for way too many students.
- Leveled books for my students to read about American Indians and tribes. Guest speakers to come in and give their personal experiences and show them some artifacts. Maps of WI, then and now to show the different tribes and the lands they used to own, and now own. Have my students experience a pow wow (instead of just watching it on YouTube or me describing it).
- Literature to read to first graders, appropriate lessons to fit curriculum.
- Materials at a Kindergarten level.
- Materials at an instructional level appropriate for 9-10 years. So often the readability is too difficult when doing research projects and independent reads. Updates videos on history and culture for this age group.
- Materials available to intermediates-for students below grade level.
- Materials written at a fourth grade level that students can read and understand. The history and culture of each tribe and more information about the tribes today.
- Materials written at lower reading levels / Book: A Broken Flute: The Native Experience in Books for Children (Contemporary Native American Communities).
- Modified materials on a 2nd grade reading level for my cognitively impaired students.
- More age appropriate materials - visual (alphabet poster or number chart with culturally significant images/words etc.), as well as books portraying a variety of native cultures for early childhood, etc.
- More materials for children to handle or create.
- More non-fiction and fiction stories about American Indians at the first grade level.
- More visual materials for kindergarteners to watch.
- My wish list would be information about Native American Tribes and Bands that is at a readability level for 4th graders. There is very little in print that is easily accessed by 4th graders.
- People to bring it to our level - kindergarten age appropriate materials.
- Perk appropriate literature.
- Picture books kids at my level could read with vibrant photography. I have photographs from a pow wow I attended, but would be nice accompanied by narrative from Oneida.

- PreK age picture books about the history and culture. A teaching manual that has short lessons to be incorporated into the daily routine. DVDs and CDs. Actual or replicas of traditional instruments and clothing.
- Preschool level picture books posters to include in classroom. We do not teach culture lessons but have materials available for them to explore and inquire about. What do you feel little hands would like to explore about. Geography / history are too abstract at this age. I specifically would love to share different ways to express greetings in the many languages to share.
- Really anything that would be appropriate for K4-K5's.
- Relevant information about that could be used in conjunction with the third grade unit on Madison.
- Second grade leveled materials that include writing activities, stories/plays, poetry, songs, and Native American games.
- Something easy to teach from and simple for students. Something that aligns with common core standards for my grade level.
- Standards and materials available for 2nd grade students.
- Story books for younger grades, more autobiography type texts for older grades.
- The only Native American teaching that we currently do is during Thanksgiving. We only touch on the terms and their role in the first Thanksgiving. If we were to teach more into the American Indian culture, I would need anything and everything that would assist me in teaching this to 5/6 year olds.
- To have something with which to teach the 2nd graders about any WI tribe. Per the standards, they don't start discussing that in Social Studies until 4th or 5th grade.
- Units developed for specific grade levels and distributed to schools, and a requirement to teach it.
- Very general for youngest learners.
- We don't have any curriculum or instructional materials for Kindergarten to teach about American Indians and tribes.

Curriculum Materials (101 comments)

- A 1 -2 week unit covering American Indian tribes and bands in WI.
- A better way to integrate it into the current curriculum.
- A bit more info on French and Indian War and Trail of Tears.
- A curriculum given by my school board would be great. We have nothing, other than some 4th grade materials that cover this.
- A general curriculum guide for kindergarten would be helpful for me as an educator.
- A lot of information I have found is so "general" and doesn't give specifics to each tribe. Breaking traditions, symbols, and other information into specifics would be very helpful.
- A solid overview of the tribes' histories and current geographical and social status. Tribal sovereignty needs to be addressed, as there is no curriculum that deals with the basic concepts.
- A what to say and what to do type curriculum. We don't have time to read an intensive lesson plan. Not these days.
- A wish list would include classroom ready lessons offering the American Indian perspectives on westward expansion in the 1800s AND its connection to contemporary issues. A resource list of speakers would be nice as well. Hands on material/simulated artifacts would be of interest. I would also like direction on how to include lessons that would lead my students to understand that these are not "people of times past".

- Access to a 'tried and true' curriculum that offers researched, accurate information about the history of Wisconsin's Native groups and the challenges imposed on historically.
- Active learning like simulations.
- All I really have to go off of is the textbook. I try to find other materials on my own, but I'm not really sure what to look for. So my wish list would include an actual list of materials I could use, especially if that list were aligned with my American History curriculum.
- American Indian involvement in Science and Math.
- American Indians are covered in depth in the grade 4 curriculum.
- An easily accessible full curriculum about Wisconsin Tribal Sovereignty.
- An in depth understanding of the American Indian, and the major influence their culture had upon Wisconsin.
- Any and all curriculum. We have no curriculum on American Indians.
- Are you aware of a new Wisconsin 4th grade curriculum that is up to date with the common core standards?
- As a history teacher, any resources are welcome and can be used to enhance classes. No one particular topic comes to mind.
- As a science teacher, I would appreciate details about the tools, food choices, home construction, and the influences of the land on the choices of each tribe. We have a specific curriculum that we follow but when I can I try to include as much additional information about Wisconsin and its heritage as I can.
- At the fourth grade, we study the history of the state of Wisconsin. Anything that would support that study would be appreciated. Over the year we start at the Ice Age, and make our way, if we are lucky, through the Industrial Age.
- Authentic materials that provide understanding and appreciation.
- Basic history and cultural information with primary source focus.
- CCSS aligned curriculum.
- Clear objectives and standards.
- Complete curriculum with assessments included.
- Currently I teach a unit on shelter, the objective being taught is using natural resources locally.
- Curriculum and instructional materials that have been developed by Native American people (Anishinaabe/Ojibwe).
- Curriculum guidelines, list of books/online resources.
- Curriculum materials that integrate the study of American Indians with the study of our community and the state of Wisconsin.
- Curriculum set up based on the Common Core Standards and priced so districts can afford to purchase.
- Curriculum written by tribes.
- Developed units that can be integrated into daily social studies curriculum.
- Differentiated, DBQ style materials.
- Easy to use.
- Engaging hands-on units.
- Factual history/culture.
- Fit this information to the new Common Core Standards or I will not teach it.
- For it to be incorporated in the common core. History, stories and such to be shared.
- Hope all tribes are included in our curricular areas!

- I wish I had a two-week curriculum with activities and resources for guest speakers and cultural demonstrations. As someone who is relatively ignorant about American Indians, I struggle to even create a curriculum that does justice to these important nations.
- I would like to know more about teaching American Indians and the tribes and bands in Wisconsin to better integrate that knowledge across my curriculum, not just in one unit of study.
- I would like to see activities that are approved by the various tribes to teach the history correctly.
- I would like to tie in Ho Chunk history and government with my history and Civics class.
- I would need CCSS, purpose for teaching this subject and materials.
- I would need more information. Currently Native American studies is not included in the second grade curriculum because the third grade does a big unit.
- If I am required to teach this, I will need all necessary curriculum and materials. I believe that some of these are covered with our fourth grade social studies curriculum, but I do not know which tribes are covered.
- Include the History/ Culture of the Indian Tribes in WI into curriculum and make requirements.
- Information about local Chippewa tribe.
- Information and materials.
- Information from tribes, bands. Specific topics: differences in languages, history of social interactions, and relationships with European settlers, where are they located. Our resources do not have any sort of reference to many of the tribes you listed. I literally have never heard of them.
- Information should be included in the common core standards and also included in textbook adoptions for the state/districts.
- Instruction that is Common Core connected, meaning inquire based problems where students are required to read complex text, create a thesis, summarize both sides of an argument, cite their evidence, and create a conclusion.
- Interactive lessons concerning Tribal Traditions, Customs including importance of dance, music, song and crafts. Non-European outlook of Indigenous people.
- Investigation-based activities. Ways to integrate geography and the story of Wisconsin's tribes into a larger story of the treatment of Native Tribes in the United States.
- It needs to align to our curriculum/standards and shouldn't be redundant. Our 5th grade standards for American Indians match the 4th grade standards exactly, so we don't teach it because the kids have already mastered it. Each grade level needs their own standards tied to their specific curriculum.
- It would be nice to have it all laid out at grade level with actual items full of thinking skills.
- Lesson plans.
- Materials already developed that I can share with my students.
- Materials and/or information from the actual American Indian tribes and bands.
- Materials in Spanish relevant to our school themes, such as community.
- Materials that integrates teaching about American Indians with language arts and with other social studies topics.
- Materials that were made and developed by the tribes that could be used in the classroom.
- Materials that will tie in with literacy as well as other academic areas and that are connected to the common core state standards are necessary so they can be taught within the already very full school day.
- Materials that would blend with manifest destiny and the surge of immigrants.

- Materials written by Native Americans.
- More hands on items.
- More materials written by Native Americans from Wisconsin.
- My wish is for something that could be done in a week's time (one hour per day) that was engaging and informative for students. My goal is to create awareness and to peak their interest.
- My wish list would be to receive a curriculum that is an entire program to teach with. I do not need another area of pieced together worksheets or trade books. I need a curriculum piece that is user friendly, motivating and interesting encompassing various learning styles for the wide variety of students that I see today.
- Native American culture is not part of my official curriculum, but I use it to talk about archaeological processes, early humans (Stone Ages, Early Civilizations). I am always looking for cool resources to use to teach these concepts/topics, and I like looking at time periods and cultures from Wisconsin's prehistory.
- Need differentiated materials for students that are well written and engaging. Links for quality websites appropriate for students.
- New Social Studies curriculum that tells what to cover.
- One master resource.
- Ongoing integration of the history, influence and current culture into our curriculum, instead of the old school method of a quick overview at Thanksgiving!
- Project based hands on.
- Project ideas.
- Resources specific to the different groups within Wisconsin.
- Set curriculum or tied in curriculum into Wisconsin Journey textbook.
- Shorter, more focused lessons based around a specific issue. This would allow me to naturally incorporate content throughout my year.
- Social Studies curriculum that encompasses American Indians.
- Something that helps students understand the depth of the history of the American Indians in our society and nation.
- Specific alignment to WMAS.
- The more the better. If other people have really great materials and lessons I would love to use them. It all about connecting to this generation and it is getting tougher and tougher every year.
- There should be curriculum that can be used when teaching this unit.
- To be truthful I wish I had less curriculum, not more.
- To have curriculum to use with the kids.
- To have it as part of the middle and high school curriculum.
- To have material to supplement Wisconsin curriculum.
- To make sure it is aligned to CCSS.
- Traditions and legends information.
- Tribes who lived in this geographic region as a part of the history of our city (which is a primary focus for instruction in curriculum developed by the district).
- Unit of tribes in WI, SE area.
- We focus on American History from the settling of Native Americans to Reconstruction after the Civil War. When it comes to the original inhabitants, we tend to focus on the Aztec, Incan, and Mayan civilizations in the South and Central America and the Powhatan and Wampanoag tribes in Massachusetts. We skip Wisconsin history in order to focus on the main ideas of our

country's history (the bigger picture), but I would be willing to teach some as we move through the Proclamation of 1763 and events leading up to the Civil War. I just don't know where to begin.

- We have good lessons that have evolved over several years that we will continue.
- We need resources, materials and training in order to successfully teach our children about American Indians.
- We would like to see some information on the history of the Pale-Indians in Wisconsin and their life styles to the evolution of the modern day tribes. Diets, shelters, tools, locations etc.
- When I used to teach 4th grade, we did a lot of studying about Wisconsin American Indians...I loved it! The curriculum in 3rd grade does not allow time for these types of study, other than just local exposure.
- Wisconsin history falls to fourth grade. US history is the focus for fifth grade. I major concern I have is the lack of social studies now being taught in the primary grades.
- Would like some hands on materials to get the students involved in the learning process.
- Would very much like to have curriculum translated into different languages, especially Spanish.

Guest Speakers/Tribal Members (64 comments)

- Guest Speakers (4x)
- A list of guest speakers, a documentary specific to Wisconsin tribes, Age-appropriate texts (high school age) with curriculum ideas. I have tried to compile things from several different sources and it has been difficult for students to deal with either conflicting info or material that is too dense.
- A listing of guest speakers in my area.
- Access to guest speakers, engaging materials for students, access to contemporary issues, cultural immersion opportunities.
- Actual American Indians from tribes to come to school and promote discussion and questions
- An American Indian representative come to my school and share the culture. Hands on activities for kids with special needs to understand the culture.
- Any additional speakers.
- Authentic materials or speakers, field trips.
- Contact info for people willing to do presentations.
- Contact information for tribes, historical writings and books that tribes would like us to teach.
- Contacts for guest speakers.
- Contacts of peoples that can visit the classroom, as well as funding for field trips to contemporary tribal centers.
- Educational outreach and access to representatives from the American Indians and tribes and bands in Wisconsin.
- Guest Speakers and viable Internet sources, as well as various textbooks on today's American Indian culture, rather than past historical aspects.
- Guest speakers, field trip grants, hand-on projects.
- Have tribal members come to urban areas to discuss the similar issues each group faces. Create camps for urban children to allow them to have a natural experience. More Native writing on history and culture by native people to deepen children's understanding of how native people used the bounty of the land to meet all of their needs.
- Having tribes and bands come to visit our school.
- I am Native American, indigenous to the SW of the United States. My tribe is the Chichimecas of Texas. I specifically travel to NM and Arizona to learn and self-educate myself to Native

American tribes of the SW. However, here in Kenosha I have not seen any education of the WI Native American in the KUSD. I have seen NA's come and give talks and dance demonstrations in the RUSD where I retired from, but not here. The Dual Language program has had Mexican Native Indian dance and talks. I would love to take studies in this area and also would love to share my learning to the school district. I cannot remember the booklet I have at home that talks about NA diversity, teaching acculturation etc. If I could be an instrument to help share and teach I would be willing to give my time to learn and share information in conferences, seminars, etc. KUSD has required that staff take an in-service called Beyond Diversity. I was the only person in my group that spoke about the NA. I was born and raised in WI, I am considered Hispanic, but am very proud of my indigenous blood.

- I have lots of material, since I used to teach grade 4 and Wisconsin's American Indian tribes were part of the 4th grade curriculum. I would have liked speakers and actual tribal members.
- I like to use materials that are relevant to Wisconsin tribes, more materials about the history, culture, and current events pertaining to our tribes. Also I like to use materials that feature tribal members, especially elders, telling stories and explaining events from their perspective.
- I only wish for more involvement from the tribes. Serving two tribes means we should have at our fingertips a rich resource of real-life learning. The communication is the breakdown, I think, because all my experiences with the tribes have been more than positive. I have never before had the pleasure of working with such an accepting and helpful group of people. I think, though, that no one knows who should start the interactions and to what extent the Indian community should be involved in the classroom. I think both of our tribes have people who would provide as much support and information as we could find time for them to be in the school. The Mole Lake tribe provided books to every teacher and aide. The FCP provides breakfasts and lunches. If we could find a way for the Tribes to feel valued and welcome in the schools, that would be the best curriculum and materials we could get.
- I really wanted a guest artist or speaker from a Wisconsin tribe to come to our school this year. It was hard to find a contact person. I'm doing some art projects based on Native American art. Every grade level at my school. We do a version of sand painting, weaving, and buckskin painting, but I would really like to know more from the Wisconsin tribes. It would have been wonderful to have an assembly also showing dance and other areas of their culture.
- I wish we could have someone come into our school to talk with the students. At one time we were able to get dancers to come. They talked to students about the traditions and culture.
- I would like to have members of Wisconsin tribes present to my students.
- I would like to have tribe members be guest speakers in the classrooms to be able to give first hand experiences or create podcasts that could be downloaded from a central site to help teach Native American cultures and beliefs.
- I would love more guest speakers (possibly a list of contacts) &/or ability to Skype; curriculum/instructional materials that come from tribes and bands in WI; book "kit" available for check-out that is for 4th/5th graders with a variety of reading levels and that contains authentic books; some sort of youth-generated project that would empower children from around the state to share their stories.
- I would love to be in direct contact with tribal leaders and spokespeople. I would love to interview a person from the tribes we study. I would love to bring the unit to life by showing my fourth graders that different tribes are not merely just another group of people we study out of a history book, but instead actual, real-life people. There are so many horrible, misrepresented facts, stories, and pictures that still infiltrate our public school systems when it comes to teaching about American Indians and tribes and bands in Wisconsin.

- I would love to have a Native American come in and talk about his/her culture, tribe, etc. I would also like to find current resources to teach about these topics as well.
- I would love to have a representative of a Wisconsin tribe speak to my students. My students love this unit. (I also teach English and combine curricula when I teach this unit.) My culminating assignment is for students to write a persuasive essay arguing either for or against the use of Native American sport mascots/logo in our state and nation. Books, videos, etc. are fine tools to discuss this, but having a Native American speak to these kids would speak volumes, as we have no Native American population in our school.
- I would love to have more people come in to my classroom to interact with my students. I've worked with Indian Summer organizers to help make the experience more meaningful for my students. I will keep working to improve the experience for my students.
- I would love to have someone come and speak with my students. I would also like to have background knowledge of the tribes and where they are now...if still around.
- It would be beneficial for students to meet actual people dressed in tribal clothing. Our school district does not have much available to us for studying American Indians, so anything we could get would be appreciated. I did not think to inquire with individual tribes, but honestly, who has time to do this?
- It would be great if elders would approach local schools about coming in and talking about the culture or instructing relevant projects. I have taken three graduate courses in Native American studies through UW-Eau Claire.
- It would be great to have more bonding with the native tribes and schools.
- It would be helpful to have a list of individuals willing to speak to learners at our school.
- It would be wonderful if other schools could see that there are actually still Indian children living on reservations right here in Wisconsin. Until we moved up here from southeast Wisconsin, I had no idea what a reservation was like or how they still try to preserve that culture. It would be awesome to show what the reservations are really like, interviews of Indian students, cultural preservation efforts...if the Indians would allow that.
- List of willing speakers / Short stories and short nonfiction/ informational pieces / Photos and captions / History of the people in our area.
- Live people to present.
- Money to bring speakers like Jerry Smith from Lac Courte Oreilles.
- More "real" information...not textbook older information. Kids need to know what Nations are in the Wisconsin area before as well as now, need to know how the Nations function in today's society. Guest speakers who can communicate at the younger child's level.
- More access to guest speakers, good DVDs
- More personal contact with Native American speakers and artisans
- More visitors from tribes to come to our school and share their culture with us. More reading materials and DVD's.
- My favorite thing would be for knowledgeable, interesting speakers to come to the classroom. This engages the class best and also makes planning easier for me.
- Native American guest speaker.
- Native American students, guest speakers, their language, and their deep culture.
- People from various tribes to come in and present.
- Real individuals coming in with props and presenting.
- Speakers
- Speakers. Field trips.
- Speakers to come into the classroom.

- State or Native American tribe funded visits to schools to teach history, talk about culture, sing and dance, paint and draw. If there were a site where a school could sign up to have a FREE visit by a story teller or dance group or artist (drum maker!), that would be most helpful. Learning from a book or materials, eh. Seeing and hearing real people share their culture - priceless.
- That kids could meet Native Americans in person.
- That some materials would not cost so much. Also, sometimes, when we want a speaker, that person charges fees out of our realm.
- The 4th grade does a fair amount with the local First Nations information, but what really brings it home is when they can see and interact with the people and the reservation. It would be great if more Native Americans could speak in the schools and if either videos of our local reservations or field trips could be arranged without becoming too much of a distraction/interruption to the daily life of the tribe.
- Their side of the story in terms of American History. We are the Weyauwega-Fremont Indians, and all these students receive from their community members is a negative viewpoint of American Indians. They need to hear their story from them in either written or oral form.
- To be able to do field trips and guest speakers in the classroom. It is one thing to teach out of textbooks and our other resources it is quite another to hear from tribal elders. Ex. Spearing and hunting rights, I can tell my student about the history and laws behind it but they still don't have a true understanding. To take them over and talk to a tribal DNR officer might give them a different perspective.
- To have Native Americans to come in and speak with my students about current tribal customs and issues.
- Visits from natives to tell us about their history, culture, the significant and demo of dance and other native art forms.
- Visits from the American Indian tribes at our school.
- Wish we had a reliable speakers list to come and present for classes.

Don't Teach in this Area/Not Part of the Curriculum (44 comments)

- Because I don't teach social studies, history, or any other subject area that includes the teaching about American Indians and tribes and bands in Wisconsin, I don't have a wish list.
- Currently it is not included in our curriculum.
- I am a program support teacher.
- I am a reading interventionist. I do not have the opportunity to teach this subject material.
- I am a reading retention teacher and do not teach core curriculum.
- I am a reading teacher. In my district I have assigned materials to use. None of the stories include Naive cultures. You need to work with the BIG publishers to help remedy this.
- I am a special education teacher that teaches reading, math, and language arts. We work on the basic functions of these subject areas. There isn't any instruction about American Indians.
- I am an ELL teacher and I am not responsible for this part of the curriculum.
- I am an Early Childhood Special Education Teacher so at this time with the students I have I am not working on any history. We are working on walking, getting along with others, writing their names and other basic skills.
- I am aware that my teaching partner cover this topic matter and she may need the materials however I am not sure what she needs at this time.
- I am very well prepared and have numerous resources from instruction and additional course work and study in issues of Wisconsin tribes. However, I no longer teach a course in which it is

part of the universal curriculum. I do often use those resources to assist students with chosen research assignments on the topic though.

- I do not teach about Native Americans in the classroom much---only when it comes up in instruction with other subjects.
- I don't teach about Native Americans except at Thanksgiving.
- I love teaching history; it's my minor, and specifically about Native Americans. Unfortunately it is not part of our curriculum and with tight time constraints, there is no time to teach anymore than what we currently are responsible for. So I wish it was part of our social studies curriculum.
- I support the regular education teachers. I do not directly teach Social Studies, which is where the teachers that I work with / teach about American Indians.
- I teach computers. Any ideas to include in my classroom would probably be things to help kids with research surrounding tribes.
- I teach ESL so I am unsure where/how this curriculum might fit in my program.
- I teach European history.
- I teach math only, so I have no need of curriculum or instructional materials.
- I teach math, but feel teachers need authentic information so stereotypes can be avoided.
- I teach Spanish so we talk about the Aztec, Inca, and Mayan tribes.
- I teach Spanish, so American Indians and tribes are not part of my curriculum.
- I teach special Ed and would wish for materials that support modified curriculum for my students.
- I teach special education in the primary grades, so I believe that I have the resources I need to teach and support the curriculum that I am teaching.
- I teach special education the regular classrooms teach social studies.
- I teach special education. I have no clue as to what is out there, but I'd need materials and activities at a level that special education students could understand and learn from.
- I teach students that have severe cognitive disabilities.
- I teach Title One reading - my curriculum is very specific and must be followed explicitly, so I don't need other curriculum.
- In my special education position, my job is specific to teaching reading & math. Although I do use some books in which Native Americans are main characters, we don't have the time needed to really teach the history - but we do discuss some points.
- It is not a big part of my curriculum. More of this is taught at the high school level, but it would be nice to have some primary source information on tribes in Wisconsin.
- It is not addressed specifically with our instructional materials or curricular documents...it should be.
- It is not part of our first grade instruction.
- It is really not part of my third grade curriculum. We learn about our community's history, and included in that is the history of the Ho Chunk Nation in Sauk County.
- Native American studies begin to be covered in 4th grade, not 2nd. Therefore, I haven't thought about my curriculum needs in this area.
- Never taught it and know nothing about it.
- No idea because I am not in a tribal area and it is not currently part of our curriculum. I don't have enough information to know what I should teach in this area.
- None. I am an Intervention Specialist working K3 to improve Reading and Math skills. I see students in small groups for 30 min. Blocks.
- None. This does not apply to me as a spec. ed. teacher, at least to my knowledge.
- Not covered in my curriculum (Eastern Hemisphere Geography).

- Not part of our curriculum.
- Not part of the kindergarten curriculum.
- Our district doesn't teach about the American Indians in 2nd grade.
- While I do teach culturally relevant pedagogy, I do not explicitly teach about American Indians.
- Wisconsin American Indians and tribes are not currently part of the first grade curriculum. Our district covers this in grades 3 and 4. So, no materials needed at this time.

Any Material (38 comments)

- Anything (4x)
- Any information at all.
- Any information would be greatly appreciated.
- Any materials that may be necessary.
- Any materials.
- Any my curriculum is very lacking in native tribes.
- Any sort of curriculum appropriate for K5 bilingual (Spanish-English) students to effectively teach about our American Indians and tribes and bands in our state.
- Any type of instructional material that could be sent my way would be great. I would love to include more instruction in my class. New resources would help me do that.
- Any. Our district has nothing for teaching about the Native American Culture at this level. I am not sure but when I taught fourth grade we were required to teach about Native Americans. I don't know what the common core requires at this time but it is not enough in my opinion.
- Anything about how tribes function today.
- Anything and everything! Books, displays (posters), videos, speaker resources.
- Anything current and accurate.
- Anything current list of materials suggested for libraries...letting teachers know since this is not part of common core.
- Anything that aligns with core standards.
- Anything that covers BC time would be awesome if those materials exist.
- Anything that is available.
- Anything that is culturally relevant. Speakers. We really need people to come and talk with the kids.
- Anything that will help with teaching of Native American games for Physical Education classes.
- Anything would be helpful if this is something we are to be teaching. I don't currently have any materials.
- Anything. I have nothing related to American Indians in Wisconsin.
- Could use a great variety of new materials.
- I currently have NOTHING regarding the instruction of American Indian tribes/bands in Wisconsin and have had no training what so ever.
- I don't have any curriculum or instructional materials aside from the few pages in the textbook so I would be happy to get any materials.
- I have no curriculum or instructional materials to support my teaching of this information. Anything you can provide would be great!
- I really have next to nothing to instruct student about American Indians.
- I welcome anything as I am an ESL teacher and it's a difficult subject to introduce and support when students are not from US.
- I'm not from WI so I have little knowledge of WI Native Americans so anything is welcomed.

- It's hard in our small school district. We don't have much diversity, but I feel students should still learn about it.
- My district currently has no curriculum, resources, and instructional practices for teaching about Wisconsin tribes. Any resources would be welcome.
- Our 4th grade teachers have been struggling to find resources. Anything you could help with would be so appreciated.
- We currently have no curriculum and/or instructional materials.
- We do not have any curriculum materials regarding this topic.
- We do not have any. Anything would give us a start.
- Whatever is available to me.
- Wow. Anything is helpful. I think it would be great for all elementary teachers to move beyond stereotypical portrayals of American Indians during the Thanksgiving season and truly incorporate their history and lives into the history and present day life of Wisconsin and the USA.

Internet/Online Resources/Technology (35 comments)

- A general warehouse of materials with online accessibility, which promotes Native American culture, history, and sovereignty.
- A website that had traditional and modern art or artifacts made by tribes and bands in Wisconsin would be a fantastic resource for art teachers in the state. If this site could allow visitors to upload power points of artifacts or images of art that would be even better.
- All tribes included in one site with resources for each grade level.
- I would like specific lessons and technology based projects or web quests.
- I would love to have a comprehensive list of websites that have resources about the American Indian Nations in WI.
- Interactive and technology based.
- Interactive Smart board lessons. Books for third graders with levels that range from grade 1 to grade 5 abilities.
- Interactive website.
- Internet and video based materials on modern tribal issues/concerns and culture.
- Internet resources, access to willing individuals in the community to speak to my students.
- Interviews with American Indians on a web site. Interview topics could be showing customs/culture from the past/today, geography of significance to the tribe, contemporary issues.
- iPad friendly projects appropriate for 3rd grade level.
- List of Internet resources.
- Make a website with the important info. Lay it out simply, with room to expand.
- More information on the Wisconsin tribes that is online.
- More resources like The Ways website. It's really helpful to have strong visuals that show how American Indians live and work in our communities today, so students get beyond the stereotype that American Indians belong to the past.
- On line information.
- Online classes I can take to meet the requirement of my license.
- Online resources and more time to explore the resources we currently have.
- Online resources would be ideal.
- Places to search while doing inquiry projects; newer curriculum.
- PowerPoint presentations. Videos, texts written by tribal elders.

- Since we are a virtual school we need the course to be web based. I would like reading material to be at the 4th grade level. Project or research based would be beneficial.
- Smart Board integrated lessons would be great!
- Students enjoy the storytellers and the pow wows that I download off of the Internet. Having these on DVDs would be much more convenient.
- Technology/ iPad related things.
- We could really use a web site and a book for kids to learn about all of the WI tribes. Current events, history, and a list of guest speakers would be amazing. Thanks for the survey--I care about this issue a great deal.
- We would love to have more books about different groups and/or suggestions for good Internet websites on history and culture.
- Websites
- Websites specifically aimed at Native WI history.
- Websites that have accurate and easy to find information.
- Website is needed.
- Websites from the bands that cover the topics mentioned as opposed to business practices.
- Websites that are trustworthy and informative.
- Would like web resources, books at primary level, visual aids.

Documents/Guides/Lists/Maps (33 comments)

- A booklet that would teach tribal sovereignty and the history of treaties in Wisconsin and how the treaties apply today.
- A chart that lists the facts. Maybe a time line. Current issues. Connection to our curriculum since we do not teach history.
- A comprehensive map of tribal locations, current tribal names, and past and present contributions to our culture. Posters to display. In classroom, books and materials written about the day in the life of a fourth grader who lives among the tribe past and present.
- A list of resources that can be easily accessed for these units.
- A list of what to cover and when (i.e., timeline).
- An outline of facts and more information for the students to make connections to daily life.
- Articles/materials from tribes themselves; not from textbook companies.
- Big free posters and more posters or websites of current American Indian Artists showing and demonstrating their craft.
- Even though I do not teach this content, I believe there is a lot of racism out there regarding the Native Americans in Wisconsin. Most of it stems from the treaty rights for hunting and particularly fishing. A history of the treaties that were signed and their legal ramifications would be a good start.
- Historical photos, artifacts, grade appropriate books and DVDs
- I would like a mailing that comes just about the Wisconsin Tribes. Something that includes new materials that I can use.
- I would like discussion questions. I do not claim to know about tribes, when I teach we discuss values of native people, that native people were here first and were not "discovered" and we learn about our similarities. I do not test them because it's much more about exposure and thinking than book knowledge that may or may not be true.
- I would like historical and contemporary maps, books, worksheets, contributions, way of life, modern issues. For me, I would like training in what and why these groups want me to understand.

- I would like to see more primary sources for the students to use.
- I would like written histories of the tribal bands. Currently we have very little to refer to.
- I would love to have more primary sources: Pictures, letters, legislation, etc. There was also a government survey done on reservation lands, which was almost like a census. They counted the number of people, square footage of the houses, and the number of windows. I've been trying to remember the name of this survey for quite a while because I'd like to get a copy of it to use in class.
- I would love to have more resources explaining the sovereign nation concept in simple terms for my students. It would be nice to have a concise explanation of the gaming compacts.
- I would love to have photos and information on groups living in or near Dane County.
- Journals or firsthand accounts from American Indians in Wisconsin.
- Leveled non-fiction articles. Background for teachers to learn about the topic.
- List of resources available to school districts.
- Map showing where tribes live and lived. Pronunciation guide. Resources for cultural information - past and present. Samples of crafts. List or explanations of items. Images that are sacred and should not be included, or explain how these images. Items are sacred. Guest speakers from the tribes. Artist in residence - and funding to make that possible.
- Need instructional guidelines, materials, resources, and a curriculum. Currently have none of these items.
- Packet of primary sources and projects that correspond to key events in United States history (pre-colonization to 1920's).
- Periodicals, books, brochures, videos, etc.
- Photos, maps, etc.
- Posters/Videos/Activities
- Primary sources
- Primary sources, music, art. Curriculum aligned to standards.
- Print resources, hands-on activities
- Supplemental readings
- Supplementary materials, primary documents, guest speakers, video resources.
- Topic: sovereignty & treaties written so a fourth grader can understand and covers all opinions on the issue. Most materials I've seen come from the Native point of view only.

Music (33 comments)

- A resource of the music of each tribe from Wisconsin.
- American Indian instruments.
- As a music teacher, I would love to have specific information about the music of the Wisconsin American Indians. So much of what is available is not really authentic, so I am hesitant to teach it. It would be nice to have some specific music that I know is truly representative of the American Indian culture and instructions/ideas on how to teach it in an appropriate manner.
- Being a music teacher, it would be beneficial to have materials on music of the tribes available.
- Cultural materials regarding the links between music, spirituality, and daily living, both in history and modern contexts.
- Curriculum materials geared to elementary level students including musical resources.
- I am a beginning band teacher...I look for music that is playable by and interesting for my kids. Any connection to any group, event, place, time, animal, plant, vehicle, etc. is purely secondary.
- I like to include some Native American music when I teach music but it is not specific to a particular tribe. I would enjoy incorporating some quality music of Native Americans.

- I teach band. It would be nice to have a few folk tunes from each tribe and know the basics of local tribes' musical attributes.
- I teach elementary music, so I would like some simple songs including drumming rhythms to add to my resources.
- I teach General Music; therefore, American Indian tribal music would be of most benefit to me.
- I teach music. How can I include music in the music classroom?
- I would like more authentic music to teach the children in music class.
- I would like more of their songs, vocal, flute and drumming.
- I would like to incorporate music into my class but am aware of many restrictions on performance practice so choose not to teach it.
- I would like to learn more songs that would be instructional and helpful to my students.
- If there were specific music that could be taught, I would be interested to look at it.
- I'm a music teacher. I would love to do a unit on Native American music with instruments and including dancing.
- Index or compilation of traditional tribal songs/music.
- Information on each tribe's music.
- Local experts on the music of Wisconsin Native Americans. I'm the music teacher.
- Materials on Native American music and instruments. How music fits into the Native American culture. I am a music educator.
- More materials available through WSMA (Wisconsin School Music Association).
- More videos and recordings of tribal music.
- Music and Culture Activities and Resources for Elementary Music Classroom.
- Music for Tribal Drumming and singing.
- Music of Native American songbook that include historical and cultural connections and music CD.
- Native American Instruments, Cedar Flute, Gathering Drum, Hide Drum, Authentic Rattles.
- Native American musical instruments or CDs.
- Quality sound recordings of music appropriate for non-natives to dance or perform to. Also some folk tunes for teaching musical concepts would also be helpful.
- Since I teach music, I'd love to incorporate American Indian music into my curriculum.
- Songbook.
- Ways to include authentic American Indian music and culture into music curriculums without feeding into offensive or stereotypical notions.

Time (24 comments)

- Districts allow time for teachers to teach about Native Americans in K3, K4, and K5 classrooms. More time available throughout the day to get it all in along with other cultures and materials for all WI people.
- How will I fit it in my schedule that is already over packed? That is the truth that needs to be looked at.
- I realize this doesn't totally answer the question, but until the state/nation swings away from its obsession with test scores in reading and math and "Teacher Effectiveness," NO test materials will be needed because there's less and less time allowed for Social Studies classes in general, and no time allotted for teacher development in SS.
- I wish we had time. We have to cover so much with other stuff that we had to take out things including black history.
- I would need time to teach this.

- Materials and time in the schedule to teach about American Indians and tribes and bands in Wisconsin.
- Materials would be helpful. Our social studies times in K-8 have been cut in half due to the installation of our CHINESE classes- free instructors from CHINA- we really don't have the luxury of time. We have to pick and choose what we have time for. Our students get about 40 days of social studies (it is on a rotation with Phys. Ed., Music, Art- we are now one of those classes) which amounts to a 20-minute class period in grades K-4. In grades 5-8 the students either get social studies once a day for a semester (90 days) or every other day and alternate Fridays for the year.
- More time?
- My wish is that there wasn't so much to teach overall.
- Not to add more to the curriculum, already overburden. Time is a huge factor.
- Our curricular demands for time are very high, and much of our literature/nonfiction texts already specified, however first grade appropriate read alouds and professional development about instruction on history and culture to include would be needed.
- Our school spends 1/2 hour every other day on Social Studies. MPS mandates so much time spent on language arts and math that we can't fit anything else in. My wish list would be for project-based learning that would incorporate learning in every subject - then we would have the time to really study Native American tribes: how about studying folklore in language arts, government in social studies, statistics (such as population, land, etc.) in math, environmental concerns in science?
- That more time is given to the teaching of Native American culture and history.
- There is no time or space in the schedule to teach history or social studies in our curriculum at the elementary anymore!
- Time and administrative support.
- Time to develop curriculum and resources.
- Time to develop units using the resources available on the Act 31 website. Common core connected activities and examples how others have used the materials.
- Time to fit it in with everything else that I'm supposed to be teaching but don't seem to have time for! How the information can be fit into what we're already doing because adding something extra isn't going to work - connected directly to the common core would be most helpful. Experts to come and talk to my students about American Indians and tribes and bands in Wisconsin. Nonfiction books (various levels appropriate to the students in my classroom) for students to read about these topics.
- Time to fit it into my curriculum. Ancient World history is not a class that leads into Native American Studies. However, I try to fit it into my American Society Class as much as I can. National Native American Groups are easier to dive into than Regional or local tribes.
- Time, we do not have time to cover even the basic curriculum.
- Time. We used to have a Wisconsin Indian Culture exploratory but it was eliminated.
- Time/Less school interruptions.
- We need time.
- With the push for the Common Core State Standards and RTI, simply more time to teach social studies as we once did.

Art/Artifacts (22 comments)

- Art and cultural
- Artifacts/cultural songs on cd/emergent easy books/books with photographs.

- As an art teacher, I would gladly incorporate ceramics or textile projects that could link to Wisconsin tribes.
- Clay
- I am an art instructor. Images and meanings of daily artifacts and ceremonial artifacts. Current artists' biography and images of works. Symbolic images (historical and current).
- I am an art teacher and am open to what you want to share.
- I am an art teacher. I sometimes try to coordinate classroom learning of WI tribes with art projects in my art room. Maybe more info on the arts of WI tribes.
- I am looking for Fine Arts materials. Pottery, sculptures, weavings etc.
- I teach art and I could use more information and lessons on the art of American Indians and tribes and bands of Wisconsin.
- I would like to see art and craft examples of their work with a description of how they are created and the history behind the piece.
- I would like to see what other art teachers are teaching in this area and what content they are teaching at the elementary level.
- I would love to have Native American artists come to my classroom for performances.
- I would love to know more about their musical traditions. I teach music so that would be most applicable.
- More artifacts: esp. art
- Pieces of art
- Primary artifacts for young children, kits, pictures, connecting with local people for classroom visits.
- Replicas of actual Native American items used in Wisconsin. An n educational game would be terrific, too.
- Since I'm an art teacher in southwest Wisconsin any materials or resources for instruction on American Indians along the Mississippi River and the drift less region would be welcome. I use art to teach students about culture.
- Tangible items and artifacts (especially things from modern times). More knowledge of history, especially the tribal nation's perspectives and opinions on commonly taught US history matters.
- Visual artifacts
- Wisconsin Indian Visual arts
- Wow, this is a great question. We have no resources. In third grade historical fiction begins the past to life and art and music are always important.

Not Sure/Don't Know (22 comments)

- Not sure (4)
- Don't know what would be available so I don't know what I would put on this list.
- I don't know enough about it to know what I am missing. I think that students connect very much to actual artifacts about a culture and video resources to get a more complete picture.
- I don't know enough about the tribes to even answer this.
- I don't know what material is out there or enough about the tribes and bands in Wisconsin to have created a wish list.
- I don't know. I currently have no materials. I wasn't aware this was a required part of the curriculum.
- I would need to start by educating myself in order to make decisions on what is appropriate for first graders to learn.

- I would not even know where to start, as we have no specific materials. Perhaps articles, factual information and nonfiction books would be a good start.
- I'm not sure what is available. I teach reading so the content would have to be applicable to teaching reading.
- It is my own ignorance and lack of connection to the history of First People/Nations in Wisconsin that is the challenge to my instruction. I had more connections and knowledge when I taught in California and Texas.
- Not quite sure. I teach Project Citizen a project where students pick a problem in society, study it then come up with alternative solutions that they then have to try and make a plan that would enable them to get their idea passed. It could come up, but hasn't.
- Not sure at this time.
- Not sure what I need for teaching this.
- Not sure, I guess I don't know what I don't know - I would need a list of items to decide this.
- Oh gosh, I'm really feeling negligent. Besides not knowing that I was supposed to be teaching about Wisconsin Native Americans, I really don't know much about them. Our 2nd grade Native American unit had us teaching about the Sioux, Mohawk, Anasazi, and the Pacific. It led to great discussions on the diversity and adaptations to the land that the Native Americans made, however we never talked about our own Wisconsin Indians. This made me rethink our Native Americans.
- That's hard. I need to know more, to know what I need.
- Unknown - more information on existing curriculum and materials.
- Unknown because I guess I really don't know what I don't know. I mean, there's got to be so much that I don't know...I just don't know what it is.
- Unsure of the materials available.

Professional Development (21 comments)

- Any information I can use, I have a limited knowledge of other tribes and would be willing to learn more so I can be properly informed. Any information is welcome.
- I am actually hoping to attend a seminar this summer on early Wisconsin People.
- I need a class on it. I am very uneducated about the native tribes.
- I wish I knew what to teach and I wish I had a better understanding of everything.
- I would feel more confident in teaching about Wisconsin Indian tribes if I had professional development on the topic. A list of resources and/or supporting materials would be helpful.
- I would like to include the history of the American Indians into my curriculum, but I only have the ability to teach what I know of the history of them not what I feel we need to know in order to teach this aspect of American History. I wish for more information/training on this topic and the materials that will match my grade level.
- I would love more staff development. Especially since I am not from Wisconsin and know little about the tribes here.
- In my experience, I have not found enough information on Wisconsin tribes. There is material out there but it is not as easily accessible for a fourth grade reader. In my district, we spend a lot of time teaching students about Native Americans and what their life was like before the settlers or right when the settlers start to settle. I don't feel I have enough information to teach about the Native Americans who lived in Wisconsin as well and would like.
- Instructional materials and Professional development on the history and present day traditions.
- Materials and professional development/instruction.
- More background so that I have a better understanding of the information.

- Professional development
- Professional development opportunity to have presenters inform all staff of cultural procedures and traditions.
- Professional development would be a key part of improving my teaching in this material. Attending a workshop at CESA would also be very beneficial.
- Professional development. Time specifically designated for teaching about WI American Indians.
- Required professional development taught by out of District representatives that include curricular resources and materials for teaching students in early elementary.
- So many misperceptions exist; I need professional development to make sure my teaching is accurate.
- Some sort of Team Teaching, or professional development workshop.
- Time for professional development in the area and some instructional materials. A guest speaker would be nice.
- We haven't had any instruction or professional development or know what is necessary to teach. Simple guidance and expectations would be a great help.
- Would need professional development prior to making a wish list.

Cultural Issues and Topics (15 comments)

- For students to experience the American Indians and tribes and bands' cultural practices/celebrations in an authentic way.
- How and why is Diabetes so prevalent in Native American cultures?
- I am primarily a government teacher, so I would like to know more about tribal sovereignty and how Wisconsin government and the Indian tribes integrate their rules and laws.
- I teach civics and government classes, so I would prefer to have information about tribal structures and how tribes interacted with before Europeans arrived. Also, information on Native American mascots and legislation surrounding that issue.
- I would like the truth taught to teachers about thanksgiving and just general oppression that has occurred over the last few generations and the effects of that, which are clearly seen today in the form of stereotypes. Once staff has an accurate knowledge of this part of American history that is NOT taught in standard/typical collegiate courses it can be reflected in a developmentally appropriate way to our children - ideally it would be imbedded into our curriculum. Obviously it would look different in 4k vs. 7th grade but elements of truth can and should still be taught and has the potential to reduce current oppression and stereotypes and promote healing. The only reason I know about some of these issues is because I specifically took many courses surrounding Native Americans and education and overrepresentation in special education.
- I would think anything that shows how they have endured throughout the years. In all fairness my wish list would be too large!
- In my teaching of Colonial America and Westward Expansion, I introduce a variety of tribes and the historical events of that time period. I would like any materials that would help in those areas. Cultural, food, shelters, clothing, and relationships with European settlers.
- Information about specific tribal cultural practices and histories so that we teach about specific peoples rather than "Indians" as a group. Also, information about the ways the native cultures influence the dominant culture today--place names, practices, medicines, art, etc.
- Information pertaining to the hierarchy among tribe members. The roles male play in this community and what behaviors are tolerated that younger tribe members (particularly elementary school students) when they are show around their elders.
- Instructional material focusing on their way of life and how they lived.

- Most of my students are English language learners (Spanish- or Hmong-speaking), facing issues of loss of first language, and in that way losing the connection to their grandparents and traditional culture (as well as being separated from family by federal laws). I would be interested in learning more about efforts to preserve Wisconsin Indian languages and culture, particularly in the face of federal (and state) laws that have tried to sever the people from their tribal languages and traditions. I think this would help promote empathy and awareness in my students, as well as developing a sense of social justice.
- Students need to be aware of what the Indians did for us.
- To understand their cultural traits better so I am able to relate to the students and their families a little better.
- Ways of making non-native students see the importance of this topic in our studies.
- Ways to address the way American Indians were treated especially in the 1800's and earlier 1900's.

Current/Contemporary Issues (13 comments)

- Accurate contemporary information. Electronic resources.
- Current information about the status of the native tribes who live in Wisconsin.
- Current things about American Indian and tribe life.
- Exposure to the current culture, appropriate for the first grade (6-7 year olds), is the most beneficial. In the past, artisans would visit our schools. I would like to see that return. Representatives could visit each classroom with artwork, a game, or story. Face to face interaction has the greatest impact.
- I always have respected the American Indians and enjoyed teaching about them. I am very saddened that the state somehow has made us change our Native American mascot. Our Indian name and logo was one of respect and beauty--not a joke, but something our community was very proud of. Now we changed that. It is not the same. I am sad.... and am not alone.
- I would like to see American Indians taught more in the present tense. Because many people, specifically in urban areas, have little exposure to Native Americans they focus mostly on history. Although this is extremely important it portrays Native Americans as an ancient civilization rather than a contemporary cultural group. I would love to have more things about current issues facing tribes and some insight into what the tribes and bands would want to see taught.
- Information about current tribal issues and events.
- Instructional materials relating to life today.
- More information on Tribal Sovereignty and links to current day.
- Most of our teaching regarding the tribes and bands of Wisconsin takes place in our 4th grade curriculum. Our discussion in 5th grade will revolve around current events dealing with the American Indians of Wisconsin.
- Our text deals with the past. I'd like more contemporary material to share with the class.
- That I have enough knowledge that my students understand the curriculum and that this is a true source of people, not just from the past and movies. More modern look at the tribes, etc.
- Unfortunately, most of my students are surprised to learn that there are Indian people currently living in our state. I am a Spanish bilingual teacher and all of my students are Hispanic, the majority are Mexican American and they fail to recognize the Indian heritage of Mexico, too. I wish there was more information in textbooks on contemporary culture and life because only seeing historical facts leads children to believe that Indians were a part of history and are now gone. It takes a lot of effort to reteach this, yet I do not have great resources, other than books I buy myself, about contemporary issues and life. I also am not sure whom to contact to come to

our school to give a presentation. The last person I arranged to come in was very negative in his presentation and the staff was not thrilled with me. I'd love a list of current organizations, clubs, or individuals from the community who provide educational experiences in school. I used to take my class to Indian Summer in September, but for many reasons, it is now not possible.

Hands-On Materials (13 comments)

- Get us hands on materials - and current teaching items, like interactive lessons, DVDs.
- Hands on activities related to culture.
- Hands on information for students...bring tribes to life for students to help them relate.
- Hands on materials. More current topics so students know that Native Americans are still present in Wisconsin but are different than original Native Americans. Videos. Computer resources.
- Hands on, interactive resources appropriate for 8th grade students; has depth, but without a political agenda.
- Hands on, interesting, realistic given all the other content areas, and daily intervention activities mandated in my classroom. Simply throwing resources that are not practical and purposeful is a waste of time, training, and resources. To be more specific I'd like to collaborate or have a team of teachers especially urban educators assist in developing materials. It is frustrating to constantly receive tons of mandates with our limited time.
- Hands-on activities/simulations.
- Hands-on curriculum, leveled readers, maps
- Hands-on explorations and experiences
- Hands-on materials and access to experts!
- Hands-on, project-based materials for Wisconsin tribes in 4th grade and North American tribes for 5th
- Manipulatives and books
- Manipulatives, picture books, posters & pictures

Updated Information (11 comments)

- Current and accurate information.
- Current up to date information at third grade level.
- I wish we had some current materials and a resource list that is authentic and mostly written by First Nations authors.
- I wish we had updated curriculum with Common Core standards being addressed. Our curriculum is outdated.
- More up to date materials; more specific to Wisconsin; more material that talks about American Indians off reservation.
- More updated info. And resources to contact for more info and guest speakers.
- Resources that are current and that reflect tribal sovereignty and cultural uniqueness in the target language that I teach 4th grade history in. I also think more access to books for kids about Native American origin stories should be in our school library.
- Up to date materials.
- Updated information on tribes we teach in 4th grade Social Studies curriculum.
- Updated materials. Curriculum guides with grade appropriate resources of books at the children's reading levels and websites. Information on museums.
- Up-to-date materials regarding American Indian tribes in Wisconsin.

Physical Education (9 comments)

- I teach Physical Education, so anything that would relate to games/activities or social aspects would be something I could incorporate into my curriculum would be great.
- I teach physical education. If snowshoeing is an appropriate activity, I would be interested in getting snowshoes.
- If there would be instructional materials that could be used in Physical Education Instruction.
- I'm a physical education teacher and I would like more info on American Indian games to incorporate in my physical education classes.
- Lacrosse history and Physical Education materials that incorporate Native Games.
- Native American Games.... I teach PE.
- Physical education equipment.
- Since I teach Elementary Physical Education I would wish for a tribe member to teach my students games and activities their tribe would play.
- Ways in which these tribes stayed physically active and maintained a healthy living environment. This will let me relate these topics to physical education and health.

No Wish List (8 comments)

- Happy with current materials.
- I don't currently have a wish list. I have not sought any possible materials to order lately, either.
- I have no wish list for myself, but I do wish there were more materials available for 4th grade teachers - especially first source materials they could use with their students.
- No request right now. I have to fulfill my license stipulation and take the course. If in the future I move to an older classroom, I will use the information I have learned.
- None, I have what I need to integrate with the 4th grade classroom curriculum when they study Wisconsin American Indian tribes.
- None, we have to create everything.
- None: I have great material already.
- That there be none- no disrespect but there is no time in the day to teach yet another subject matter that is irrelevant to five year olds.

Presentation/Special Events (8 comments)

- A demonstration or presentation on traditional musical instruments, dances, and songs.
- A musical performance by American Indians to help students see the culture and history represented in their music as well as the contemporary nature of living as an American Indian in the US today. If there is a text that consolidates and lists good choral arrangements and transcriptions of American Indian songs, I would love that!
- A stipend for expenses incurred when putting on a presentation - thank you gift for a speaker, \$ to cover the cost of food or materials...otherwise, I am pretty much covered for what I do in my class.
- Cultural dances and activities associated with each tribe.
- I have a large amount of materials that I have gathered over the years and have created a grade appropriate unit to do with my students. My wish list is for the actual live presentation to continue to be available for the kids in our district, which I know is an ongoing expense.
- I would like to see more in school presentations. The cost of a bus is about \$200. For one grade we need more than one bus even if the trip is free.
- Students have a firsthand experience with an event/holiday from the culture being celebrated.

- Years ago, the Menomonee Indian student dancers would visit our school. That program was phased out as the Native American students were missing too much school. I really felt the visits were a great springboard for discussions on Native American history and culture. It also helped address diversity issues.

Requirements/Expectations (8 comments)

- I would say that most teachers need info on the importance of tribal sovereignty - most people don't get it.
- I would wish that all teachers were to take classes in American Indian/tribes etc.
- It would be nice to know as a supporting teacher in the classroom, what grades are expected to learn about the American Indian tribes in Wisconsin. Is this only something that is taught in 4th grade?
- It would be nice to know exactly what a fourth grader should know about American Indians to prepare them for what they will need to know in future middle school and high school classes.
- My wish is that it is covered in 4th grade rooms throughout the district as part of their WI instruction. I am just backing up the classroom instruction and helping with the understandings of my kids in one 4thgr room in the district.
- That ALL teachers actually teach about American Indians and tribes and bands in WI. Right now, that in itself is not happening.
- That it be taught by all teachers...not just the ones who are "interested".
- The fact that there is no minimum minutes of instruction in history or the social studies my district is cutting instruction K-8 as these areas are not on "the test". So the wish list begins with requirements for mandatory minutes of instruction or else students will read a book and that will be considered as meeting the requirement for instruction.

Multiple Resources (7 comments)

- I would like an updated set of materials written at the fourth grade level that accurately reflects the standards I am to be teaching. There has been so much focus on common core language arts, math, and science, that these types of units have been forgotten. I would absolutely LOVE to have a list of people to contact to come in and speak to my students first hand. There isn't enough consistent information for each tribe/band etc. that I have been doing what I can with each, but often have to lump everyone together under one grouping. We need things written at the students' reading levels! We also need some good, reputable websites that work for children of varying levels to use for research.
- Language resources for each tribe, access to primary and secondary resources, virtual field trips, where tribal members and students could interact, a resource list of Native Wisconsin authors, apps which teach a wide range of Native American history and culture, a place for Native students to share their stories- possibly publish in print, podcast, website, etc. Maybe a publisher or sponsor willing to consider funding such a project. I think it would be important to make resources available to school districts throughout the state. I am fortunate to teach near a reservation, but there are school districts that don't have that advantage.
- Lesson ideas, videos, hands-on materials, books, articles that third grade students can learn from.
- Main topics with supporting resources (readings, visuals, history, contemporary voices) so that I can work it into my curriculum.
- Pamphlets, DVDs, teaching resources related to history, culture, and sovereignty of area tribes and bands.
- Speaker, Video sources, ready-made art and crafts, materials about the different tribes.

- Student reading materials, artifacts (I have some I've purchased but would like more), photographs and DVDs, inexpensive (or free!) guest speaker network, kid friendly research materials and websites.

Historical Sites/Field Trips (5 comments)

- Access to authentic materials and ability to visit reservations or tribal museums. Visits from tribal leaders and members to give more accurate information.
- Continue to make field trips to Grignon Mansion and to the local park (cannot remember the name). Onsite demonstration by Native American(s). More visual curriculum.
- I would like to learn firsthand from more American Indians. I would appreciate taking field trips to give my students a more hands on, realistic experience.
- My friend who teaches in Pulaski just recently went on a "field trip" to Oneida Nation for her professional learning. She said she learned a lot. I don't even know where to start with my kindergarteners when it comes to teaching about Native Americans. I wish someone from the tribe could come in and teach my kindergarteners the lessons, I observe, take notes build upon that in the following years. I wouldn't even know whom to contact to set something like this up or get materials from.
- To have the funding to attend the Oneida Tribal Museum or something similar that discusses and shows Indian culture close to home.

Environmental/Outdoor Education (2 comments)

- Because mining is an issue in our area I think it is important to teach about the Great Lakes and the affects to our water. I know it is a political and economic issue. Teaching about their culture and history is also important. Summer classes are really nice!
- We do a lot of outdoor teaching. I would like to have lessons that help us do our environmental lessons from a different perspective.

Miscellaneous (7 comments)

- All that is affordable and relevant.
- I am retiring this year. My wish is that others purchase and use stories by local Indian others as I have.
- I teach children with special needs. Therefore, I teach about the student's culture/tribe, as the parents would like it done.
- I think it should be up to the particular tribe of what they think should be taught in high school curriculum about the history, culture, and traditions.
- It is important to be culturally responsive all the time.
- My wish has been granted in the form of an instructor/mentor to work with. There seems to be quite a lot of materials available if one looks and my coordinator has access to many instructional materials. The issue that makes delivering the curriculum difficult is the response one might receive from the Native tribal leaders. Some are very supportive of all students learning Native culture and others want the instruction limited to Native students. There is also a divide between the tribal representatives regarding what is important for students to know and what fits under the cultural umbrella of privacy - certain topics, ceremonies, music, etc., are reserved for tribal participation and not the general public. There are also issues regarding the delivery of lessons - I have been in conflict with presenting dance steps that are male only and I am a female. These cultural things that arise often make lesson delivery and acceptance interesting.
- The reason I said I didn't need any materials is because I am retiring after this school year.

Q12. If yes (to Q11 “Did you receive college level instruction in the history, culture, and tribal sovereignty of Wisconsin American Indian tribes and bands as part of your teacher training?”), how did you receive that training? “Online instruction or course” 16 comments

- AIS 101
- CESA 1
- CESA 2 Course
- EdNova
- Hist 705 UW-EC
- I took a class through the mail with UW
- Native Americans of Wisconsin
- Norda's EdNova Minority Relations
- Not sure of title
- Through a CESA
- Through DPI
- Transferred certification across states so required to obtain coursework
- UW Madison PD
- UW River Falls
- UWEC HIST 705
- WI Native American Culture

Q12. If yes (to Q11 “Did you receive college level instruction in the history, culture, and tribal sovereignty of Wisconsin American Indian tribes and bands as part of your teacher training?”), how did you receive that training? “Other” 41 comments

- Act 31 Symposium
- Act 31 workshop at UWM
- Anthropology class
- At UWRF, the class was one of the worst ever. I have learned so much more since leaving college.
- Class on Native Americans
- Completed a cultural practicum at a reservation school
- Diversity Class, Minority Voices
- Elders
- Extensive essay writing
- Group research project that I was a member of and group presentation to the class
- I also had taken an American Indian History course for my major.
- I did an independent study through UW-RF.
- I have given presentations of Native American history to a symposium for native studies and presented 2 years of required research for my English major.
- I took a 3 credit Native American history course in college
- Making America, Making Americans National Grant Program
- Master's class if that counts
- Mentioned briefly in a class on ethnic differences
- My time as a teacher in a Native American immersion alternative school

- Native American cohort where all classes integrated Native American aspects of education (early childhood and special edu).
- Native American Literature offered through Northern Michigan University, and ACT 31 seminar at University of Wisconsin, Milwaukee
- Native American Studies Course offered through Marian University was outstanding!
- Online instruction, but I can't remember where
- Other general education courses and courses for my minor
- Out of state teacher seminar for tribes training deficiency for license
- Out-of-state license transfer requirement
- Reading I do on my own
- Requirement to attend a pow Wow
- Several History Courses
- Specific Class
- Student taught on an Indian reservation
- Student teaching on Reservation
- Studied on reservation for a summer program
- Supervisor was Native American and she presented a unit to us
- Three grad courses- choose to take
- Through CESA
- Took a class thru Viterbo College
- Tribal training offered in connection with my current district.
- University class to get Wisconsin license
- Very well presented
- Visit to LCO and Oneida schools and tribe
- Weekly talk with an Oneida elder and language courses

Q14. Do you have additional comments regarding the teaching of Wisconsin American Indian history, culture, and tribal sovereignty? 319 comments

Each comment associated with a respondent is presented in its entirety with classification based on the overall theme of the comment.

Challenges (55 comments)

- Doesn't really happen in my school in MPS... doubt it does at a lot of public schools, unfortunately.
- Hard to find the time to do this.
- Hard to fit this in with world language curriculum and fitting in all standards for languages. Does not seem to fit with my content.
- I am afraid that the drive to standardize curriculum to address Common Core is going to shrink the time we can dedicate to learning about Wisconsin American Indian history, culture and sovereignty even further than it already has.
- I believe it is very important to teach our students about, but we also have so many other required areas of instruction that it becomes easy to not spend the time on this topic that it deserves. As high stakes testing increases I would predict that covering material like this will be pushed aside and become less important to school districts that are worried about their school report card and how it might affect their bottom line (funding). To sum it up, we all think it is

valuable to learn about Native American culture, history and sovereignty, but if it doesn't help us get high test scores why would we focus on it as a primary curriculum goal?

- I can tell from comments made by my students that their understanding and learning of American Indian history and culture is very low. There is a lack of awareness that allows them to slip into making ignorant comments, comments that many would find offensive.
- I do not recall any of this history being on state testing; therefore there are other elements that are more of a priority. I am not saying that I do not value this instruction, I think it is an important part of our WI heritage; however I do know that testing items are a priority.
- I do not see it being taught in all grades. I am currently an ELL support teacher and I am not responsible for this aspect of the curriculum, but I used to teach 4th grade and students came to me with absolutely no background knowledge on these topics.
- I don't think any of us are doing this topic justice.
- I feel it is important but don't do it justice due to lack of resources, knowledge, and time constraints.
- I find most teachers do not know much about Indians or Indian rights and laws.
- I have a feeling that WI American Indian studies have been put on the sideline along with everything else that is not related to testing.
- I hope that there will be future support for instruction. One difficulty is the scheduling of time for any instruction that is not math or reading. Social studies, science, integrated studies and time to reflect and consider big ideas, fall further by the wayside with continually increased focus on, The Test Scores. FYI - Although I graduated in the 1980s, I did receive what I feel was quality instruction and materials related to all the Nations and bands of Native people in Wisconsin.
- I think it is important, but also think we are severely unprepared to teach it in our schools. I think all history at the elementary level, has been ignored for too long. Very sad.
- I think it's a part of what we do, but it is a small part. I am not sure if that's good or bad. American Indians make up less than 5% of our population. So how much time should be spent on talking about those kinds of issues? Nothing is really ever said about that. The truth is, we have lots and lots of content to cover over the course of our classes. I know there are portions of it included in the State Standards and we do our best to cover, evaluate and assess those standards. I think our school did a pretty good job years ago of teaching WISCONSIN HISTORY but now we have one social studies teacher for grades P-4 and then he does geography for 5-8 so he's spread so thin that I don't think he even covers any WI American Indian history.
- I think more teachers need to be aware of Native American tribes and what it means to our community. I think we should stop only believing textbook companies about the history of country and begin to incorporate from local tribes. I also believe we need to respect the Native Americans to include them as part of our kindergarten curriculum. Right now, I do not believe many teachers understand the value behind teaching Native American history and culture.
- I think the push to include multicultural materials and history into school curriculum has left the American Indian culture behind. To my knowledge, 4th grade does a history unit on Wisconsin tribes but prior to that grade, the Native American culture is rarely brought up like the Afro American or Hispanic culture.
- I think there is great need as our schools become more racially divided and there is less time for anything that isn't ccs.
- I think this is important for students to learn when they learn about Wisconsin in 4th grade. Unfortunately, our district is focusing on reading and math (areas where we are being assessed and ranked by the State of Wisconsin) that leaves only 45 minutes per week for direct social studies instruction. That is not enough time to do justice to any social studies unit. In addition,

we only have 45 minutes a week to directly teach science. It's a real shame that the state assessments drive our instruction.

- I want to make sure we teach historically accurate facts based on evidence and not opinions.
- I wish we had time to include Wisconsin American Indians.
- Important subject but not found in current standards or political climate. Always need continuing support materials to teach it well.
- In general, content knowledge in this area is not valued. Ten to twenty years ago this was seen as important, sadly, times have really changed! I see many fourth grade teachers that have no clue when it comes to anything that has to do with state history - much less studying Native Americans. The lack of content knowledge on the part of teachers is probably not their fault. They are taught very little - and are not given time to really learn any of this. Teachers are "staff-developed" to death on testing in reading and math - there is no time for anything else. This crazy dogma of testing controls all. The only reason I have the background knowledge to teach this is that I have a B.S. in Anthropology - (Native American studies).
- It is embarrassing and shameful that we don't educate youth more about (accurate) Native American history.
- It is ignored.
- It needs to be short and thorough. The demands on education are very full.
- It's a challenge to find consistent times to teach science and social studies related topics.
- It's a tough requirement to get taken care of if you got your degree from out of state. Much less student relevancy in districts where there aren't any tribes nearby.
- It's neglected in MPS as far as I can tell.
- It's too bad that schools in Wisconsin and the U.S. have to spend so much time preparing students for standardized tests...we are missing the boat on what is important for kids.... teachers have so much pressure to teach kids to take tests that some of the very important cultural/social issues and life skills/enrichment (the arts) are being left at the wayside. There is so much to learn about Native American history/ heritage in our state...I wonder how much time teachers really have to teach it? Sad.
- It's very difficult to have time to fit everything into the curriculum. Standards are changing and teachers aren't given the resources to develop units if study, let alone time to develop these units.
- Lack of resources and integration into existing curriculum creates challenges at this time.
- My daughters go to a Catholic school and I was very pleased to see that my fourth grader had to learn the names of the Wisconsin tribes pre European arrival and currently and explain how and why the tribes "moved" over time. It was not as heavy on culture and more historical, but in an age where I, as a public school teacher, have testing of reading, math, and writing shoved down my throat, we are often told to skip science and social studies if we have to. Well, I am not skipping it and my daughter's teacher did not, either, but I can tell you that very few teachers consistently teach science and social studies. Unless the district or school makes it a priority, and mine does not, it really is up to individual teachers who feel personal responsibility, for a variety of reasons, to teach the topic, even though it is, of course, mandated by law.
- Need more time. Feel it is important but time is a problem.
- Need time.
- Sounds important but with the push about CCSS it's all about literacy, specifically reading, and nothing else now.
- The school day is packed full. My inability to teach this important material stems from lack of time and connectedness to the requirements of my grade level.

- There is very little knowledge or teaching the tribes of Wisconsin Just get rid of the stereotypes - tepees, headdresses, Indian from Thanksgiving etc.
- This important component of elementary education is being pushed out to accommodate the other requirements in the common core standards.
- Time is limited and with more regulation the curriculum is sadly getting shorter.
- Unfortunately, given the stringent requirements of the Common Core, there is less time to devote to science and social studies.
- Was a big push 20 years ago-not anymore. Those that pushed it in our curriculum retired.
- We don't do this and we need to.
- We don't have a lot of time to teach social studies anymore, so all of our units get rushed.
- We have a long way to go.
- We touch on Wisconsin American Indian history in 4th grade classrooms in which Wisconsin history is taught. The Wisconsin history materials are poor and outdated, but it's all we have available at this time. We have no American Indian students in our district, so we have little or no experience with that culture.
- We wish that we had more time to cover all Wisconsin History. It currently gets mixed into Westward Expansion.
- When the legislature takes away something from the curriculum, I might find time to include more Indian history.
- While I see the merits and the reasons for teaching it, it has become redundant and has lost meaning to kids since it is presented every year.
- With all the things we are required to teach according to common core, there just isn't time to instruct kindergarteners in American Indian history and culture. Teachers also aren't given a reason for why this is important, which makes them less motivated to teach these topics.
- With changing commitments to instructional requirements/time, this area has become rather anemic.
- With required testing and emphasis on the core standards, how will the topic be included?
- With so many things to teach - I think including American History can be difficult to be in depth with.
- With the ever-growing demands on teachers, I'm afraid Wisconsin Native American History is being neglected. I teach less of it than I did three years ago.
- You all have a lot of work to do to educate the teachers to ensure that our students know who Wisconsin's earliest settlers were.

Educational Importance and Awareness (49 comments)

- Although I have not taught Wisconsin American Indian history and culture in my two years of being a bilingual kindergarten teacher, I feel it is incredibly important to provide all Wisconsin children with a strong, rich multicultural education. Rich instruction of Wisconsin American Indian history, culture and tribal sovereignty needs to be incorporated along with the culture and history of other groups such as African-American, Latino, Jewish, German peoples.
- Appalled at lost opportunities to enrich classroom experiences because teachers still teach Indians as a concept than as specific nations with unique cultures and histories.
- As a teacher of a "special" -world language-, I am not expected to teach Wisconsin American Indian History, Culture and tribal sovereignty though I would like to.
- Being a school of northern Wisconsin, education and awareness of the Wisconsin tribes is extremely important in my opinion.
- Believe it is important.

- Definitely needs to be incorporated more, not just as a "multicultural" unit, but as a solid place in the curriculum.
- I am glad this is coming up, as it is an important component to any citizen's education. I have always found it important and in my five years of teaching, have always opened discussions about native populations with my second graders.
- I am not aware of the extent to which this is taught.
- I believe it is extremely important for educators that have a high percentage of Native American children in their school to have the necessary training and back ground knowledge to meet their learners' needs. Preparing our students to be bi-literate, bi-cultural and bi-lingual will give them more of an advantage for college and a career.
- I believe that learning about our own state's Native American History is an integral part of our children's academic career.
- I believe the study of cultures is important in solving world issues.
- I do believe that it an important piece of our heritage...though it should be done with truth in mind not the white man's view.
- I feel it is important and very interesting. I also know the students find it interesting.
- I feel it is so very important. There are too many misconceptions and negative feelings about American Indians. I hear many negative comments from educators themselves. I teach in a district that has "Indians" as their sports name. It is unbelievable how many people, including educators, that believe this is acceptable and even 'honors" the American Indians. People here really have no clue about the history or modern day life on American Indians in Wisconsin.
- I feel like is important to teach, but not sure where it should be taught.
- I feel that teaching Native American history and culture is important, as there is a high percentage of students in Wisconsin that have that background. Our school district, in particular, does have a high percentage of Native American students with that background.
- I honestly didn't realize we were required to teach this. It's a good thing.
- I learned a lot about the Wisconsin American Indian history, culture, and tribal sovereignty and I will introduce this information in my teaching.
- I like that opportunities are there for us to learn more about not only the culture, history, but also the language.
- I see great value in teaching my students about the history of the people who inhabited and influenced our state. I believe they can make connections to the stories of the many tribes of Wisconsin because I teach at a school where 90% of the students are of Latino descent and about 40% of their parents speak Spanish only. I think my students could relate to the difficulties of assimilation while trying to remain connected their culture and heritage.
- I think it is an important part of Wisconsin history and should be taught accurately.
- I think it is an important topic to teach.
- I think it is extremely important for our students to understand about our states history as it relates to the different Indian tribes in our state.
- I think it is very important and I hope all schools are following through teaching our children about indigenous people. Please get us more materials.
- I think it's a great idea. I'm glad that it is supported by our state authorities.
- I think these are great ideas and we should teach more about these issues.
- I think this is a necessary and wonderful endeavor.
- I'm surprised this has been so long in coming, but happy that this survey shows that people are thinking about a way to include this important and not often mentioned part of Wisconsin history.

- Integrating the history of Wisconsin Indian history would support a greater understanding our state history, the development of our culture, and potentially encourage a better appreciation and awareness of the unique aspects of the tribes within our state. The added focus would also allow the opportunity for accurate historical information to be shared with students.
- It continues to be a real need to promote the awareness of, and an appreciation for, the diversity and unique historical experiences of native peoples.
- It is a must to teach the true scope and sequence of Wisconsin and US History. If not, we are just teaching the same old European focused curriculum that has been around forever.
- It is an important part of our country's history, and our students need to understand the impact that European settlement had upon the culture and opportunities of the American Indians.
- It is imperative for new generations to learn the history of United States. To be involved and respect the stories of the Tribes in Wisconsin.
- It is important that when and if Wisconsin approves a Social Studies curriculum these issues are addressed. Seriously, I am a reading specialist and the materials we use in our research-based interventions do not focus on Native American cultures of Wisconsin.
- It is one of the most important topics that I teach during the year of American History instruction.
- It is very important to me to teach about, and have my students learn and understand about American Indian history, culture, and sovereignty. I feel it should be supported more with better/more materials and a local museum that truly recognizes the importance of sharing and preserving the dignity of American Indian in Wisconsin culture...on a large scale.
- Just that I think more history and culture of the Wisconsin tribes should be taught in our curriculum.
- Make it mandatory to teach it in many settings. I know a lot about the Sokaogon Chippewa, and most other tribes of Wisconsin, as I worked for Mole Lake in the Crandon school district & on the reservation. I studied a lot of the tribes out of curiosity. I was replaced because someone came in to do my job cheaper. The program ended shortly after. Hard to get the sour taste out of my mouth. I found it weird, as a Caucasian man, I knew more about Sokaogon history than a large portion of the tribe did. I feel it's important to teach all of this. There is still a lot of prejudice from both sides of the coin. Tribal history & culture can help teach mainstream society so much.
- Needs to be addressed.
- No other than it is important to teach about the Native American culture, especially in the state of Wisconsin.
- No, other than it is important to teach about the Native American culture, especially in the state of Wisconsin.
- Thanks for asking. An important subject that is completely underdeveloped.
- The Milwaukee area, especially the wetlands around the airport, was once a major source of wild rice. We need to have more available to teach all children in Milwaukee County about the contributions of the Native American peoples.
- This is very important and I believe students need to learn this material in elementary, middle and high school.
- This survey forced me to recognize that I do not teach a part of our Wisconsin history that is integral to us.
- Very important to have. My school has no Native Wisconsin Indian members in our school. I still feel it is important to teach it.
- Very important, especially from 4th grade on up.
- Was not aware of this.

- We don't live extremely close to any tribes to make a big deal about their culture. Exposure is important, but I don't feel it necessary to dwell on the topic in the class I teach.

Curriculum (46 comments)

- 5th grade works on the first people who come to the new world, all the explorers, the Native Americans on the east coast. We don't get into Wisconsin History at all.
- Along with Native American history materials I would love to have black American materials as well.
- As a teacher of English language learners I try not to teach the myths and the "traditional ways" and stories about Native Americans. It's hard to contradict the classroom teachers who are still teaching those, however.
- Given my job, it must be put in the context of teaching the State's entire history.
- I actually teach a Native American history class and incorporate WI.
- I am a new teacher in my district. Most teachers do not teach much of Wisconsin American Indian history. I have had to develop almost all of my own curriculum and find my own resources. Help in this matter would be greatly appreciated.
- I do a unit on American Indian cultures where my students pick a particular tribe to research according to their interests. They share what they learn in an acrostic poem. Each year, then, the tribes change a bit.
- I do teach the students about the early Native American tribes that were located when early exploration occurred in the northeast, southwest, Midwest, southeast, and northeast. However our curriculum doesn't have anything about teaching current tribes in WI in fifth grade. I do believe our fourth grade does work on this though.
- I feel that the 4th graders in Hurley receive an excellent education in regards to Wis. American Indians.
- I know that 4th grade teaches about WI Amer. Indian history...I teach about the Wampanoag (and apparently didn't spell their name correctly the first time that I typed it) when I teach about the history of the first Thanksgiving.
- I know that in our district this is 3rd and 4th grade curriculum in Social Studies. We discuss the term Native American in K-2, but we don't teach about the Wisconsin tribes. It would be great if we had some materials that were grade appropriate on Wisconsin tribes. There is a lot of information about Wisconsin Native Americans that I think kids our age would find interesting. Great survey. Thanks!
- I know that many teachers are not covering this content (even in my own district) thoroughly, because when I introduced a recent weaving lesson on Navajo weaving to my 3rd grade visual arts class they could not tell me which bands were located nearest to us. We have a very small population of student who belong to the Lake Superior Chippewa in our district and I was shocked that no one could come up with the Bands name when they may end up in their backyards- literally.
- I need to do a better job of adding this to my curriculum.
- I personally have learned a lot about the people and culture as I have gone through the material.
- I support more education about First Americans. I believe the best way to incorporate this is to infuse it throughout the curriculum.
- I taught about Wisconsin American Indian history several years ago when I taught U.S. history.
- I teach quite broadly about several tribes across America. I bring up tribes in the area but 4th grade in the primary grade that focuses on Wisconsin tribes. The tribe we spend the most time on is the Cherokee when we learn about bias, prejudice, and stereotyping with the Trail of

Tears. I would like to spend time learning about the tribes of Wisconsin, but I'm not sure where we would fit it in. The journey of the Oneida is about as close as we currently get.

- I teach students with significant developmental disabilities. We may celebrate Wisconsin American Indian history and culture through our curriculum of daily living, personal social and vocational skills instruction.
- I teach Title I Reading and Math and the only instruction students are getting from what I've seen and heard from other teacher is in Wisconsin History (4th grade) and some teachers teach American Indian history during Thanksgiving, but that's not Wisconsin American Indian history. The area I work in doesn't have exposure to this, so I'm guessing that is why. I did grow up in Hayward, WI and we were exposed to WI American Indian history and culture as a result of being close to the LCO tribal reservation. I think I'm fortunate to know about this culture because there are areas that don't include this in their instruction because there are no students with an American Indian background.
- I think Bayfield has come a long way. We're doing a much better job overall.
- I think it needs to be integrated into classroom instruction at every level.
- I think it should be a bigger part of the curriculum.
- I touch on topics related to the Native Americans of WI as they come up in class, but do not have any special curriculum or information about them. Usually I have to look things up when students ask questions because my background knowledge is not very complete. (I also have comments about the fact that I had no idea what CESA I'm in and not knowing nearly made me quit this survey!)
- I try to incorporate it in November around Thanksgiving; I try to take my students and drums outside in spring and fall in a drumming circle and also touch upon it around Columbus Day.
- I want to teach my students that which will help them develop and understand and cooperate with others the most.
- I was under the impression that fourth grade was responsible for teaching state history.
- I would love to teach more about the musical traditions of Wisconsin American Indians. I do have an 8th grade level band piece titled Voyagers that deals with fur trapping traditions in northern WI and trade with native Americans, but that's as close as I have gotten to teaching about American Indian culture.
- It is my understanding that the students at my school are educated about the Wisconsin American Indian history, culture, and tribal sovereignty in 4th & 5th grade. This is why my survey reflects that students are not being taught about the subject matter in my middle school classroom.
- It needs to be incorporated into US History, thereby validating Native-American history, but done without vilifying the European-Americans.
- It needs to be integrated with the regular curriculum not just one unit.
- Keep up the fight to stay a part of the curriculum!
- My third grade curriculum is to introduce students to the various Native American cultures in our country: Eastern Woodlands, Plains, Southwest, Northwest Coast, etc. It is not tribe-specific. The fourth grade curriculum spends time on Wisconsin Native Americans, but I am not familiar with their curriculum.
- Our 4th grade seems to be the "landing spot" for covering this area. But as a Wisconsin kindergarten teacher I feel ill equipped to provide culturally responsive lessons...Beyond the Thanksgiving story.
- Our 4th grade teachers do a nice job of teaching Wisconsin American Indian history and culture.
- Our 5th grade here does an American Indian unit and I need to latch onto that and incorporate those lessons.

- The 4th grade teachers at our school do an excellent job of teaching Wisconsin American history and culture. At my grade level (3), we offer an introduction.
- The students love learning about American Indians and their history.
- There is a nice effort from our school to further educate our students into Indian culture and history.
- These are covered in depth at our 4th grade level. I was not aware we were supposed to be teaching it at any other grade level.
- They do not really teach it in different classes other than History that I know of.
- This is all taught in fourth grade in our district.
- We have a teacher who teaches this to all students K-2.
- We teach about American Indian History in our US History class so we are mainly teaching about people living here before the European invasion.
- What is being taken out of our current curriculum to make room for this unit? We can't keep adding more in without taking something out.
- Wisconsin American Indian History is taught in 4th grade at our school, along with Wisconsin History. It is also expanded on in the 5th grade.
- Wishing SS and Science times have not been taken away at the lower grade levels - if we do not study the past we are bound to make the same mistakes.

Additional Resources (25 comments)

- Any additional materials would be appreciated. Students enjoy learning about Native Americans.
- I enjoy teaching about WI American Indian history, but I would like updated information. Our text doesn't cover the tribes that we need to teach for our curriculum.
- I have taught in different regions of the state. Central Wisconsin where I currently teach does not have as many resources available. Some areas do a better job than others. My current situation is not as good as the opportunities available when I taught in La Crosse.
- I think there needs to be more resources and materials provided by districts and DPI in this area. My experience with the curriculum is limited to the 4th grade level, so it's hard to say how much children of that age are developmentally ready for, but I think it's important to drastically shift our discussion of Native Americans in this country from this small piece of our history that no longer really exists (which in my experience is often what happens), to one that acknowledge the ongoing, current role that American Indian tribes/bands play in the shaping of our country.
- I would also like to see more materials offered for the early tribes such as Paleo, Archaic, Woodlands, Mississippian, Mound Builders, Oneota, Old Copper Culture, Hopewell. Materials appropriate for 4th grade since that is when WI History is taught need to be improved. I would like to see free materials and kits offered that would include readings, timelines, videos, posters, posters showing artifacts, etc. be delivered to every elementary school in the state. Get it directly into a classroom teachers hands and offer training for those interested or in need. Provide a list of free speakers around the state.
- I would appreciate any help I could get regarding the teaching of WI American Indian history, culture, and tribal sovereignty. Thanks.
- I would like more information. I'm new this year and work as an LOS.
- I would like more reading materials to help teach specifically about Wisconsin or the tribes that lived in the Great Lakes.
- I would like to include these materials.

- I would like to incorporate more instruction about the tribes into my social studies teaching. It would be nice to have some guidance (materials and PD) in how to do this well.
- I would like to learn which materials are appropriate for me to teach, and which need to be presented by a Native person.
- I would love more resources! I think there is a lot of misinformation about tribal history and current issues and don't feel confident in my own knowledge of current issues. One benefit of teaching about Tribal History is the opportunity to discuss ancestral trauma (which can be discussed for other peoples, as well) and I would love some sort of a tool kit for these lessons.
- If there is a universal in teaching, it is that we are all incredibly pressed for time. Making quality resources accessible and obvious for time-strapped teachers would be the best way to improve the instruction our students experience. Send me a link or a copy of a curriculum and I will use it!
- Make it easy for teachers to teach. Look at the civics, teacher's curriculum institute, choices curriculum and others as models. The units and lesson are so easy and engaging - it is hard to NOT teach them. Again, I cannot find ANY materials that would for use in the classroom. Is there anything about Tribal Governance? How are tribes organized, how do they provide services for their people, what is the relationship between themselves and the state and federal governments? A PowerPoint presentation of this information will not work with students. If you are wondering why this stuff is not being taught, it is because teachers are required to make up their own materials. I love doing this but - we have lots of other responsibilities and can't do it all.
- Not at this time. I teach an Area Studies of Wisconsin class and we could really use some excellent resources to better help the students.
- Rhinelander School District produced excellent materials 25+ years ago that need to be updated and distributed to school districts.
- Sadly lacking in material in classroom and lacking in curriculum.
- Someone should see to it that a collection of resources is put together that is accessible to all teachers who are responsible for teaching Wisconsin American Indian history, culture and tribal sovereignty. Personally, I doubt that many teachers are doing it or doing it well, especially if no one has done the groundwork to provide access to books, movies and other materials for their use.
- There seemed to be much more material easily available to me when the Native American Center was still on 27th Street in Milwaukee. Then from pow-wows. Not readily available.
- This is something I would love to be able to teach about, but as an ESL teacher, I don't have a lot of materials appropriate for my students to deliver instruction on Wisconsin's American Indian history, culture, and tribal sovereignty. Additionally, I received my original teaching license in Iowa and have not yet taken a class on Wisconsin's American Indians.
- We definitely need more materials. The book I am teaching from only addresses the Menominee tribe. That is moving backwards in tribal edu. Not forward.
- We do not teach about it nearly enough, our resources are exceedingly limited especially in time allotment.
- When we move to the CCSS in Social Studies, I know I will desperately need resources to teach this.
- Would be great to have resources to use and to be trained and taught history.
- Would love more resources of any kind as we focus our curriculum in the fifth grade as US History. Native Tribes are discussed numerous times throughout the units and I would love to be more informed.

Professional Development (22 comments)

- I attended the Oneida American Indian summer institute and found it very helpful. Another opportunity like this would be helpful.
- I have attended the American Indian Studies Summer Institute, Mohican History Conference, and the WIEA conference, and was a presenter at the 2009 NIEA Convention, and I learned a lot from these experiences. However, I realize more with each opportunity, that I have much to learn. When I retire, I would like to volunteer in some way that may be appropriate in local tribal communities (I am not Native). I have always considered myself to be a lifelong learner.
- I need more professional development in this area.
- I really hope to be able to have further professional development opportunities and materials. Thank you for conducting this survey with educators, as I feel this is an important piece of instruction that needs more resources!
- I thought the workshop I took with Dr. Poupart was wonderful.
- I will take the Act 31 Seminar. I am also involved with the events at the Indian Community School in Franklin. I am very interested in the preservation of native languages. I will take the Act 31 Seminar. I am also involved with the events at the Indian Community School in Franklin. I am very interested in the preservation of native languages. "There are nine different words in Maya for the color blue in the comprehensive Porra Spanish Maya Dictionary but just three Spanish translations, leaving six butterflies that can only be seen by the Maya, proving beyond doubt that when a language dies six butterflies disappear from the consciousness of the earth" (Shorris, 2000, p.43).
- I wish I knew more.
- I wish it was done more and better, media links too! I'd be very interested in learning more and doing professional development.
- I would like to know more for my students with Native American backgrounds as well as my whole class.
- I would like to learn more.
- I would love to be able to teach it, but would definitely need more training to be able to teach it accurately.
- I would love to learn more and implement more lessons about Native Americans to help my students understand the important place Native Americans hold in our history and in our contemporary society today.
- I would love to see more opportunities for professional development - I would love to attend workshops, seminars, and conferences about Wisconsin American Indian history, culture, and tribal sovereignty. It would be incredibly helpful to have some type of curriculum to use as my base. It would also be nice to have a user-friendly teacher website and then to also have a user-friendly kids website.
- I, myself, need to learn more. I would do so if I had the opportunity.
- I've attended the Native Am conference in Eau Claire for a few years. That has been very informative and has many useful resources.
- Limited to no background or support for the teaching of it.
- Limited knowledge in this area. I wish we had time to teach this!
- Madison school district needs more direction in teaching about Native Americans. Some teachers in the district still use inappropriate worksheets for activities around Thanksgiving. Lacrosse used to have amazing workshops around this subject and Madison needs some.
- More in-services
- My impression in our school district is that we have a serious need for professional development on American Indian cultures and history. Many educators are confused about what language is

even appropriate when we're talking about American Indian issues. Negative ethnic and racial stereotypes are pervasive in our community. Our school district is 97% white educators so our biases are strong and deep AND unconscious and unspoken.

- The Human Relationships Conferences in the 1990's educated me quite a bit to be prepared to teach students about American Indians in Wisconsin.
- We need more training offered by our districts on a yearly basis in the area of Wisconsin American Indian history, culture, and tribal sovereignty!

Courses/Higher Education (21 comments)

- I didn't get my license in Wisconsin. I received it in Minnesota where I went to college and I did have a college course about the local tribes in that area.
- I graduated before 1991 so I didn't receive any college training. Your survey should have a category for that. I have read books and gathered information.
- I graduated college in 1984, no training in this history and culture specifically.
- I graduated with my undergrad in 1982, so I would need some professional development and resources.
- I have a degree in Cultural Anthropology as well as my teaching license and I have not had direct instruction regarding the history, culture, or tribal sovereignty of Wisconsin American Indian history. This seems like something that should be a mandatory course for educators at all levels in Wisconsin since it is such a rich and vibrant part of our culture and history as a state. I live in La Crosse, we certainly should have better access to materials and resources but we don't and that is pretty sad!
- I obtained my grad and under grad degrees out of state, so I have limited knowledge of this subject.
- I received my license before 1991.
- I received my license in 1987 so the question 2 items back may not apply to me. Thanks for the survey! Good luck!
- I received my teaching license before 1991, and there was not an option to respond to a previous question, however we were not required to study this aspect of Wisconsin history.
- I received my teaching license in 1981 so I did not have any classes on Wisconsin American Indian history. My second degree was in 2001 and I wasn't required to take any classes then either. I'm not sure any were offered, as I probably would have taken one.
- I took my undergrad in MN and had Native American education there. I have taken post Bac classes as the one two summers ago at NGLVC UW M.
- I was educated in another state so any knowledge I have of Wisconsin American Indians is self-taught. I'm sure I need to know more than I do. I would appreciate any materials, resources, or web links on Wisconsin American Indian art and culture.
- I was grand mothered in to previous requirements when I graduated from UW-Madison in 1992 as I started my education in 1976 at UW-Madison.
- I wish there was a Master's Program in Wisconsin American Indian studies.
- I wouldn't mind taking a course or two in order to freshen up on the history of Native Americans as long as the price is reasonable.
- It would be good to offer classes with stipends and credit to help us all understand American Indian history better.
- It would make more sense to have teachers in BFSS take a class in THIS subject, NOT environmental education. That was a waste of time. This would actually be USEFUL!
- Most I learned at Gresham Community School and our teachings from UW-Eau Claire's Stockbridge-Munsee People class.

- The Act 31 class we all had to take as prospective teachers at UWM was one of the worst classes I've ever taken. I was a huge supporter of American Indian rights, but following the class led by a ranting, whining instructor, even I was fed up. Her portrayal of American Indians as people in constant need of vast amounts of government assistance was insulting and made me feel a lot less respect for the American Indian population. Luckily, my step-nieces are one quarter Menomonee and their father helps them be highly involved in their tribal traditions, so I was able to regain a positive view of American Indian life through them, but I can only imagine how many people in my class have a sour view of disrespect for American Indian culture following our instruction.
- The University of Wisconsin La Crosse offered a great 12 credit graduate experience incorporating learning about prehistoric and early historic Native Cultures in Wisconsin in a hybrid (online and face to face) format - then providing teachers with experience at an archaeological site and in the laboratory. Connections with local universities can help teachers get connected with resources and experiences that will enhance their knowledge of Native peoples, and give them the background to be able to teach about them.
- We had a college class about teaching all cultures all throughout the year, but we didn't specifically learn about teaching about Wisconsin American Indian history, culture and tribal sovereignty. We also don't have history curriculum at all for kindergarten at our school district. We celebrate holidays (ex: President's day) and such, but don't do much more with history.

Wisconsin Education Act 31 (21 comments)

- As a special education teacher, I did not know this was a requirement.
- Based on the common core standards (WI has opted not to use the nation's common core in our state for Soc. St) that the state has adopted as state wide curriculum; I have found little reference to needing to educate students on all of these tribes. I believe that there is a disconnect between the law you stated and what the state now is saying is mandatory. Even at the elementary level our curriculum is based on getting students ready to pass the standardized test given. There were zero questions about specific to tribal differences.
- I did not know this was required, I just teach about the Native Americans because I feel it is important. Whose job is it to disseminate this info to educators? Our district? I would love any materials and resources!
- I do not feel that having only one course or seminar in Wisconsin American Indian history, culture and sovereignty is sufficient preparation for teachers. I earned an interdisciplinary major in American Indian Studies and often find myself forgetting that the teachers I encounter know next to nothing about American Indians. I am often surprised at the continued acceptance of erroneous information about Native American people and tribes as correct, simply from lack of knowledge. I would like to see the requirements changed to include more course work for teacher candidates.
- I think it is important to continue to make current educators aware of what needs to be taught. I also think it's important to give teachers a guide to go by so that information is correctly presented. With the growing demands that are placed on educators each and every year, it is important that everyone gets a "refresher" course on what is required.
- I think it is important, but I think the emphasis on only Wisconsin tribes is not wise. There is a danger of teaching the history and culture of only a small portion of the entire native population of North America. Not all tribes have the same culture and history as Wisconsin tribes. It seems a bit extreme to have to teach the nations found only in Wisconsin at the expense of other Native American nations located in the United States. There is value in teaching a broader picture to help kids understand our history. It is not important that kids know the isolated facts

of 6 or 7 nations but that they understand similarities and differences in the cultures of groups of people and the impact of the interactions between these nations, both with each other and with the European settlers and American government. I do not want my learners to grow up thinking the only Native American nations are those found in Wisconsin and Wisconsin's law requiring we teach these in isolation creates the potential for that situation. That is why I incorporate the study into a broader study of Native Americans.

- I'm not sure how it fits within the requirements of common core. I'm not sure that it requires the intense study that seems to be insinuated by this survey.
- It is needed in our state, and I hope the requirement doesn't "go away." I also hope a greater awareness/emphasis is placed on it.
- It will be interesting to see how the new social studies standards address the Wisconsin bands!
- It's a great requirement, thanks.
- National and State level tests dominate all issues in education, soon teacher pay will be based on student performance on these tests, there is no way in reality to effectively teach Act 31 with school accountability looming over the heads of all teachers. I believe that Act 31 is more important, relevant and more interesting than many of the things the governor's association is pushing with the Common Core Standards, until we get those who have zero basis in education, legislators out of education, schooling will continue to be forced to dismiss important issues.
- Our school district does not require the teaching of Wisconsin American Indian history, culture, and tribal sovereignty at every grade level.
- These are not being taught in the Public School in my area (Menomonie). Native American staff should be recognized, heard, and honored within the school and system. Only one staff member stood up and spoke for the change of the racist logo in Menomonie--a Native American staff member. The Native people, history, and culture are not honored in the school system of Menomonie.
- These benchmarks are not part of our instruction in my district at all.
- This has not been discussed in my district for more than 10 years.
- What is it?
- What is required amount of time or material that we are supposed to cover?
- Where does it fit in the state curriculum and common core standards in social studies?
- Where is this located in the common core?
- Why not teach about all the immigrant populations that settled in WI? I would bet Native Americans wouldn't be able to identify their tribal orientations. Why is this yet another responsibility of public education? I would like to see these kinds of topics taught by the families.
- Yes. I believe it is discriminatory to require teachers to talk about one ethnicity/minority group. I think it's insane that I couldn't get my teacher's license until I took a cultural diversity class that specifically mentions Indian bands in Wisconsin. Don't we live in a democracy, not a socialistic state where you are told you have to study one culture?

Do Not Teach in This Area (13 comments)

- I actually am the media specialist, so I don't teach the social studies curriculum on my own.
- I don't teach it because as far as I know, it is not a part of the 3rd grade curriculum. If I were expected to include it (and I am all for the teaching of other cultures), I would need training and resources, as I feel very unprepared right now.
- I don't think this is a part of the 6th grade curriculum. I know it is taught in 4th grade as part of the history of Wisconsin. I can't recall if we learned specific information about tribes during my

teacher training program, however, we did discuss the inclusion of it and also the idea of being inclusive to those cultures.

- I have just left the classroom for a Literacy Coach position, so as of January I no longer teach history, social studies.
- I have not really taught that much about Native Americans. I am an ELL teacher and often teach more grammar and English structure. I have not really had a position where I was responsible for teaching it. I have tried to incorporate it through literature but am not always sure what literature is accurate to portray certain tribes and not stereotypical.
- I wish I still had the opportunity to teach it. We usually covered issues of sovereignty, culture and history in our sophomore and junior American Studies courses.
- It is not taught in my school we only do reading and math.
- Just a note that I teach Ancient Civilizations of the Eastern Hemisphere. Most often, I do not touch on the Western Hemisphere at all. It would only be included if I teach a separate lesson for a special reason. Thank you.
- My job as a general music teacher is to get kids involved in music and get them thinking on a larger scale.
- No, except that you should screen who you send this survey to. I am not a regular educator in a classroom.
- Only that with the students I work with it is not a topic that would be appropriate to teach at this time. My students are learning basic academic and life skills at this time.
- Reading specialist.
- Sorry I teach math and language arts. I sometimes help my students with their SS tests but they have not taken one on American Indians yet.

Age/Grade Level-Appropriate Curriculum (12 comments)

- As previously stated - curriculum needs to be age appropriate for our young children. They don't necessarily understand.
- Grade level material.
- Have a wide reading range for elementary students. Many students cannot access the vocabulary in texts.
- How do you see this fitting into 4K?
- I think of it as more relevant at the upper grades, rather than K-1 in a bilingual school setting.
- I would love to include more at the 1st grade level.
- It is very important, but not something we teach at the 4K level.
- It needs to start at the Kindergarten level and build up.
- Love to include at primary level if appropriate.
- Not really...I would love to see it taught beginning at the earliest levels as we learn about all races and cultures in our school district.
- There must be a need for age appropriate resources and training.
- This is challenging to teach these things in 2nd grade because the information available is challenging for these young learners.

Tribal Members (12 comments)

- As a Native American, I have a unique ability to teach about my own history. I wish we taught history contemporary to ancient instead of past to present.
- As a white man teaching music on an Indian reservation, we have to be careful to not step on any toes about the info we are teaching about Indians in Wisconsin. The best source we can go

to is the Indians themselves. Wisconsin should do its people a service to educate about the existing tribes in Wisconsin.

- History and geography are closely related. The ability of Native people to live and coexist in the Northwoods is a testament to ingenuity and real science, which captures the child's imagination. It is not the people in Indian costumes, but humans living in a harmonious state with nature, the effects of migration and the challenges of conquest.
- I am an ESL teacher, so I do not teach Indigenous people curriculum on a regular basis or hardly ever. However, in the mainstream classrooms, I wish there was more culturally responsive literature produced by Native Americans used in these units. In my opinion, we do not take advantage of our local tribes enough. It would be very easy to bring a speaker in from the Ho Chunk Nation, but I have never seen that done before.
- I have personal experience as I have lived among and served among several nations for summer mission trips. These include Cherokee Nation in Carolina, Navajo in Arizona, Blackfeet Nation in Browning MT, and this summer with the Chititachow Choctaw in Louisiana. These experiences have been the best teacher of the current lives of these people groups.
- I very much enjoy teaching Native American history and culture. I'd always like to learn more and have more materials, especially visits by tribal elders, etc.
- I would like to link with local nations for instructional purposes.
- I'm fortunate to be working in a school that serves mostly students who are Ojibwe and with a staff that is all tribally enrolled. I know this is not the typical set-up; however, we need to do more to get more Native teachers.
- It is difficult to accurately judge how many instructional hours we spend in my classroom talking about WI American Indian history, culture, and rival sovereignty because we really do incorporate people's stories throughout our daily lessons, trying to integrate subjects and history and current events across content areas. I would love to have more contact with local Native groups to have people volunteer in my classroom or visit as guests to speak, so that even more daily integration of history, culture, and current events could happen.
- It is great. I lived on reservations and am aware that next to nothing is known about our tribes here.
- Some of the district offerings have been helpful, but some district Indian leaders discourage doing things in the classroom. Therefore we do less and less- EX. No more pilgrim/Indian school plays at Thanksgiving, have speakers in to talk about Pow Wows - it just doesn't get mentioned anymore.
- This is probably one of the most interesting units I teach for my students and for me. However, I feel inadequate to really teach this well since I am not an American Indian. I am unsure of myself especially when it comes to the culture and beliefs. It would be nice to have someone to tell me what is acceptable in terms of generalizing to students what the religious and spiritual beliefs are all about. From what I have read, it is not truly possible to fully understand since I am not American Indian. I also feel very unsure of myself when I teach this unit when I have an American Indian child in my classroom. At the beginning of my career, 24 years ago, I had a child in my room who was part Menominee. He enjoyed the unit until one day when I must've said the wrong thing or other students said the wrong thing and he shut down. The parents didn't know what happened either. So, I've been extremely careful since that time. It would be great if someone could tell me what not to say as well as what to say. I still feel bad about that young boy and I do NOT want to continue any negative stereotypes.

Current Events/Contemporary Issues (10 comments)

- Honestly, this is by far my favorite unit to teach. I wish I could teach this for an entire semester. Seventh graders do not have a strong knowledge base of Wisconsin history, so many find this topic very interesting and become aware of current events that continue to plague Wisconsin tribes today. I have picked up information here and there and continue to build my own curriculum, but I continually question myself whether or not I am hitting the "right spots" in regard to Wisconsin tribes. (Also, I have been teaching for 25 years, so I did not answer the previous question about having college courses teaching about Wisconsin Indian culture, etc.)
- I am part Oneida and an art teacher. I see students learning history but not learning where tribes are today (culturally, politically). Basically, who WI Indians are today.
- I do think we need to cover this better and more thoroughly in general. I think the link between NA culture, historical treaty rights and today's sometimes controversial topics are very important for student understanding.
- I think the water rights and First Nations movement is important for all of Wisconsin and the world.
- I wish everyone would teach more about current events and issues in the American Indian community.
- In Prairie du Chien they recognize the Indians with sculptures on their island park, so why can't their school keep their mascot? This is confusing, as they recognize the Indians.
- More is better...We need to have more knowledge of "real" tribal history and how and where the Nations function today.
- Students need to learn that American Indians aren't just from the Wild West days. They need to know that like everyone else they have jobs, cars, houses, go to grocery stores, they wear the same clothes, etc.
- We continue to fight the good fight pertaining to Indian mascots.
- Yes, more information about how tribes or groups feel about the recent bill passed by the state house regarding "Indian mascots" that info would be a strong way to compare the fight against negative stereotypes re: First Peoples and other underrepresented groups.

Internet/Online Resources/Technology (7 comments)

- Free available on line resources at a basic reading level for primary students would be greatly appreciated.
- Here are several outstanding examples I use when teaching history. Think of these when you create content for teachers: The DBQ Project / <http://www.dbqproject.com>. Reading Like A Historian: <http://sheg.stanford.edu/rh>. This American Life: Little War on the Prairie. This podcast allows my students to listen to someone actually do history instead of simply being told history. <http://www.thisamericanlife.org/radio-archives/episode/479/little-war-on-the-prairie>.
- I love it! I just wish we had more information and tools in order to teach this. Online resources would be great! Integration with Reading a-z would also be great! Maybe a close reading pack?
- I spent a lot of time teaching these topics when I was a brick and mortar 4th grade teacher. The topic I had the least up to date information on was the tribal sovereignty. I would be interested in any web-based materials I could share with my two 4th grade students.
- I was very grateful for the online course that I completed through EdNova. My views were changed after learning more about the history, culture and tribal sovereignty of the Wisconsin Indian tribes. Since finishing the class, I have begun teaching more American Indian songs in my music class. I have also hung several pictures of American Indians in my classroom.

- If you get resources online, get a way to market them to the teachers such as on the DPI site, but send info to curriculum coordinators that the "stuff" is there so they can forward it to 4th grade teachers.
- It would be nice to see a compendium of resources (website) that compares and contrasts the Indian nations of Wisconsin. Things to include: timelines, cultural traditions, art, music, food, tools, and how they honored and worked with the land/natural resources.

Don't Know (5 comments)

- I am now feeling guilty, once again, that there is something I'm supposed to be teaching that my students aren't getting... and I'm wondering what tribal "sovereignty" means? If I don't know it, my students certainly don't. I know I'm not alone in feeling this way.
- I don't feel that I know enough about it myself to do the topic justice in my 4th grade classroom.
- I don't have any background in this area.
- I don't know much about it.
- I don't know what tribal sovereignty is.

Accountability (3 comments)

- Accountability by teachers to ensure it's being done.
- I think teachers need to do more!
- Not enough is done to ensure or hold schools accountable for teaching WI American Indian history, culture, and tribal sovereignty. The same is true for teacher professional development or training to get a license. Most university programs offer a "seminar" and consider it done. What little I teach I have been motivated to do so because of my background before getting a teacher license. I studied Native American Law in law school and took several undergraduate history and anthropology classes as a history major in undergrad. My goal is to keep incorporating the culture, history and sovereignty of our local tribes into the general curriculum of my classroom but I'm motivated to do so because of my own experience. More needs to be done to help those who are not.

Wisconsin Department of Public Instruction (3 comments)

- How has the need to teach these issues been communicated through DPI and/or school districts throughout WI?
- I feel that schools should be provided with additional resources from the DPI in order for schools to effectively deliver instruction to students in this area.
- Seriously, barking up the wrong tree. Get on DPI to change the standards sooner.

Presentation/Special Events (3 comments)

- I apologize for not recalling the American Indian presenter, Excellent, Mr., an American Indian himself, presented at UW Milwaukee in 1996 or 1997. He shared the American experience explicitly! Fantastic speaker!
- I would really appreciate speakers in our area of Superior to come in and teach to the children. I would like a list of resource names, places to go for field trips to learn more about the Native American Culture and Tribes in this area.
- Our school hosts a pow-wow every spring and there are a number of informational type emails, flyers, books, etc. given during that time.

Art and Artifacts (2 comments)

- As an art teacher, I consider this to be very important. Many students in our area do have Native American families and relatives, and the fourth grade curriculum does focus on Wisconsin American history and culture. I try to expose the students to the great traditions in pottery, woodworking, leather crafts, weaving etc. from Wisconsin and other parts of North America as well.
- Over the past few years I have gotten involved with the Oneida Nation Arts Program and hosted a Native American artist for a weeklong residency each year. It was a wonderful experience for my students and I really learned a lot as well.

Field Trips (2 comments)

- Our students love visiting the arboretum and locating the effigy mounds and glacier formations they find there. We integrate the historical text with more current fictional stories in reading class. This often gets students thinking about the relevant issues and the strong culture that still exists today. This unit gets more of my class time than any other. It's our beginning story...it's our legacy today.
- The students really enjoy the unit and would love to be closer to the Lac Du Flambeau museum for a field trip.

Miscellaneous (8 comments)

- I want to know about TBI and blindness-low vision.
- It should be important to ask level/ subject area taught to be able to separate data.
- Lacrosse has become very popular in our area. I would like to have correct information about the game's history as well as other games and activities that I could share with my students.
- Should I teach using the term Native American or American Indian?
- Sorry I don't do more.
- Sounds interesting.
- Thank you for asking. I look forward to hearing more from you.
- We support several Native American families in Pine Ridge and we value Native Americans and their customs and are saddened to see the conditions they live in. We have made it our mission to do what we can to help these families but they don't have the same resources Wisconsin Native Americans have and it's like living in a Third World country even though it's only a few states away. It's a crime more people in our country don't know or don't care about Native Americans.

Appendix C – Quantitative Summary of Responses by Question - Administrator
2014 Wisconsin Education Act 31 Administrator Survey
381 Responses

Q1 What position do you hold in your school or district? n = 381

7% Superintendent/District Administrator
88% Principal
6% Other, please specify: **See Appendix B**

*Q2 Which grade levels does your school or district include? **Select all that apply.** n = 381*

41% Kindergarten and below
65% Elementary grades
55% Middle school grades
50% High school grades

Q3 Does your school or district curriculum include instruction about Wisconsin American Indian tribes and bands in terms of: n = 379

	Yes	Under development/ In-process	No
History?	92%	3%	5%
Culture?	86%	7%	7%
Tribal Sovereignty?	54%	15%	31%

*Q4 In which grade levels does your school or district include instruction about Wisconsin American Indian tribes and bands? **Select all that apply.** n = 366*

6% Kindergarten and below
77% Elementary grades
45% Middle school grades
46% High school grades

*Q5 In which of the following curricular areas does your school or district include content about Wisconsin American Indian tribes and bands? **Select all that apply.** n = 366*

99% Social Studies
39% English/Language Arts
34% Art
23% Music
39% Reading
2% Math
5% Science
4% Other, please specify: **See Appendix B**

*Q6 From the following list, please select any of the resources that your school or district currently uses to teach about Wisconsin American Indian tribes and bands. **Select all that apply.** n = 338*

- 16% Curriculum developed by American Indians
- 27% American Indian guest speakers or first person accounts
- 7% Tribal officials
- 41% Written materials by American Indian authors
- 35% Demonstrations of customs, food, or cultural practices
- 33% Curriculum developed by individual schools in your district
- 43% Curriculum developed by your district
- 11% Material prepared by CESA
- 35% Wisconsin Department of Public Instruction
- 71% Textbooks
- 49% Periodicals, current events, newspapers
- 54% Video's or DVD's
- 10% Internet, please specify: **See Appendix B**
- 5% Other, please specify: **See Appendix B**

Q7 Do you think your school or district needs additional instructional material or professional development regarding the teaching of Wisconsin American Indian tribes and bands? n =328

	Need Instructional Materials		Need Professional Development	
	Yes	No	Yes	No
History	52%	48%	59%	41%
Culture	69%	31%	47%	53%
Tribal Sovereignty	51%	49%	56%	44%

*Q8 If you need professional development on the history, culture, or tribal sovereignty of Wisconsin American Indian tribes and bands, which of the following would you likely attend? **Select all that apply.** n = 205*

- 26% Credit class
- 65% Webinar
- 47% Non-credit workshop
- 36% American Indian Studies Summer Institute (Wisconsin Department of Public Instruction)
- 5% Other, please specify: **See Appendix B**

Q9 What is the approximate percentage of American Indian students enrolled in your school or district? n = 340

- 65% Less than 1 percent
- 26% 1.1 percent to 5.0 percent
- 4% 5.1 to 10 percent
- 5% 10.1 or more percent

Q10 In which Cooperative Educational Service Agency (CESA) is your school or district located?
n = 340

13% CESA 1
14% CESA 2
5% CESA 3
6% CESA 4
11% CESA 5
11% CESA 6
9% CESA 7
4% CESA 8
5% CESA 9
5% CESA 10
11% CESA 11
5% CESA 12

*Q11 Do you have additional comments regarding the teaching of Wisconsin American Indian history, culture, and tribal sovereignty in your school or district? **See Appendix B***

Appendix C – Quantitative Summary of Responses by Question - Teacher
2014 Wisconsin Education Act 31 Teacher Survey
1,726 Responses

*Q1 What grades do you teach? **Select all that apply.** n = 1,721*

10% 4K
31% Kindergarten
32% 1st Grade
34% 2nd Grade
37% 3rd Grade
40% 4th Grade
36% 5th Grade
18% 6th Grade
16% 7th Grade
15% 8th Grade
11% 9th Grade
11% 10th Grade
12% 11th Grade
11% 12th Grade

*Q2a From the list below, which Wisconsin American Indian tribes and bands do you include in your instruction? **Select all that apply.** n = 709*

21% Bad River Band of the Lake Superior Chippewa
6% Brothertown
23% Forest County Potawatomi Community
56% Ho-Chunk Nation
23% Lac Courte Oreilles Band of Lake Superior Chippewa
29% Lac du Flambeau Band of Lake Superior Chippewa
59% Menominee Indian Tribe of Wisconsin
59% Oneida Nation of Wisconsin
19% Red Cliff Band of Lake Superior Chippewa
21% Saint Croix Chippewa Community
12% Sokaogon (Mole Lake) Chippewa Community
19% Stockbridge-Munsee Band of Mohican Indians

*Q2b Which other non-Wisconsin American Indian nation(s) do you teach? Please specify. **See Appendix B***

*Q3 Which of the following areas do you include in your instruction about Wisconsin American Indian tribes and bands? **Select all that apply.** n = 1,646 total, n = 829, those who teach this material*

n = 1,636, all respondents to question

10% Contemporary tribal issues

39% Culture

42% History

10% Tribal sovereignty

50% Do not teach

n = 829, those who teach this material

20% Contemporary tribal issues

77% Culture

84% History

20% Tribal sovereignty

Q4 If you teach about Wisconsin American Indian tribes and bands, is the material part of a single unit, integrated throughout your curriculum, or both? n = 804

31% Single unit

41% Integrated

28% Both

Q5 Approximately how many classroom contact hours do you spend per school year teaching about Wisconsin American Indian tribes and bands? Please estimate contact hours as a number (example: 15). Leave "0" if you do not teach about Wisconsin American Indian tribes and bands. n = 744

Average = 11 hours Classroom Contact Hours per School Year

Mean	11
Median	6
Mode	10
Standard Deviation	20
Minimum	0.1
Maximum	300
Count	744

*Q6 What tools do you use to assess students' understanding of instruction about Wisconsin American Indian tribes and bands? **Select all that apply.** n = 777*

37% Oral reports or orally presented projects

60% Question and answer

36% Quizzes or tests

35% Visual cues in class in students' faces and body language

25% Written reports

56% Projects

16% Other, please specify: **See Appendix B**

Q7 From the following list, please select any of the resources that your school currently uses to teach about Wisconsin American Indian tribes and bands. **Select all that apply.** n = 738

- 17% Curriculum developed by American Indians
- 21% American Indian guest speakers or first person accounts
- 5% Tribal officials
- 33% Written materials by American Indian authors
- 28% Demonstrations of customs, foods, or cultural practices
- 15% Curriculum developed by individual schools in your district
- 20% Curriculum developed by your district
- 6% Material prepared by CESA
- 16% Wisconsin Department of Public Instruction
- 54% Textbooks
- 33% Periodicals, current events, newspapers
- 52% Video's or DVD's
- 21% Internet, please specify: **See Appendix B**
- 16% Other, please specify: **See Appendix B**

Q8 What **one** resource have you found to be the **most** helpful when teaching about Wisconsin American Indian tribes and bands? What made it helpful? **See Appendix B**

Q9 Please indicate your needs with respect to additional instructional material or professional development regarding the teaching of Wisconsin American Indian tribes and bands: n = 1,414

	Need Instructional Material		Need Professional Development	
	Yes	No	Yes	No
History	68%	32%	73%	27%
Culture	72%	28%	60%	40%
Tribal Sovereignty	64%	36%	65%	35%

Q10 What is your **wish list** for curriculum and instructional materials to support your teaching about Wisconsin American Indians and tribes and bands? **See Appendix B**

Q11 If you received your Wisconsin teaching licensure after 1991, did you receive college level instruction in the history, culture, and tribal sovereignty of Wisconsin American Indian tribes and bands as part of your teacher training? n = 1,250

- 38% Yes
- 25% Not sure/Don't recall
- 38% No

*Q12 If yes, how did you receive that training? **Select all that apply.** n = 466*

- 15% Informal learning opportunities
- 29% Instruction across several classes in the teacher education curriculum
- 52% Instruction in one class only
- 23% Required reading/resource list
- 14% Special workshop, seminar or institute offered by another entity than the school
- 17% Special workshop, seminar or institute offered by the school
- 4% Online instruction or course, please specify: **See Appendix B**
- 9% Other, please specify: **See Appendix B**

Q13 In which Cooperative Educational Service Agency (CESA) is your school or district located? n = 1,351

- 17% CESA 1
- 14% CESA 2
- 6% CESA 3
- 6% CESA 4
- 8% CESA 5
- 15% CESA 6
- 10% CESA 7
- 3% CESA 8
- 4% CESA 9
- 5% CESA 10
- 7% CESA 11
- 4% CESA 12

*Q14 Do you have additional comments regarding the teaching of Wisconsin American Indian history, culture, and tribal sovereignty? **See Appendix B***

Appendix D – Survey Instruments

Act 31 Administrator

Wisconsin Education Act 31 (1989/1991) refers to the statutory requirement that all public school districts provide instruction in the history, culture, and tribal sovereignty of the eleven federally-recognized American Indian tribes and bands in the state. This survey will be used to determine how state and tribal agencies can provide information, training, and technical assistance to school districts in teaching about Wisconsin American Indian sovereign nations.

The survey was designed by and in cooperation and partnership with the Wisconsin Department of Public Instruction, Wisconsin Historical Society (WHS) Wisconsin Indian Education Association (WIEA), Wisconsin Media Lab, Wisconsin Public Television (WPT), University of Wisconsin – Extension, University of Wisconsin – Green Bay (First Nations Studies Program), University of Wisconsin – Madison (School of Education) and the Survey Research Center at the University of Wisconsin – River Falls.

In your role as an administrator, we invite you to participate in the survey. It should only take about 15 minutes of your time. Your participation is voluntary but would be greatly appreciated. Responses for the survey will remain anonymous. Thank you.

If you have any questions about the motivation for and use of the survey data or survey content, please contact David O'Connor, American Indian Studies Consultant, Wisconsin Department of Public Instruction at david.o'connor@dpi.wi.gov.

If you have technical problems accessing the survey, please contact Shelly Hadley, Research Specialist, Survey Research Center, University of Wisconsin – River Falls at michelle.hadley@uwrf.edu.

Q1 What position do you hold in your school or district?

- ☐ Superintendent/District Administrator
- ☐ Principal
- ☐ Other, please specify: _____

Q2 Which grade levels does your school or district include? **Select all that apply.**

- ☐ Kindergarten and below
- ☐ Elementary grades
- ☐ Middle school grades
- ☐ High school grades

Q3 Does your school or district curriculum include instruction about Wisconsin American Indian tribes and bands in terms of:

	Yes	Under development/ In-process	No
History?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tribal Sovereignty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 In which grade levels does your school or district include instruction about Wisconsin American Indian tribes and bands? **Select all that apply.**

- ☐ Kindergarten and below
- ☐ Elementary grades
- ☐ Middle school grades
- ☐ High school grades

Q5 In which of the following curricular areas does your school or district include content about Wisconsin American Indian tribes and bands? **Select all that apply.**

- ☐ Social Studies
- ☐ English/Language Arts
- ☐ Art
- ☐ Music
- ☐ Reading
- ☐ Math
- ☐ Science
- ☐ Other, please specify: _____

Q6 From the following list please select any of the resources that your school or district currently uses to teach about Wisconsin American Indian tribes and bands. **Select all that apply.**

- ☐ Curriculum developed by American Indians
- ☐ American Indian guest speakers or first person accounts
- ☐ Tribal officials
- ☐ Written materials by American Indian authors
- ☐ Demonstrations of customs, food, or cultural practices
- ☐ Curriculum developed by individual schools in your district
- ☐ Curriculum developed by your district
- ☐ Material prepared by CESA
- ☐ Wisconsin Department of Public Instruction
- ☐ Textbooks
- ☐ Periodicals, current events, newspapers
- ☐ Video's or DVD's
- ☐ Internet, please specify: _____
- ☐ Other, please specify _____

Q7 Do you think your school or district needs additional instructional material or professional development regarding the teaching of Wisconsin American Indian tribes and bands?

	Need Instructional Materials		Need Professional Development	
	Yes	No	Yes	No
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tribal Sovereignty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 If you need professional development on the history, culture, or tribal sovereignty of Wisconsin American Indian tribes and bands, which of the following would you likely attend? **Select all that apply.**

- ☐ Credit class
- ☐ Webinar
- ☐ Non-credit workshop
- ☐ American Indian Studies Summer Institute (Wisconsin Department of Public Instruction)
- ☐ Other, please specify: _____

Q9 What is the approximate percentage of American Indian students enrolled in your school or district?

- ☐ Less than 1 percent
- ☐ 1.1 percent to 5.0 percent
- ☐ 5.1 to 10 percent
- ☐ 10.1 or more percent

Q10 In which Cooperative Educational Service Agency (CESA) is your school or district located?

- ☐ CESA 1
- ☐ CESA 2
- ☐ CESA 3
- ☐ CESA 4
- ☐ CESA 5
- ☐ CESA 6
- ☐ CESA 7
- ☐ CESA 8
- ☐ CESA 9
- ☐ CESA 10
- ☐ CESA 11
- ☐ CESA 12

Q11 Do you have additional comments regarding the teaching of Wisconsin American Indian history, culture, and tribal sovereignty in your school or district?

Act 31 Teacher

Wisconsin Education Act 31 (1989/1991) refers to the statutory requirement that all public school districts provide instruction in the history, culture, and tribal sovereignty of the eleven federally-recognized American Indian tribes and bands in the state. This survey will be used to determine how state and tribal agencies can provide information, training, and technical assistance to school districts in teaching about Wisconsin American Indian sovereign nations.

The survey was designed by and in cooperation and partnership with the Wisconsin Department of Public Instruction, Wisconsin Historical Society (WHS) Wisconsin Indian Education Association (WIEA), Wisconsin Media Lab, Wisconsin Public Television (WPT), University of Wisconsin – Extension, University of Wisconsin – Green Bay (First Nations Studies Program), University of Wisconsin – Madison (School of Education) and the Survey Research Center at the University of Wisconsin – River Falls.

In your role as a teacher, we invite you to participate in the survey. It should only take about 20 minutes of your time. Your participation is voluntary but would be greatly appreciated. Responses for the survey will remain anonymous. Thank you.

If you have any questions about the motivation for and use of the survey data or survey content, please contact David O'Connor, American Indian Studies Consultant, Wisconsin Department of Public Instruction at david.o'connor@dpi.wi.gov.

If you have technical problems accessing the survey, please contact Shelly Hadley, Research Specialist, Survey Research Center, University of Wisconsin – River Falls at michelle.hadley@uwrf.edu.

Q1 What grades do you teach? **Select all that apply.**

- ☐ 4K
- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

Q2a From the list below, which Wisconsin American Indian tribes and bands do you include in your instruction? **Select all that apply.**

- ☐ Bad River Band of the Lake Superior Chippewa
- ☐ Brothertown
- ☐ Forest County Potawatomi Community
- ☐ Ho-Chunk Nation
- ☐ Lac Courte Oreilles Band of Lake Superior Chippewa
- ☐ Lac du Flambeau Band of Lake Superior Chippewa
- ☐ Menominee Indian Tribe of Wisconsin
- ☐ Oneida Nation of Wisconsin
- ☐ Red Cliff Band of Lake Superior Chippewa
- ☐ Saint Croix Chippewa Community
- ☐ Sokaogon (Mole Lake) Chippewa Community
- ☐ Stockbridge-Munsee Band of Mohican Indians

Q2b Which other non-Wisconsin American Indian nation(s) do you teach? **Please specify.**

Q3 Which of the following areas do you include in your instruction about Wisconsin American Indian tribes and bands? **Select all that apply.**

- ☐ Contemporary tribal issues
- ☐ Culture
- ☐ History
- ☐ Tribal sovereignty
- ☐ Do not teach

Q4 If you teach about Wisconsin American Indian tribes and bands, is the material part of a single unit, integrated throughout your curriculum, or both?

- ☐ Single unit
- ☐ Integrated
- ☐ Both

Q5 Approximately how many classroom contact hours do you spend per school year teaching about Wisconsin American Indian tribes and bands? Please estimate contact hours as a number (example: 15). Leave "0" if you do not teach about Wisconsin American Indian tribes and bands.

_____ Classroom Contact Hours Per School Year

Q6 What tools do you use to assess students' understanding of instruction about Wisconsin American Indian tribes and bands? **Select all that apply.**

- ☐ Oral reports or orally presented projects
- ☐ Question and answer
- ☐ Quizzes or tests
- ☐ Visual cues in class in students' faces and body language
- ☐ Written reports
- ☐ Projects
- ☐ Other, please specify: _____

Q7 From the following list, please select any of the resources that your school currently uses to teach about Wisconsin American Indian tribes and bands. **Select all that apply.**

- ☐ Curriculum developed by American Indians
- ☐ American Indian guest speakers or first person accounts
- ☐ Tribal officials
- ☐ Written materials by American Indian authors
- ☐ Demonstrations of customs, foods, or cultural practices
- ☐ Curriculum developed by individual schools in your district
- ☐ Curriculum developed by your district
- ☐ Material prepared by CESA
- ☐ Wisconsin Department of Public Instruction
- ☐ Textbooks
- ☐ Periodicals, current events, newspapers
- ☐ Video's or DVD's
- ☐ Internet, please specify: _____
- ☐ Other, please specify _____

Q8 What **one** resource have you found to be the **most** helpful when teaching about Wisconsin American Indian tribes and bands? What made it helpful?

Q9 Please indicate your needs with respect to additional instructional material or professional development regarding the teaching of Wisconsin American Indian tribes and bands:

	Need Instructional Material		Need Professional Development	
	Yes	No	Yes	No
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tribal Sovereignty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 What is your **wish list** for curriculum and instructional materials to support your teaching about Wisconsin American Indians and tribes and bands?

Q11 If you received your Wisconsin teaching licensure after 1991, did you receive college level instruction in the history, culture, and tribal sovereignty of Wisconsin American Indian tribes and bands as part of your teacher training?

- ☐ Yes
- ☐ Not sure/Don't recall
- ☐ No

Q12 If yes, how did you receive that training? **Select all that apply.**

- ☐ Informal learning opportunities
- ☐ Instruction across several classes in the teacher education curriculum
- ☐ Instruction in one class only
- ☐ Required reading/resource list
- ☐ Special workshop, seminar or institute offered by another entity than the school
- ☐ Special workshop, seminar or institute offered by the school
- ☐ Online instruction or course, please specify: _____
- ☐ Other, please specify: _____

Q13 In which Cooperative Educational Service Agency (CESA) is your school or district located?

- ☐ CESA 1
- ☐ CESA 2
- ☐ CESA 3
- ☐ CESA 4
- ☐ CESA 5
- ☐ CESA 6
- ☐ CESA 7
- ☐ CESA 8
- ☐ CESA 9
- ☐ CESA 10
- ☐ CESA 11
- ☐ CESA 12

Q14 Do you have additional comments regarding the teaching of Wisconsin American Indian history, culture, and tribal sovereignty?

Appendix E – Wisconsin School Statutes

State statutes relating to the Instruction in Wisconsin American Indian History, Culture and Tribal Sovereignty

Statutes and Rules

§115.28(17)(d), Wis Stats.

General duties. The state superintendent shall:

(17) AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§118.01(2)(c)(7.and 8.), Wis Stats.

Educational goals and expectations.

(2) EDUCATIONAL GOALS. . .each school board shall provide an instructional program designed to give pupils:

7. An appreciation and understanding of different value systems and cultures.

8. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics.

§118.19(8), Wis Stats.

Teacher certificates and licenses.

(8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

§121.02, Wis Stats.

School district standards.

(1) Except as provided in §118.40 (2r)(d), each school board shall:

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

* * *

(L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

THE ACT 31 INITIATIVE

Teaching Wisconsin Tribal History, Culture and Sovereignty

A wide range of partners throughout the state have joined forces to embark upon an ambitious, multi-year, multi-media initiative focused on the American Indian tribes located in Wisconsin. Endorsed by the Great Lakes Inter-Tribal Council, this coalition is collaboratively investigating the reasons for the shortfalls of Act 31 implementation, addressing those issues in a combined effort, and collecting their individual production of materials into a common resource of accurate and Wisconsin-appropriate videos, books and educational aids for teachers, students and the general public.

The Act 31 Coalition

The Wisconsin Indian Education Association, working to strengthen 1989's Wisconsin Act 31, which mandates schools to educate students about the Wisconsin tribes; requires pre-service and in-service teachers to be certified competent to teach students about Native American culture, history and tribal sovereignty; and asks school districts to provide instructional materials which reflect the diversity of the state.

The Wisconsin Media Lab, whose curriculum-focused online video project titled *The Ways* profiles contemporary Indian life for grades 6-12.

The Wisconsin Historical Society and their numerous books and publications focused on American Indians, including the revised edition of Professor Patty Loew's *Indian Nations of Wisconsin: Histories of Endurance and Renewal*.

The Wisconsin Department of Public Instruction, which provides in-service training with its annual American Indian Studies Summer Institute for teachers.

The University of Wisconsin-Madison, School of Education, where the Act 31 mandate for pre-service teacher training in Native American history and sovereignty is continually evolving.

The University of Wisconsin Cooperative Extension's Community Development Educators, working to increase the flow of accurate and unbiased communication between tribal and non-tribal communities.

The University of Wisconsin-Green Bay, First Nation Studies Program, whose efforts are premised upon the 4 Rs of the tribal world: Respect, Relationship, Reciprocity and Responsibility.

The University of Wisconsin-Eau Claire, American Indian Studies Program, studying the cultures, values, histories, and contemporary lives of the indigenous nations and peoples of North America.

The University of Wisconsin-Madison's Tribal Libraries, Archives, and Museums (TLAM) Project, incorporating American Indian topics into Library and Information Studies education.

Wisconsin Public Television, currently in production on a series of twelve 30-minute programs presenting the stories of the Wisconsin Nations as told by tribal members in their own voices, thus creating accurate and culturally-sensitive portraits of the tribes that capture their uniqueness and individual oral tradition.

on the cover: map graphic by Rebecca Comfort

Rebecca Comfort (Art BS & American Indian Studies certificate '14) will begin Teach for America in Oklahoma, fall 2014. Comfort is an enrolled member of the Keweenaw Bay Band of Lake Superior Ojibwe.