

“Indigenizing American Indian Studies Wisconsin Statute Act 31”

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AGENDA



4:00- Welcome

4:05 Ojibwe Prayer- Brian Jackson

4:10 Introductions in Circle- Name, home location & course of study

4:30- (2) Short Videos

4:45 Our Journey Begins

What do you know about American Indian Studies

Wisconsin Statute Act 31? Small Groups

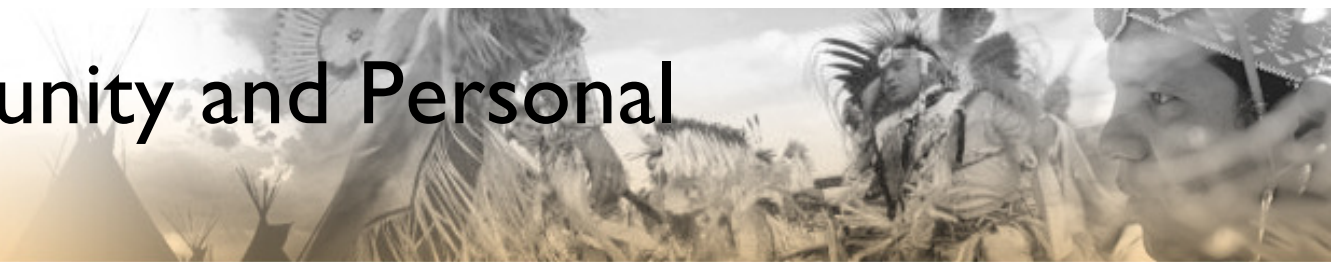
5:00 – History of American Indian Studies Wisconsin Statute Act 31

5:45 Wrap –up in Circle / Shaking Hands

6:00- Giiigaawaabamin (See you again)

Miigwech (Thank you for your time & attention)

Cultural, Community and Personal History



Walk Softly and Listen Carefully



Building relationships with Tribal Communities

YOU HAVE TO BE ABLE TO HUMBLE YOURSELF BEFORE ANOTHER PERSON, TO UNDERSTAND THAT EACH PERSON HAS SOMETHING VALUABLE TO CONTRIBUTE. SO YOU HAVE TO BE ABLE TO QUIET DOWN YOUR OWN AGENDA AND YOUR OWN THOUGHT PROCESSES AND OPEN UP YOUR ENTIRE SPIRIT.

THE JACKSON FAMILY





Grandfather, Father, Husband of 64 years





I appreciate you Melissa and have big props for you as a super mom & 21 year U.S. Army Combat Veteran serving in Iraq.

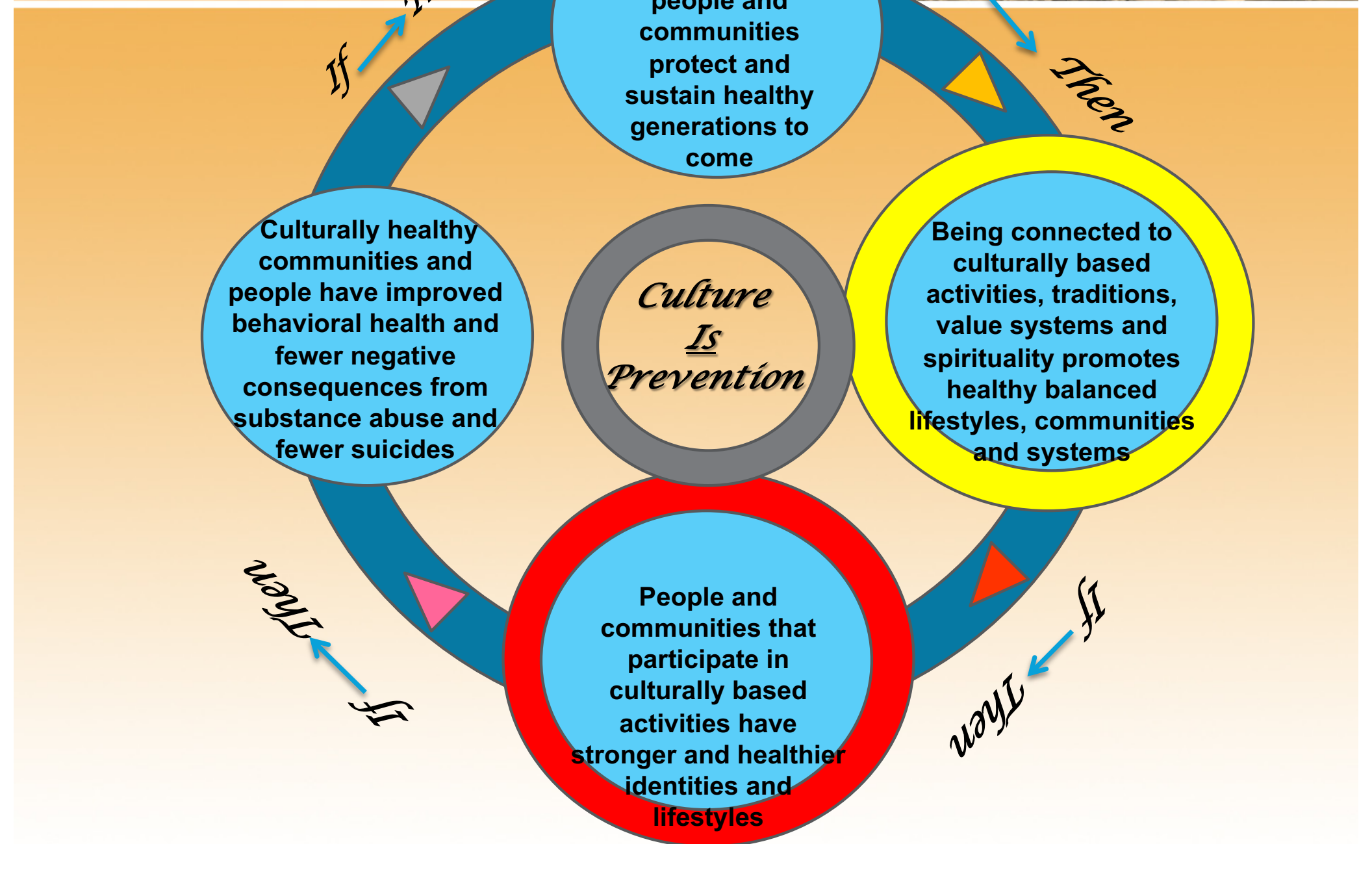
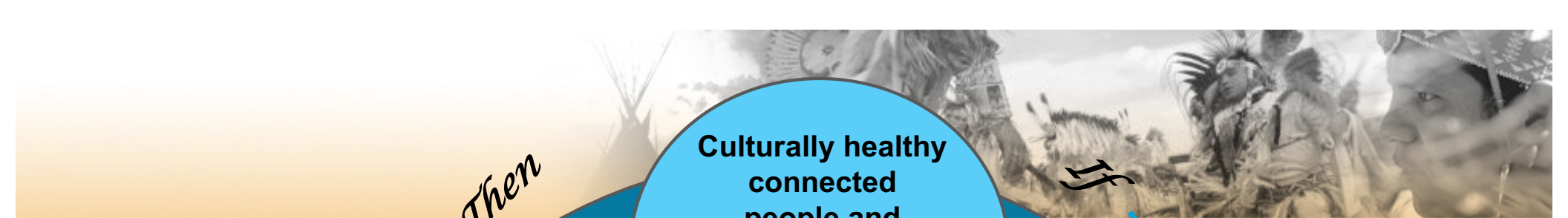
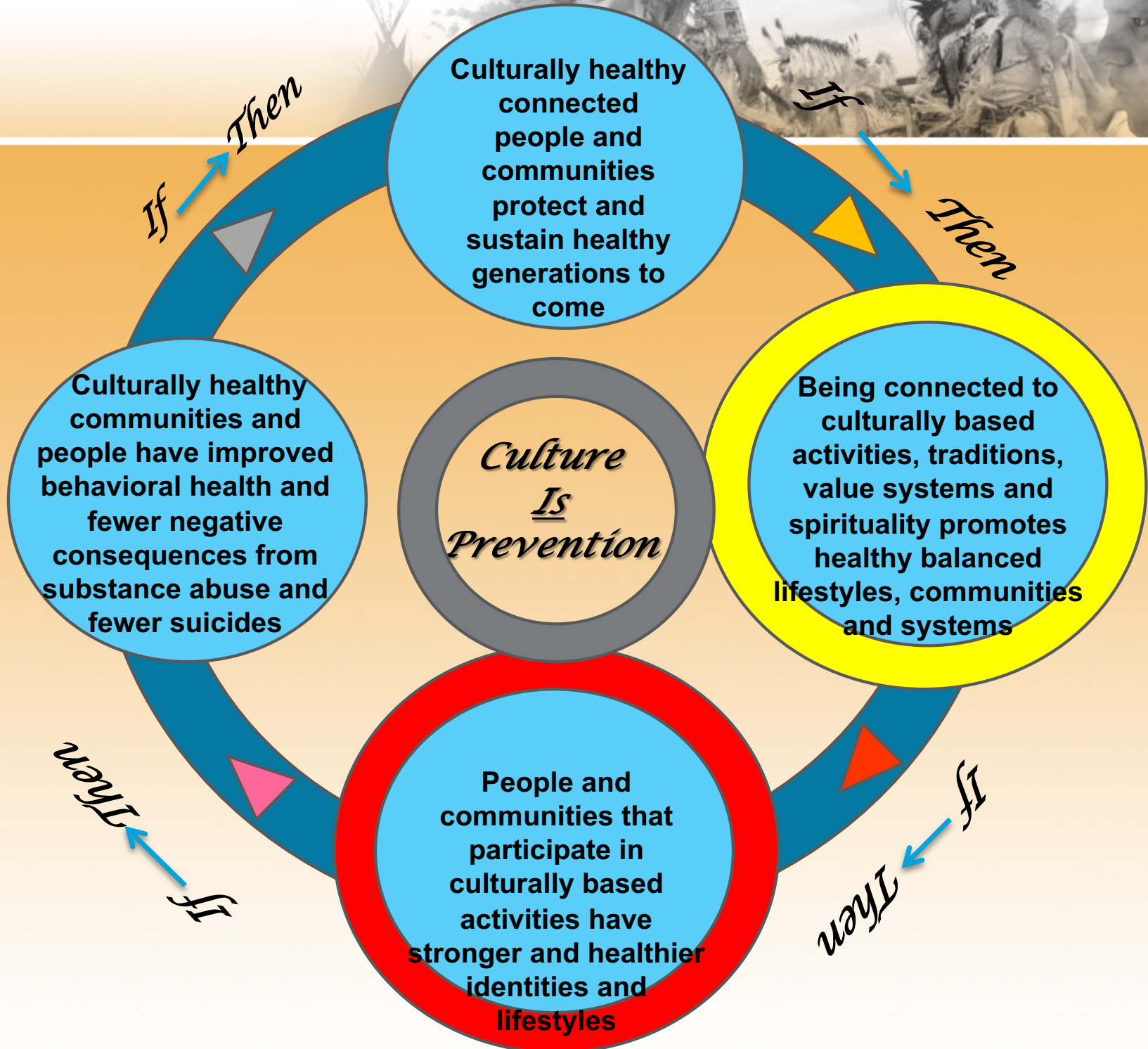


As with any presentation, the first question is what do we want to learn and accomplish?

What Is an Indian Tribe



A tribe is an Indian group, which possesses certain qualities and characteristics that make it a unique cultural, social, and political entity. The nature of what constitutes an Indian tribe and the very nature of tribes have changed considerably over the course of centuries, but certain characteristics have remained.



LET'S BEGIN OUR JOURNEY

**What do you know about
American Indian Studies Wisconsin
Statute Act 31?**





| 1989 Act 3 |

THE 1989-1991 BIENNIAL BUDGET BILL ADDRESSED SEVERAL EDUCATIONAL NEEDS AND INCLUDED PROVISIONS REQUIRING THE STUDY OF THE HISTORY, CULTURE, AND TRIBAL SOVEREIGNTY OF THE FEDERALLY-RECOGNIZED TRIBES AND BANDS IN WISCONSIN. THIS BUDGET ALSO APPROPRIATED FUNDING FOR THE AMERICAN INDIAN STUDIES PROGRAM AT DPI.



K-12 Social Studies Instruction

EACH SCHOOL BOARD SHALL:

BEGINNING SEPTEMBER 1, 1999, 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 THE STATE AT LEAST TWICE IN THE ELEMENTARY GRADES AND AT LEAST ONCE IN THE HIGH SCHOOL GRADES.

What is HISTORY?



"History is the witness that testifies to the passing of time; it illuminates reality, vitalizes memory, provides guidance in daily life, and brings us tidings of recaptured and relocated in the general framework of the past"

HISTORY CONTINUED



History does not repeat itself except in the minds of those who do not know history. (Kahlil Gibran)

Those who cannot remember the past are condemned to repeat it. (Santayana)

History is the intellectual form in which a civilization renders account to itself of its past. (Johann Huizinga)

A nation which does not know what it was yesterday, does not know what it is today, nor what it is trying to do. (Woodrow Wilson)

To study history means submitting to chaos and nevertheless retaining faith in order and meaning. It is a very serious task, ... and possibly a tragic one. (Hermann Hesse)

What is Culture



is a set of beliefs and behavior patterns that are generally shared by the members of a group. These values can be expressed and reinforced through art, stories, songs or rituals, and language is crucial to the preservation of a culture.



CULTURE CONTINUED

- Native Americans have a very rich culture littered with struggle, strife and success.
- Stories are steeped in tradition, spirituality and closely tied with Mother Nature.
- Everything in Native American culture is considered to contain a spirit.
- So many aspects of our modern life were adapted from the old Indian cultures practiced centuries ago.
- Many familiar symbols that we take for granted were originated by Native Americans

What is Sovereignty



is the inherent authority of indigenous tribes to govern themselves within the borders of the United States of America. The U.S. federal government recognizes tribal nations as "domestic dependent nations" and has established a number of laws attempting to clarify the relationship between the federal, state, and tribal governments. The reference to Indians in the Constitution is not to grant local sovereignty



SOVERIEGNTY CONTINUED

In 1942 Supreme Court Justice Felix Cohen wrote, "Indian sovereignty is the principle that those powers which are lawfully vested in an Indian tribe, are not delegated powers granted by express acts of Congress, but rather inherent powers of a limited sovereignty which can never be extinguished."



What is Treaty Rights

Understanding Treaty rights for Native American people requires understanding Tribal Sovereignty

understand what treaty rights are, it is first important to understand what a treaty is. A treaty is an agreement between two sovereign powers. When Europeans first made contact with the Indians, they usually (although not always) treated them as sovereign

“Great nations, like great men, should keep their word” (Supreme Court Justice Hugo Black)

Treaty Rights continued



In 1983, a federal court used these canons when it handed down an important decision that ensured that the Ojibwe would be allowed to exercise their off-reservation rights. The court did not give the Wisconsin Ojibwe the right to hunt and fish on their ceded lands, it only confirmed that they reserved those rights in their treaties and that the state of Wisconsin had been wrong to impinge upon those rights.

TREATIES Cont.



The treaty rights retained by the tribes were subsequently ignored after the territories of Michigan, Wisconsin and Minnesota assumed statehood and began regulating their natural resources. Those regulations were imposed on tribal members regardless of the reserved rights. Tribal members exercising those rights were often given citations, taken to court, fined and had their equipment confiscated if harvesting fish or game without a state license.

Treaties Cont.



State Ignores Rights

The provisions reserving the rights of the Wisconsin Ojibwe to hunt and fish on lands they had ceded in the 1837 and 1842 treaties went virtually ignored by the state of Wisconsin during the nineteenth and twentieth centuries. The state even tried to regulate fishing on the Ojibwe reservations. In 1901, John Blackbird, an Ojibwe, was arrested for netting fish on the Bad River Reservation. Later, a federal court ruled that the state of Wisconsin did not have the right to regulate hunting and fishing on Ojibwe reservations, and Blackbird was released.

Successful Engagement



Act 31 Coalition

Community Engagement



Factors Shifting the Paradigm

- Rebranding Act 31 – American Indian Studies WI. Act 31
- Celebrating Gold Standard Act 31 across Wisconsin
- Tribal Leader Caucus Network working on amending language to reflect 1st grade introduction to American Studies WI. Statute Act 31
- Outcomes for each grade level
- Department of Public Instruction having annual Tribal Education meeting Summit



FINAL CONSIDERATION

As native peoples, we need to make it clear that our sovereignties are guided by history, culture, treaties that connect to our specific knowledge. Texts such as Grande's are important in reminding us that there are movements with which we can collaborate in order to promote self-determination., We must be mindful that our stories, our understanding of ourselves and the world around us remain central.

Final Consideration



- **“Re-imagine what it means to be Native American in contemporary U.S. society, arming Families with a critical analysis of the intersecting systems of domination and the tools to navigate them” Sandy Grande Red Pedagogy**

Resources



The Native American Educational Series-Act 31 Resources-designed to go with videos that you can order off of this website:

<https://www.act31resources.com/MainNavigation/CurriculumCenter/tabid/55/Default.aspx>

<http://dpi.wi.gov/amind>

University of WI-Madison School of Education

<https://www.education.wisc.edu/soe/about/resource-service-units/student-diversity-programs/american-indian-curriculum-services/why-act31/first-steps/sample-lessons-k-5>

www.dpi.state.wi.us/dpi/dlsea/equity/aisintro.html

<http://www.glifwc.org/TreatyRights/treatyright.html>

Grande, S. (2004) Red Pedagogy: Native American Social and Political Thought.





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