

TIMELINE ILLUSTRATING INFUSION OF NATIVE AMERICAN HISTORY

BLACK RIVER FALLS PUBLIC SCHOOLS

This diagram illustrates our 8-12 sequence. The following revisions are based on planning that started in February of 2010 and implementation has started in the 2010-11 school year. US 1, US 2, and American Politics are part of our required social studies sequence. AP History is an elective.

GRADE 8: UNITED STATES HISTORY 1	GRADE 9: UNITED STATES HISTORY 2	GRADE 11: AMERICAN POLITICS	GRADES 11-12: AP US HISTORY
<p>PRE-HISTORY</p> <ul style="list-style-type: none"> • Native people prior to European contact • Adaptation to environments and evolution to major civilizations <p>FIRST CONTACTS</p> <ul style="list-style-type: none"> • Impact of European incursions in North America on coastal tribes • Extent of land-holdings <p>JACKSONIAN ERA</p> <ul style="list-style-type: none"> • Federal Indian policies aimed at removal from this period • Challenges to Native rights and identity <p>BOARDING SCHOOLS, WARS, AND RESERVATIONS</p> <ul style="list-style-type: none"> • Post Civil War period and impact of the boarding schools • Assimilation era • Reservation system 	<p>AMERICAN INDIAN CITIZENSHIP</p> <ul style="list-style-type: none"> • Indian Citizenship Act of 1924 • The complexities related to citizenship <p>IMPACT OF THE NEW DEAL</p> <ul style="list-style-type: none"> • Meriam Report of 1928 and its impact • Wheeler-Howard Act and its impact on tribal governments <p>AMERICAN INDIANS AND THE CIVIL RIGHTS ERA</p> <ul style="list-style-type: none"> • Termination policies of the 1950s • Impact of the Civil Rights movement on American Indian people • New Directions and self-determination • Treaty-Rights Issue 	<p>ORIGINS OF US GOVERNMENT</p> <ul style="list-style-type: none"> • Multiple influences • Impact of Iroquois Confederation <p>COMPARATIVE CONSTITUTIONS</p> <ul style="list-style-type: none"> • US Constitution 1787 • Wisconsin Constitution 1848 • HoChunk Constitution 1994 • Basic structure of HoChunk Government <p>TRIBAL SOVEREIGNTY AND ORIGINS OF GAMING</p> <ul style="list-style-type: none"> • The Marshall Trilogy and basis for sovereignty • Relationship between tribes and Federal Government • Cabazon Decision and impact on tribal gaming in the United States • Relationship between HoChunk people and state of Wisconsin 	<p>PRE-20TH CENTURY HISTORY</p> <ul style="list-style-type: none"> • First contacts • Impact of Iroquois Confederation • Native experience in the French and Indian War • Early federal policies toward Native people (1790s-1830s) • Jacksonian period and Trail of Tears • HoChunk Removals in context • Push for assimilation <p>20TH CENTURY HISTORY AND BEYOND</p> <ul style="list-style-type: none"> • American Indians and WW1 • Impact of the New Deal on Indian Policy • American Indians in WW2 (RedCloud story) • Termination/ Eisenhower period • Civil Rights Movement/ A.I.M. • Push toward greater self-determination in latter 20th century

A solid addition we made to our high school offerings several years ago is an independent study plan called “Readings in Social Studies.” This class is designed for an advanced student and allows them the opportunity to explore a particular topic in-depth through a series of readings that are set up by the instructor. We have successfully utilized this with native students for exploring various aspects of their history and believe it is a great opening in our curriculum for that type of study.

THE INFUSION TASK FORCE

BACKGROUND

We have been working to develop an innovative and progressive approach in the area of American Indian studies since the early 1990s. This process began in December of 2009 with informal discussions concerning our approach to American Indian studies within our schools. The discussions were occurring within the context of the development of the Memorandum of Understanding (M.O.U.) between the HoChunk Nation and the BRF School District that was signed on 14 January 2010. Our initial meeting was held in January of 2010 and we met two more times prior to the summer break. We began working on the various curricular applications in June of 2010.

PURPOSES:

- To continue to improve our efforts at infusing American Indian studies within our curriculum.
- To facilitate consistent communication among the various stakeholders concerned with this area of the curriculum and to meet periodically to discuss and evaluate our progress.

TASK FORCE MEMBERSHIP

K-7 FOCUS: Tony Boerger (CO-CHAIR)
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8-12 FOCUS: Paul Rykken (CO-CHAIR)
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