

Bexley City Schools

Heritage Month Resources

Native American and Alaska Native Heritage Month

(Secondary)

November 1 - 30, 2024



The purpose of this document is to:

- Build cultural competency within the Bexley community
- Provide resources to teachers and administrators to celebrate the histories, culture, and contributions of Native American/Indigenous Peoples around the world
- Support all teachers and administrators with incorporating resources at the classroom and school building-level during Native American/Indigenous Peoples Heritage Month

Curated by the Equity & Inclusion Team

Please note: BCSD board policies must be followed accordingly. Any topic that is likely to arouse both support and opposition is considered controversial. Therefore, careful analysis must be given prior to the use of these resources to determine the appropriateness of the content. All such discussions must be held within an environment that protects open-mindedness and scholarly inquiry. For more information regarding the Bexley School Board Policy INB "Teaching About Controversial Issues" please click [Here](#). The views, thoughts, and opinions expressed in any text, website, or media in this document belong solely to the organizations, and do not necessarily reflect the views of BCSD.



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Teaching National Native American Heritage Month (K-12)

Every year on November 1, Native American Heritage Month is celebrated to honor the remarkable Native Americans who have contributed to improving the character of the nation. This month started off as an effort to get a day of appreciation and acknowledgment for the unique contributions made by the first Americans for the growth and establishment of the United States. The month is also referred to as the American Indian and Alaska Native Heritage Month.

As early as 1916, when New York became the first state to declare an “American Indian Day,” efforts have been underway to acknowledge the many contributions and achievements of Native peoples. In 1976, as part of the nation’s bicentennial commemoration, [S.J. Res. 209](#) authorized President Gerald Ford to proclaim October 10-16, 1976, as “Native American Awareness Week.” In 1986 Congress passed [S.J. Res. 390](#), requesting that the president designate November 23–30, 1986, as “American Indian Week.” Congress continued this practice in subsequent years, declaring one week during the autumn months as “Native American Indian Heritage Week.”

In 1990 Congress passed and President George H. W. Bush signed into law a [joint resolution](#) designating the month of November as the first National American Indian Heritage Month (also known as Native American Indian Month). “American Indians were the original inhabitants of the lands that now constitute the United States of America,” noted H.J. Res. 577. “Native American Indians have made an essential and unique contribution to our Nation” and “to the world.” Introduced by Hawaii senator [Daniel Inouye](#) and congressional delegate [Eni Faleomavaega](#) of American Samoa, the joint resolution stated that “the President is authorized and requested to issue a proclamation calling upon Federal, State, and local governments, interested groups and organizations, and the people of the United States to observe the month with appropriate programs, ceremonies, and activities.” In 2008 the commemorative language was amended to also include the contributions of Alaskan Natives. Every year, by statute and/or presidential proclamation, the month of November is recognized as National Native American Heritage Month.

[Additional Resources for increasing awareness of the observance of National Native American Heritage Month.](#)

- [Indigenous Land Acknowledgement](#)
- [The Impact of Words and Tips for Using Appropriate Terminology: Am I Using the Right Word?](#)
- [Native Land Identification Tool](#)
**Note: This mapping tool is crowdsourced and should be used in conjunction with additional tools to ensure accuracy.*
- [Maps of US Indians by State](#) / [Native American Tribes of Ohio](#)
- [Tribal Leaders Directory](#)
- [Native American and Alaska Native Heritage Month](#)
- [National Indian Education Association: Share My Lesson](#)
- [Native American Heritage Month Activities, Lesson Plans, and Printables](#)
- [30 Stories for 30 Days of Native American and Alaska Native Heritage Month](#)
- <https://www.niea.org/virtual-resources-for-parents-and-teachers>

Daily Announcements

Nov 1 - On Dec. 14, 1915, Red Fox James, a Blackfoot Indian, presented at the White House endorsements from 24 state governments for a day to honor Indians. 68 years later, President Ronald Reagan proclaimed May 13 as American Indian Day. In 1990, President George H.W. Bush signed a joint congressional resolution designating November as National American Indian Heritage Month. It is now called National Native American Heritage Month.

Nov 2 - There are 574 federally recognized Indian Nations (variously called tribes, nations, bands, pueblos, communities and native villages) in the United States. Approximately 229 of these ethnically, culturally and linguistically diverse nations are located in Alaska; the other federally recognized tribes are located in 35 other states.

Nov 3 - According to the 2020 U.S. Census Bureau, there are 3, 727, 135 Native Americans and Alaska Natives in the United States today. That's about 2.9 percent of the population. 9.2 million people identified themselves as American Indian or Alaska Native in combination with other races.

Nov 4 - Did you know that the land on which the Ohio State University currently sits is the ancestral and contemporary territory of Shawnee, Potawatomi, Miami, Wyandotte, Peoria, Seneca, Ojibwe, Delaware, and Cherokee peoples. The name "Ohio" is a word derived from the Iroquois nation. It came from the Seneca name for the Ohio river, "ohiyo" which means "it is beautiful".

Nov 5 - John Harrington, a member of Chickasaw Nation, was the first Native American to go to and walk in space and was part of the 16th shuttle mission to the International Space Station in 2002. To commemorate his heritage, he carried six eagle feathers, a braid of sweet grass, two arrowheads, and the Chickasaw Nation's flag.

Nov 6 - Bertha Parker, a member of Seneca Nation, is considered one of the first female Native American archaeologists. Parker developed a passion for archaeology when, as a child, she joined her archaeologist father at various dig sites. She discovered a number of archaeological sites, including the Scorpion Hill Pueblo Site and the Corn Creek Campsite. She's best known for discovering the skull of a ground sloth next to a man-made artifact in the famed Gypsum Cave, proving they existed at the same time.

Nov 7 - The Circle is a Sacred Symbol for indigenous peoples and is found everywhere – the medicine wheel, meetings and gatherings are held in circles, dances go in circles, drums are round, as are sweat lodges and tipis. The circle is the symbol of the cycle of all forms of life.

Nov 8 - Maria Tallchief, a member of the Osage Nation, was the first Native American woman to break into ballet. In 1947, she became the first prima ballerina of the New York City Ballet—a title that she would hold for the next 13 years. That same year, Tallchief became the first American to dance with the Paris Opera Ballet. In 1996, Tallchief became one of only five artists to receive the Kennedy Center Honors for their artistic contributions in the United States. That same year, she was inducted into the National Women's Hall of Fame. In 1999, Tallchief was awarded the National Medal of Arts, the highest award given to artists and arts patrons by the U.S. government, which honors individuals who "are deserving of special recognition by reason of their outstanding contributions to the excellence, growth, support and availability of the arts in the United States."


Nov 9 - Susan La Flesche Picotte, member of the Omaha Nation, is widely acknowledged as the first Native American to earn a medical degree. She studied at the Women's Medical College of Pennsylvania in Philadelphia, and graduated first in her class in 1889. She soon returned to the Omaha Reservation, where she went on to treat thousands of people. She's credited with building the first private hospital on an American Indian reservation.

Nov 10 - To American Indians, the Eagle feather is one of the most respected symbols. Because the eagle flies so high, it has a special connection with the heavens, and receiving a feather is a reward sent directly from above. To receive an eagle feather, one must commit an extremely brave act, something equivalent to fighting a bear, or winning against an enemy unarmed. Only chiefs and warriors can attain this high honor. Though chiefs and warriors can both earn eagle feathers, tribal headdresses are reserved for the most powerful and influential among the tribe. After taking years to earn, headdresses also take years to make. Each color symbolizes a trait of that chief. It is always handmade by the chief's closest friends and most trusted warriors. But to attain a headdress, one brave act is not sufficient. The chief must fast for several days while meditating to demonstrate their dedication.

Nov 11 - Native Americans have served in the U.S. military in every major conflict for more than 200 years. From the battlefields of the Revolutionary War, to the [beaches of Normandy on D-Day](#) to the front lines of today, American Indians and Alaska Native people have defended this country for centuries. Native Americans were even instrumental in the unification of the United States – [General Ely S. Parker](#), a member of the Seneca Nation, served as General Ulysses S. Grant's military secretary during the Civil War, and Parker would eventually write the final draft of the Confederate terms of surrender.

Nov 12 - Mary Golda Ross, a member of Cherokee Nation, was born in 1908. She was a NASA mathematician and engineer who played a pivotal role in sending Apollo astronauts into space. Ross also helped write NASA's Planetary Flight Handbook, the agency's guide to space travel.

Nov 13 - Native American women were successful battle warriors. Many warrior Native American women fought alongside men in battle. The most famous of these was probably Buffalo Calf Road Woman, a member of the Northern Cheyenne tribe who fought in the Battle of the Rosebud and the Battle of Little Bighorn. In fact, according to the elders of the Northern Cheyenne tribe, it was



she who dealt Custer his final deadly blow. Buffalo Calf Road Woman is just one of many incredible Native American women warriors.

Nov 14 - Indigenous communities lead on protecting the environment. Indigenous peoples are inheritors and practitioners of unique cultures and ways of living. Nearly 70 million indigenous women and men depend on forests for their livelihoods, and many more are farmers, hunter gatherers or pastoralists. These communities thrive by living in harmony with their surroundings. Research shows that where indigenous groups have control of the land, forests and biodiversity flourishes.

Nov 15 - Native Americans encompass many tribes who speak different languages and have different cultures and ways of life, including diversity in housing. Many of the Plains Indians tribes lived in teepees, but the nations of the Iroquois nation lived in longhouses, while the tribes of the Mesa Verde region dwelled in cliffs, while the tribes in Taos lived in pueblos, a site which makes the area one of the top 16 American cities for history buffs.

Nov 16 - There are approximately 644,000 American Indian and Alaska Native students in the US K-12 system, representing 1.2 percent of public school students nationally. Ninety percent of Native students attend public schools, while eight percent attend schools administered by the Bureau of Indian Education. States where Native students comprise the largest proportions of the total student populations include Alaska (27 percent); Oklahoma (19 percent); Montana (11 percent); New Mexico (11 percent); and South Dakota (11 percent).

Nov 17 - In 1985, Wilma Mankiller became the first female principal chief of the Cherokee Nation. She sought to improve the nation's health care, education system and government. She decided not to seek re-election in 1995 due to ill health. After leaving office, Wilma remained an activist for Native American and women's rights until her death, on April 6, 2010, in Adair County, Oklahoma.

Nov 18 - Native American clothing is very symbolic. The material their clothing is made of and the patterns on it is extremely significant. Beads are made of wood, bone, shell, or glass. The beads used to make a garment signifies the power and tribe of the wearer. The patterns are hand-stitched, and can represent a spiritual motif, a treaty, or an oral tradition. Each bead is carefully selected for every individual. Only the most respected women in the tribe have colorful glass beads, earned through years of service.

Nov 19 - Johnpaul Jones, of Choctaw and Cherokee heritage, is a famous architect best known for creating immersive habitat designs at zoos. He is the only architect to have received the National Humanities Medal. Since the 1980s, Jones has also been involved in increasing diversity in the architectural and design professions.

Nov 20 - The World Indigenous Games bring together athletes to celebrate indigenous traditions. Athletes from 566 indigenous communities all over the world took part in the first World Games of Indigenous Peoples, held in 2015 in Brazil. The aim of the games is not just to compete, but

also to share knowledge and cultures. The 2023 North American Indigenous Games were scheduled to take place from July 15 to 23 in Kijipuktuk (Halifax) and Millbrook First Nation, Nova Scotia.


Nov 21 - Hockey's roots have been debated by hockey historians for years. While the evolution of hockey into the game as we know it today probably has a variety of influences, many tribes throughout North America played a version of field hockey which involved some type of "puck" or ball along with curved, wooden sticks. Ice hockey was first observed by Europeans being played by Micmac Indians in Nova Scotia in the late 1600's. It was called "ricket" by those Natives. The puck used was a frozen road apple. Eventually, pucks were carved from cherrywood, which was the puck of preference until late in the century when rubber imported by Euro-Americans replaced the wood. The first Native in the NHL was Fred Sasakamoose, who played for the Chicago Blackhawks.

Nov 22 - The Department of the Interior estimates that undeveloped reserves of coal, natural gas, and oil on tribal lands could generate nearly \$1 trillion in revenues for tribes and surrounding communities. The Department of Energy estimates that wind power from tribal lands could satisfy 32 percent of total US electricity demand, and tribal solar resources could generate twice the total amount of energy needed to power the country.

Nov 23 - The Ghost Dance was a late addition to Native American belief systems, appearing around 1890. It was believed that the ritual dance would help restore the old way of life before the arrival of the Europeans. The dance promised the return of the buffalo and communication with the spirits of the dead. Although the Ghost Dance was peaceful, army authorities outlawed its performance.

Nov 24 - A cradleboard (also known as baby board, baby carrier and more inaccurately, papoose) is a traditional kind of Native American baby carrier. Cradleboards are best known to non-Native children from countless depictions of the Shoshone/Hidatsa explorer Sacagawea, who famously carried her newborn son on her back as part of the Lewis and Clark expedition. In a cradleboard, the baby is swaddled and strapped to a specially designed flat board, usually made of a wood plank (although some tribes wove them from basket fibers). The cradleboard can then be carried in the mother's arms, worn on her back like a backpack for travel, propped up on the ground like a baby chair, or secured to a sled or travois for longer journeys. After horses were introduced to the Americas, cradleboards in some tribes began to be designed to hang off the side of a horse as well.

Nov 25 - Today, the traditional U.S. Thanksgiving dinner includes any number of dishes: turkey, stuffing, mashed potatoes, candied yams, cranberry sauce and pumpkin pie. But if we are to create a historically accurate feast consisting of only those foods that historians are certain were served at the so-called "first Thanksgiving," or harvest celebration, shared by the Pilgrims and Wampanoag at Plymouth Colony in 1621, the meal would look very different. There would be wildfowl; corn, in grain form for bread or for porridge; and venison.



Nov 26 - Deb Haaland is a 35th generation New Mexican who is an enrolled member of the Pueblo of Laguna, and also has Jemez Pueblo heritage. After running for New Mexico Lieutenant Governor in 2014, Haaland became the first Native American woman to be elected to lead a State Party. She used her experience reaching out to communities who are often forgotten during the electoral process of two presidential campaigns. After a lifetime of organizing communities to stand up for New Mexico families, Congresswoman Deb Haaland was elected as one of the first Native American women to serve in Congress.

Nov 27 - Thousands of Native Americans served in the US Military. Even though they were not citizens, over 8,000 Native Americans served during WWI. Over 24,000 Native Americans served during WWII. One of the most notable groups was the Navajo Code Talkers, who were a special group of American Indians who used their native language to send secret communications on the battlefield. The irony of being asked to use their Native languages to fight on behalf of America was not lost on code talkers, many of whom had been forced to attend government or religious-run boarding schools that tried to assimilate Native peoples and would punish students for speaking in their traditional language.

Nov 28 - The National Native American Veterans Memorial opened on November 11, 2020, on the grounds of the National Museum of the American Indian in Washington, DC. This tribute to Native heroes recognizes for the first time on a national scale the enduring and distinguished service of Native Americans in every branch of the US military.

Nov 29 - Many Native American words have entered the English language, such as chia, chili, chocolate, coyote, guacamole, mesquite, shack, tamale, tomato, abalone, bayou, cannibal, Chinook, manatee, poncho, and potato. Additionally, half of the names of U.S. states are derived from Amerindian words, such as Arizona, Connecticut, Kentucky, Missouri and Oklahoma. Ohio is from the Iroquois word meaning, “beautiful.”

Nov 30 - Native Americans of the Northwest like the Haida built totem poles as tall as 40 feet outside their homes to advertise their families’ status. The pole would usually depict animals or birds that were special to the family. Totem poles were also built as a memorial to a family’s ancestors or to tell stories. They displayed their rights to certain territories, songs, dances and other aspects of their culture. Christians mistakenly thought that totem poles were statues of the gods.

Bulletin Boards

Tip: Click on each picture to access printable materials to make bulletin boards for your school or classroom that are inspired by the ones below.



Note: When creating bulletin boards be conscious of what you *create or make* in the background. The use of teepees, totem poles, or traditional dress should be represented in primary documents.

When using the classroom resources, it is a teacher's responsibility to ensure direct connections to the learning standards as well as the quality of the lessons. These resources should be used as a starting point and teachers should use their professional expertise to create high quality learning experiences. When discussing any new or sensitive topic, there is the potential for some students to react with stereotypes or in disrespectful ways. It is therefore critical that educators carefully review the lesson/activity and assess students' maturity and readiness to engage prior to exploring the topic and to establish clear parameters with students that will ensure safe and constructive dialogue.

The Arts - Performing

- Cultural Video Series: [Indigenous - How to MétisJig](#)
- Newsela:
 - [Teenager wows Sir Paul by singing Beatles tune in her native language](#)
 - [Celebrating Native American Filmmakers and Storytellers](#)

Artist Spotlight

Tip: Click on each picture below to introduce students to Performing Artists.

Karin and Kathy Kettler Buffy Sainte-Marie Irene Bedard
Throat Singers Singer-Songwriter Actor



(Canada) Cree First Nation (Canada) Inupiat Peoples & Cree Tribe (Canada)



Joanne Shenandoah Chris Eyre Lauren Good Day
Singer-Songwriter-Composer Film Director & Producer Artist, Fashion Designer
Oneida Nation Cheyenne Tribe and Arapaho Tribe Arikara, Hidatsa, Blackfeet, Plains Cree



The Arts - Visual

Middle & High

- [Contemporary & Living Native American Artists of the Americas](#)

****Note:** This is an extensive compilation of artists. Please review selections before assigning to students.

- Smithsonian Resources
 - [National Museum of the American Indian](#)
 - [Developing Stories: Native Photographers in the Field](#)
 - [Infinity of Nations: Art & History](#)
 - [Native American Relationships to Animals: Not Your "Spirit Animal"](#)
- [National Gallery of Art](#) ****Note:** George Catlin is not an Indigenous artist
- [How 6 indigenous designers are using fashion to reclaim their culture](#)
- [Five Native Films You Should Be Streaming in 2023](#)
- [Article: 'Powwow Pop Art' and Perseverance](#)
- [Native American women shape how museums frame Indigenous culture](#)
- [As a Mohawk, I NEVER thought I'd see the Marvel Mohawk Superhero, Kahhori](#)
- [New exhibit reflects the changing perception of Indigenous art](#)
- [Culture and Identity: Indigenous Clothing in Guatemala](#)
- [Artist illuminates Native American history with family photos](#)

Google Arts & Culture Resources

Tip: Click on each picture below to learn more about these cultural resources.

[Celebrating Native American Women Adrift, But Not Without Hope](#) [The Art of Cradleboards](#)



Artist Spotlight

Tip: Click on each picture below to introduce students to Native American Artists

[Frank Buffalo Hyde](#) [Teri Greeves](#) [Matika Wilbur](#)

Painter Beadwork Photographer

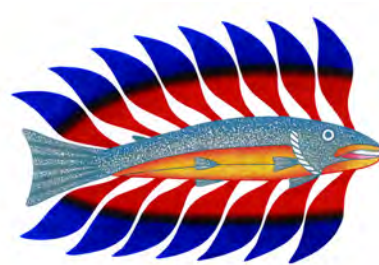
Onondaga Nation & Nez Perce Tribe Kiowa Tribe Swinomish Tribe & Tulalip Tribes



Michaela Goade Clifford Possum Tjapaltjarri Bronwyn Bancroft
Artist & Illustrator Acrylic Painter - Dot Art Artist, Illustrator, Fashion Designer
Tlingit Tribe & Haida People (Canada) Anmatyerre (Australia) Bundjalung (Australia)



Kura Te Waru Rewiri Kenojuak Ashevak Jerry Fogg
Painter Graphic Artist Mixed Media Artist
Maori (New Zealand) Inuk Peoples (Canada) Yankton Sioux Tribe



ELA

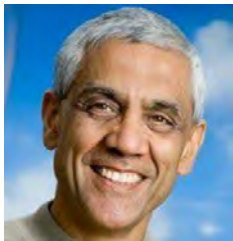
Middle & High

- [Fans hope Marvel comic book improves Native representation](#)
- [Get to Know the Inuit Languages](#)
- [For the first time, US poet laureate is Native American](#)
- [How Native Writers Talk Story: Honoring Authentic Voices in Books for Young People](#) (School Library Journal)
- [Native American Poetry & Culture](#) (Poetry Foundation)
- Native American News Source: [Indian Country Today](#) (HS)

Writer Spotlight

Tip: Click on each picture below to introduce students to Native American Writers

Wallace Hampton Tucker Joy Harjo Tommy Orange
Playwright and Scientist US Poet Laureate Novelist; Pulitzer Prize Finalist
Choctaw Nation Muscogee Creek Nation Cheyenne Tribe & Arapaho Tribe



ELA Lesson Plans

| | | |
|-------------|--|---|
| <p>9-12</p> | <p>How do Native People and Nations Experience Belonging</p> <p>Multiple Lessons</p> | <p>Ohio ELA Writing Standard W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Establish a clear and thorough thesis to present an argument. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that |
|-------------|--|---|



| | | | |
|--|--|--|---|
| | | | <p>anticipates the audience’s knowledge level and concerns.</p> <ul style="list-style-type: none">D. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.F. Provide a concluding statement or section that follows from and supports the argument presented. |
|--|--|--|---|

Ohio ELA Writing Standard W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Establish a clear and thorough thesis to present a complex argument.
- B. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- C. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- D. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding statement or section that follows from and supports the argument presented.

Ohio ELA-LITERACY.CCRA.W.1:
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standards for Literacy in History/Social Studies
RH.9-10.2
Analyze content-area-specific text development.

- A. Determine the central ideas or information of a primary or secondary source.
- B. Provide an accurate and objective summary of how key events or ideas develop over the course of the text.

RH.11-12.2
Analyze content-area-specific text development.

- A. Determine the central ideas or information of a primary or secondary source.
- B. Provide an accurate and objective summary that makes clear the relationships among the key details and ideas

Ohio .ELA-LITERACY.CCRA.R.2:

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

Family Consumer Sciences

- Article: [Native American cuisine is on the rise--but please don't call it a trend](#)
- Article: [Sean Sherman on decolonizing the American diet](#)
- Website: [Chef Sean Sherman: The Sioux Chef](#)
- Article: [Brit Reed is leading a new generation of indigenous chefs](#)
- Video: [The People's Farm](#)
- Recipes: [First Nations Recipe List](#)

Tip: Click on each picture below to learn more about Native American Chefs
I-Collective: Indigenous food sovereignty Tashia Hart (PBS)



The history of cornmeal in American kitchens "Sioux Chef" serves up indigenous foods



Best Native American Restaurants Indigenous Foods



Math

Middle

- [Investing Different Bases - Teaching the Mayan Number System](#)
- [Native American Mathematics: History & Mathematician](#)

High

- Engineering: [Q'eswachaka Bridge \(National Geographic\)](#)
- [Profiles: Indigenous Mathematicians](#)

Mathematician & Engineer Spotlight

Tip: Click on each picture below to introduce students to Native American Mathematicians and Engineers

Robert Megginson Mary Golda Ross Sandra Begay

*Statistics and Functional Analysis First Native American Female Engineer Civil & Structural Engineer
Lakota Tribe Cherokee Nation Navajo Nation*



Andrea Delgado-Olsen

Gary Burnette

*Chair of Native American Women in Computing Vice President at IBM
Ione Band of Miwok Indians Cheroenhaka (Nottoway) Indian Tribe*



Math Lesson Plans

| | | |
|--|-----------------------------------|---|
| 3-8 | Mayan Math | <p>LEARNING OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • study the Mayan counting system. • apply an understanding of base 10 place value to make sense of the Mayan number system (base 5 within base 20). • recognize and use mathematical connections to extend and generalize patterns in a positional number system. • use a variety of representations as they explore base 20 and communicate their thinking. • justify their findings and present their results to the class with precise mathematical language. |
| Ohio Learning Standards | | |
| <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right by applying concepts of place value, multiplication, or division.</p> <p>5.NBT.3 Read, write, and compare decimals to thousandths</p> <p>6.EE.1 Write and evaluate numerical expressions involving whole number exponents.</p> <p>7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies</p> <p>8.EE.1 Understand, explain, and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</p> | | |
| 8-12 | Hopewell Geometry | <p>LEARNING OBJECTIVE</p> <ul style="list-style-type: none"> • Students will look at some of the geometrical properties of a Hopewell earthwork. |

Ohio Learning Standards

8.G.6 Analyze and justify an informal proof of the Pythagorean Theorem and its converse.
8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
G.SRT.8 Solve problems involving right triangles.

Music

K-12

- [Appreciating Native American Music \(Library of Congress\)](#)
- [Audio: Songscapes of Native America](#)
- [American Indian Music \(Smithsonian - music and sound-related objects\)](#)
- [Video: Native American Shamanic Drumming](#)

Secondary

Tip: The articles below can help teachers reflect on how we might incorporate Native American Music into the classroom.

- [Video: WOSU: Anthem for our Ancestors \(Interview\)](#)
- [Video: Rumble On: More Native American musicians you should know \(PBS\)](#)
- [Video: The Lakota music project hopes to connect people through music](#)
- [Listen: Hear 6 Latin American Artists Who Rock in Indigenous Languages](#)

Musician Spotlight

Tip: Click on each picture below to introduce students to Native American Musicians

Tanya Tagaq Joanne Shenandoah Tito La Rosa
Throat Singer Singer-Songwriter Ancestral Music Performer
Inuk People (Canada) Oneida Nation, Iroquois Quechua Peoples (Peruvian Andes)



Music Lesson Plans

| | | |
|------|--|---|
| 6-12 | Lesson about Paula Nelson: Cherokee Singer Native American Culture (PBS) | <p>Students at the appropriate developmental level will:</p> <ul style="list-style-type: none"> Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends. (6-8) Students will: Recognize the roles of vocational and avocational musicians in learning, resting, and performing across history and cultures, with focus on the function of music in society. (9-12) |
|------|--|---|

Ohio Learning Standards for Music

6th Grade

1CE - Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme, and variation) from various cultures and historical periods.
 4CE - Identify the major periods, genres, and composers in the development of Western and non-Western music.
 6CE - Describe roles and skills musicians assume in various cultures and settings.

7th Grade

2CE- Identify the style and historical period of various music examples.
 3CE- Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.

9th Grade

4CE- Listen to and compare various musical styles from the United States, other cultures and historical periods.
 5CE- Identify musical forms used in vocal and instrumental genres from various historical periods.
 6CE - Identify the social contexts from which music of various cultures evolved.
 3RE - Examine how people from different backgrounds and cultures use and respond to music.

10th Grade

2CE- Identify and trace the development of music forms across historical periods.
 3CE - Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
 7CE - Identify musical forms used in vocal and instrumental genres from world cultures.
 8CE- Describe how music reflects the social and political events of history and the role of the musician in history and culture.

11th Grade

2CE - Using appropriate music terminology, critique various music styles from the United States, other cultures and historical periods.
 4CE- Identify and trace the development of the elements of music across historical periods.
 5RE - Evaluate how musical forms are influenced by history.
 6RE - Compare and contrast a musical work with another work of art (e.g., dance, drama, or visual art) from the same culture on the basis of cultural influences.

12th Grade

1CE - Interpret music symbols and terms in light of historical and stylistic context.

2CE- Identify and trace the development of the elements of music across musical styles and world cultures.
3CE - Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g., role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
3RE - Discuss how people differ in their response to musical experiences based upon culture, environment, values, and personal experiences.

P.E.

Articles

- [First Indigenous racer blazes trail at Tour de France](#)
- [Native American Running Traditions: A Deep Dive into Ancient Practices](#)
- [A Look At the History of Native Americans in Basketball](#)
- [The Native American Origins of Lacrosse](#)

National Geographic

- [Go inside the close-knit world of Native American Rodeo](#)

Athlete Spotlight

Tip: Click on each picture below to introduce students to Native American Athletes

Rod Curl

Ike Kahdot Zach Whitecloud

*PGA Tour Golfer Cleveland Indians 3rd Baseman NHL Hockey Defenseman
Wintu Tribe Citizen Potawatomi Nation Sioux Valley Dakota Nation*

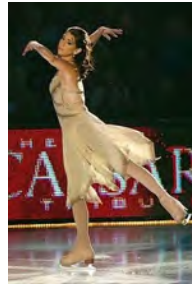


Angel Goodrich

Jim Thorpe

Naomi Lang

*WNBA Guard First Native American Olympic Gold Medalist Olympic Ice Dancer
Cherokee Nation Sac & Fox Nation Karuk Tribe*



Chris Wondolowski Dawn Kelly Allen Emmit Peters
Major League Soccer Player Tennis Player Dog Sled Musher
Kiowa Tribe Quapaw Tribe, Cherokee Nation & Euchee Tribe Alaskan Athabaskan



Science

- [Q'eswachaka: A Living Legacy of Inka Engineering \(MS\)](#)
- [American Indian Responses to Environmental Challenges \(6-9\)](#)
- [The People's Farm \(Video\)](#)

Articles

- [Amazon “women warriors” show gender equality, forest conservation go hand in hand \(Conservation\)](#)
- [Indigenous Star Stories \(earth science\)](#)
- [For Native Americans, coronavirus looks heartbreakingly familiar \(health\)](#)
- [How Tribes Are Reclaiming and Protecting Their Ancestral Lands from Coast to Coast \(Climate\)](#)
- [Native Nations Lead the Way To Returning Bison to their Traditional Homelands](#)
- [With Old Traditions and New Tech, Young Inuit Chart Their Changing Landscape](#)
- [Hawaiian officials OK telescope on land sacred to indigenous peoples \(Pro\)](#)
- [An International Telescope Project Is Colonizing Native Hawaiians' Sacred Land \(Con\)](#)

Science Spotlight

Tip: Click on each picture below to introduce your students to scientists, researchers, and professors.

Lori Arviso Alvord

Gregory Cajete

Lydia Jennings

Surgeon and Author Bridges Native and Western Science Geology, Engineering, Environmental Navajo Nation Tewa Indian Tribe Huichol (Mexico) & Pascua Yaqui Tribe

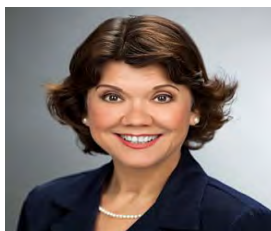


Marcos A. Moreno

Aerospace Engineer Organic Chemist

Pascua Yaqui Tribe Osage Nation & Cherokee Nation Muscogee Creek Nation

Jerry Elliot Donna Nelson *Health Advocate and Researcher Physicist and*



Xiye Bastida

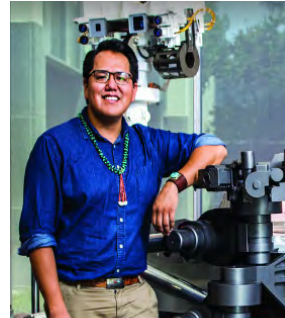
Robbie Hood Aaron Yazzie

Youth Climate Activist

NASA Atmospheric Scientist

Mechanical Engineer - NASA

Otomi People (Mexico) Cherokee Nation Diné (Navajo) Nation



Social Studies

K-12

- [Harvest Ceremony. Beyond the Thanksgiving Myth - A Study Guide](#)
- [How Do American Indians Celebrate Mothers Day](#)
- [Lewis and Clark: The Unheard Voices](#)

Secondary

- [Celebrating Native American Veterans with Oral Histories and Primary Source Documents \(LOC\)](#)
- [National Museum of the American Indian \(Smithsonian\)](#)
- [Patriot Nations: Native Americans in our Nation's Armed Forces \(Smithsonian\)](#)
- [Nation to Nation: Treaties between the US and American Indian Nations \(primary sources\)](#)
- [The Great Inka Road: Engineering an Empire \(Smithsonian\)](#)
- [Indivisible: African-Native American Lives in the Americas](#)
- [Taíno: Native Heritage and Identity in the Caribbean Gallery Guide](#)

- [Native American Code Talkers](#)
- [Images of the New World](#)
- [The Inka Empire: What Innovations Can Provide Food and Water for Millions? \(MS\)](#)
- [Ely Parker: Chief, Lawyer, Engineer, & Brigadier General \(Civil War; Parks Service\)](#)
- [American Indian Urban Relocation](#)
- [How do Native People and Nations Experience Belonging \(9-12\)](#)

Articles

- [Justices rule swatch of Oklahoma remains tribal reservation](#)
- [“We are still here”: Native Americans fight to be counted in US census](#)
- [Ireland’s people send donations to Native Americans; return Great Famine favor](#)
- [Despite gains, Native Americans fight for their voting rights](#)
- [Congresswoman Deb Haaland and her historic election victory](#)
- [Native American veterans to join groups honored at National Mall](#)
- [The Wonders: Hopewell Ceremonial Earthworks](#)
- [Cherokee Nation to get seat in Congress it was promised back in 1835](#)

World Language

Articles

- [Why migrants who speak indigenous languages slip through the cracks in US schools](#)
- [A Guatemalan Immersion School Gives Life to the Maya K'aqchikel Language](#)
- [68 Voices: About Earthquakes and the Origin of Life on Earth:Ch'ol](#)
- [Learning ancient Maori language is becoming popular in New Zealand](#)
- [French relationships with Native Americans](#)
- [German museum hopes to reconnect Alaska Native communities to artifacts collected in 1880s](#)
- [Mexico’s Indigenous Population](#)

Google Earth Yalitza Aparicio Martínez
Celebrating Indigenous Languages

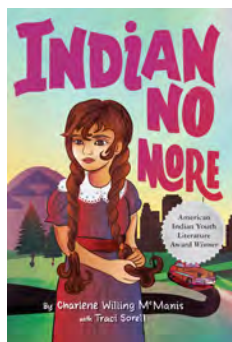
*Actor
Mixtec & Trique Peoples (Mexico)*



Tip: Create virtual field trips and support research projects using [Google Earth](#).

Secondary Book Recommendations

Middle School



Regina Petit's family has always been Umpqua, and living on the Grand Ronde Tribe's reservation is all ten-year-old Regina has ever known. Her biggest worry is that Sasquatch may actually exist out in the forest. But when the federal government enacts a law that says Regina's tribe no longer exists, Regina becomes "Indian no more" overnight—even though she lives with her tribe and practices tribal customs, and even though her ancestors were Indian for countless generations.

Now that they've been forced from their homeland, Regina's father signs the family up for the federal Indian Relocation Program and moves them to Los Angeles. Regina finds a whole new world in her neighborhood on 58th Place. She's never met kids of other races, and they've never met a real Indian. For the first time in her life, Regina comes face to face with the viciousness of racism, personally and toward her new friends.

Meanwhile, her father believes that if he works hard, their family will be treated just like white Americans. But it's not that easy. It's 1957 during the Civil Rights era, and the family struggles without their tribal community and land. At least Regina has her grandmother, Chich, and her stories. At least they are all together.

In this moving middle-grade novel drawing upon Umpqua author Charlene Willing McManis's own tribal history, Regina must find out: Who is Regina Petit? Is she Indian, American, or both? And will she and her family ever be okay?

2020 AILA Middle School Winner



Based on the true stories of the Native American Code Talkers, this incredible graphic novel features nine original stories by Native American artists and writers documenting the heroic tales of Code Talkers from World War I through the Korean War. The graphic novel also features a history of the Code Talkers and a lesson plan for teachers who wish to use the book to teach students about the struggle and accomplishments of these Native American heroes.

2018 AILA Middle School Winner



To the Gitksan people of Northwestern British Columbia, the grizzly is an integral part of the natural landscape. Together, they share the land and forests that the Skeena River runs through, as well as the sockeye salmon within it. Follow mother bear as she teaches her cubs what they need in order to survive on their own.

The *Mothers of Xsan* series uses striking illustration and lyrical language to bring the poetry of the Xsan ecosystem to life.

2020 AILA Middle School Honor Books

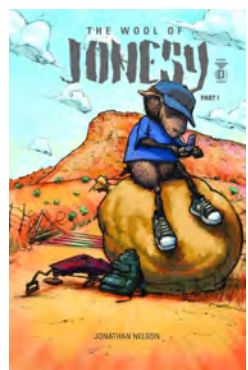


In her debut middle grade novel—inspired by her family’s history—Christine Day tells the story of a girl who uncovers her family’s secrets—and finds her own Native American identity.

All her life, Edie has known that her mom was adopted by a white couple. So, no matter how curious she might be about her Native American heritage, Edie is sure her family doesn’t have any answers.

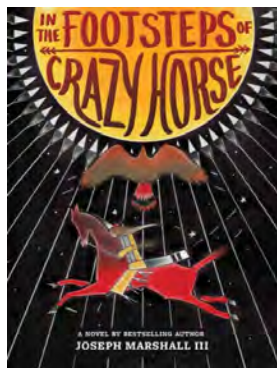
Until the day when she and her friends discover a box hidden in the attic—a box full of letters signed “Love, Edith,” and photos of a woman who looks just like her.

Suddenly, Edie has a flurry of new questions about this woman who shares her name. Could she belong to the Native family that Edie never knew about? But if her mom and dad have kept this secret from her all her life, how can she trust them to tell her the truth now? **2020 AILA Middle School Honor Books**



Written and illustrated by Diné artist Jonathan Nelson, *The Wool of Jonesy #1* tells the first story of Jonesy the Sheep and his adventures out on the "rez." As Jonesy heads out to explore life after high school he finds himself discovering and dreaming. The wonderfully illustrated story gives young and old alike a simple and enchanting view of reservation life through the eyes of an amazing character.

2018 AILA Middle School Honor Books

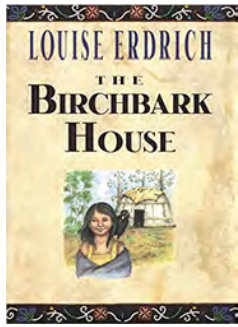


Jimmy McClean is a Lakota boy, though you wouldn’t guess it by his name. His mother is Lakota, and his father is half white and half Lakota. Over summer break, Jimmy embarks on a journey with his grandfather, Nyles High Eagle. While on the road, his grandfather tells him the story of Crazy Horse, one of the most important figures in Lakota, and American, history.

Expertly intertwining fiction and nonfiction, celebrated Brulé Lakota author Joseph Marshall III chronicles the many heroic deeds of Crazy Horse, especially his taking up arms against the U.S. government. He fiercely fought against encroachments on the territories and way of life of the Lakota people, including leading a war party to victory at the Battle of the Greasy Grass (the Battle of the Little Bighorn) and playing a major and dangerous role as decoy at the Battle of the Hundred in the Hands (the Fetterman Battle). With Sitting Bull, Crazy Horse was the last of the Lakota to surrender his people to the U.S. Army. Through his grandfather’s tales about the famous warrior, Jimmy learns about his Lakota heritage and, ultimately, himself.

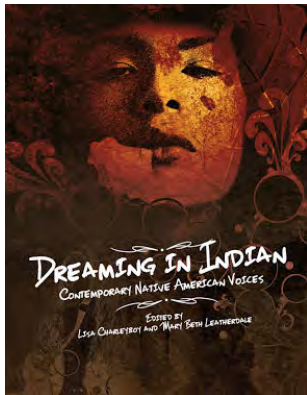
Drawing references and inspiration from the oral stories of the Lakota tradition, Marshall gives readers an insider’s perspective on the life of Tasunke Witko, better known as Crazy Horse.

2016 AILA Middle School Winner



Omakayas and her family live on the land her people call the Island of the Golden-Breasted Woodpecker. Although the "Chimookoman," white people, encroach more and more on their land, life continues much as it always has: every summer they build a new birchbark house; every fall they go to ricing camp to harvest and feast; they move to the cedar log house before the first snows arrive, and celebrate the end of the long, cold winters at maple-sugaring camp. In between, Omakayas fights with her annoying little brother, Pinch; plays with the adorable baby, Neewo; and tries to be grown-up like her big sister, Angeline. But the satisfying rhythms of their life are shattered when a visitor comes to their lodge one winter night, bringing with him an invisible enemy that will change things forever-- but that will eventually lead Omakayas to discover her calling.

2016 AILA Middle School Honor Books



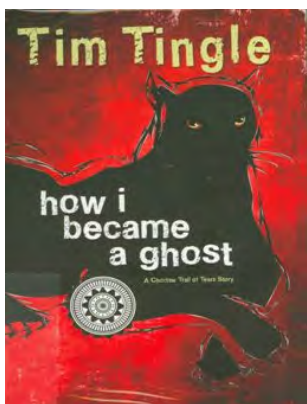
A powerful and visually stunning anthology from some of the most groundbreaking Native artists working in North America today.

Truly universal in its themes, *Dreaming In Indian* will shatter commonly held stereotypes and challenge readers to rethink their own place in the world. Divided into four sections, 'Roots,' 'Battles,' 'Medicines,' and 'Dreamcatchers,' this book offers readers a unique insight into a community often misunderstood and misrepresented by the mainstream media.

Emerging and established Native artists, including acclaimed author Joseph Boyden, renowned visual artist Bunky Echo Hawk, and stand-up comedian Ryan McMahon, contribute thoughtful and heartfelt pieces on their experiences growing up Indigenous, expressing them through such mediums as art, food, the written word, sport, dance, and fashion. Renowned chef Aaron Bear Robe, for example, explains how he introduces restaurant customers to his culture by reinventing traditional dishes. And in a dramatic photo spread, model Ashley Callingbull and photographer Thosh Collins reappropriate the trend of wearing 'Native' clothing.

Whether addressing the effects of residential schools, calling out bullies through personal manifestos, or simply citing hopes for the future, *Dreaming In Indian* refuses to shy away from difficult topics. Insightful, thought-provoking, and beautifully honest, this book will appeal to young adult readers. An innovative and captivating design enhances each contribution and makes for a truly unique reading experience.

2016 AILA Middle School Honor Books



A Choctaw boy tells the story of his tribe's removal from the only land his people had ever known, and how their journey to Oklahoma led him to become a ghost, one with the ability to help those he left behind.

2014 AILA Middle School Winner



Apple Starkington turned her back on her Native American heritage the moment she was called a racial slur for someone of white and Indian descent, not that she really even knew how to be an Indian in the first place. Too bad the white world doesn't accept her either. And so begins her quirky habits to gain acceptance.

Apple's name, chosen by her Indian mother on her deathbed, has a double meaning: treasured apple of my eye, but also the negative connotation of a person who is red, or Indian, on the outside, but white on the inside.

After her wealthy father gives her the boot one summer, Apple reluctantly agrees to visit her Native American relatives on the Turtle Mountain Indian Reservation in northern North Dakota for the first time. Apple learns to deal with the culture shock of Indian customs and the Native Michif language, while she tries to find a connection to her dead mother. She also has to deal with a vengeful Indian man who loved her mother in high school but now hates Apple because her mom married a white man.

Bouncing in the middle of two cultures, Apple meets her Indian relatives, shatters Indian stereotypes, and learns what it means to find her place in a world divided by color.

North Dakota State University Press is proud to present *Apple in the Middle* as the first volume in our Contemporary Voice of Indigenous Peoples Series.



Dual-language edition in Nishnaabemwin (Ojibwe) Nbisiing dialect and English. When eight-year-old Irene is removed from her First Nations family to live in a residential school, she is confused, frightened and terribly homesick. She tries to remember who she is and where she came from, despite the efforts of the nuns in charge at the school, who tell her that she is not to use her own name but instead use the number they have assigned to her. When she goes home for summer holidays, Irene's parents decide never to send her and her brothers away again. But where will they hide? And what will happen when her parents disobey the law? Based on the life of co-author Jenny Kay Dupuis's grandmother, *I Am Not a Number* is a hugely necessary book that brings a terrible part of Canada's history to light in a way that children can learn from and relate to.

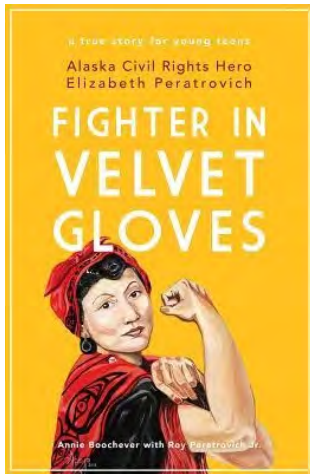
High School



Explore the past 150 years in what is now Canada through the eyes of Indigenous creators in this groundbreaking graphic novel anthology. Beautifully illustrated, these stories are an emotional and enlightening journey through indigenous wonderworks, psychic battles, and time travel. See how Indigenous peoples have survived a post-apocalyptic world since Contact.



When Louise Wolfe’s first real boyfriend mocks and disrespects Native people in front of her, she breaks things off and dumps him over email. It’s her senior year, anyway, and she’d rather spend her time with her family and friends and working on the school newspaper. The editors pair her up with Joey Kairouz, the ambitious new photojournalist, and in no time the paper’s staff find themselves with a major story to cover: the school musical director’s inclusive approach to casting *The Wizard of Oz* has been provoking backlash in their mostly white, middle-class Kansas town. From the newly formed Parents Against Revisionist Theater to anonymous threats, long-held prejudices are being laid bare and hostilities are spreading against teachers, parents, and students — especially the cast members at the center of the controversy, including Lou’s little brother, who’s playing the Tin Man. As tensions mount at school, so does a romance between Lou and Joey — but as she’s learned, “dating while Native” can be difficult. In trying to protect her own heart, will Lou break Joey’s?



“No Natives or Dogs Allowed,” blared the storefront sign at Elizabeth Peratrovich, then a young Alaska Native Tlingit. The sting of those words would stay with her all her life. Years later, after becoming a seasoned fighter for equality, she would deliver her own powerful message: one that helped change Alaska and the nation forever.

In 1945, Peratrovich stood before the Alaska Territorial Legislative Session and gave a powerful speech about her childhood and her experiences being treated as a second-class citizen. Her heartfelt testimony led to the passing of the landmark Alaska Anti-Discrimination Act, America’s first civil rights legislation. Today, Alaska celebrates Elizabeth Peratrovich Day every February 16, and she will be honored on the gold one-dollar coin in 2020.

Annie Boochever worked with Elizabeth’s eldest son, Roy Peratrovich Jr., to bring Elizabeth’s story to life in the first book written for young teens on this remarkable Alaska Native woman.



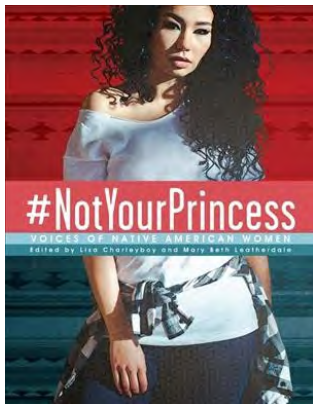
Carson Mastick is entering his senior year of high school and desperate to make his mark, on the reservation and off. A rock band -- and winning Battle of the Bands -- is his best shot. But things keep getting in the way. Small matters like the lack of an actual band, or his brother getting shot by the racist owner of a local restaurant.

Maggi Bokoni has just moved back to the reservation with her family. She's dying to stop making the same traditional artwork her family sells to tourists (conceptual stuff is cooler), stop feeling out of place in her new (old) home, and stop being treated like a child. She might like to fall in love for the first time too.

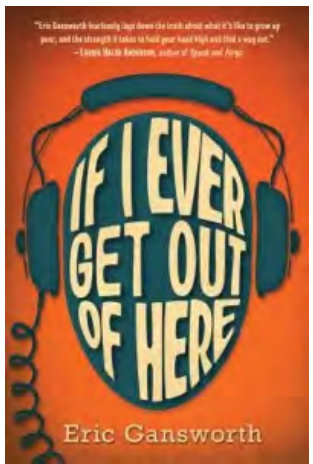
Carson and Maggi -- along with their friend Lewis -- will navigate loud protests, even louder music, and first love in this stirring novel about coming together in a world defined by difference.




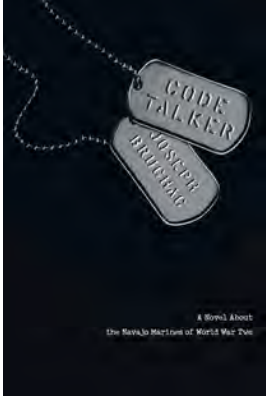
Humanity has nearly destroyed its world through global warming, but now an even greater evil lurks. The indigenous people of North America are being hunted and harvested for their bone marrow, which carries the key to recovering something the rest of the population has lost: the ability to dream. In this dark world, Frenchie and his companions struggle to survive as they make their way up north to the old lands. For now, survival means staying hidden—but what they don't know is that one of them holds the secret to defeating the marrow thieves.



Whether looking back to a troubled past or welcoming a hopeful future, the powerful voices of Indigenous women across North America resound in this book. In the same style as the best-selling *Dreaming in Indian*, *#NotYourPrincess* presents an eclectic collection of poems, essays, interviews, and art that combine to express the experience of being a Native woman. Stories of abuse, humiliation, and stereotyping are countered by the voices of passionate women making themselves heard and demanding change. Sometimes angry, often reflective, but always strong, the women in this book will give teen readers insight into the lives of women who, for so long, have been virtually invisible.



Lewis "Shoe" Blake is used to the joys and difficulties of life on the Tuscarora Indian reservation in 1975: the joking, the Fireball games, the snow blowing through his roof. What he's not used to is white people being nice to him -- people like George Haddonfield, whose family recently moved to town with the Air Force. As the boys connect through their mutual passion for music, especially the Beatles, Lewis has to lie more and more to hide the reality of his family's poverty from George. He also has to deal with the vicious Evan Reininger, who makes Lewis the special target of his wrath. But when everyone else is on Evan's side, how can he be defeated? And if George finds out the truth about Lewis's home -- will he still be his friend?

| | |
|--|--|
|  | <p><i>Blue Horses Rush In</i> takes its title from a poem about the birth of her granddaughter Chamisa, whose heart "pounded quickly and we recognized / the sound of horses running: / the thundering of hooves on the desert floor." Through such personal insights, this collection follows the cycle of a woman's life and underlines what it means to be Navajo in the late twentieth century. The book marks a major accomplishment in American literature for its successful blending of Navajo cultural values and forms with the English language, while at the same time retaining the Navajo character. Here, Luci Tapahonso walks slowly through an ancient Hohokam village, recalling stories passed down from generation to generation. Later in the book, she may tell a funny story about a friend, then, within a few pages, describe family rituals like roasting green chiles or baking bread in an outside oven. Throughout, Tapahonso shares with readers her belief in the power of pollen and prayer feathers and sacred songs.</p> |
|  | <p>Throughout World War II, in the conflict fought against Japan, Navajo code talkers were a crucial part of the U.S. effort, sending messages back and forth in an unbreakable code that used their native language. They braved some of the heaviest fighting of the war, and with their code, they saved countless American lives. Yet their story remained classified for more than twenty years.</p> <p>But now Joseph Bruchac brings their stories to life for young adults through the riveting fictional tale of Ned Begay, a sixteen-year-old Navajo boy who becomes a code talker. His grueling journey is eye-opening and inspiring. This deeply affecting novel honors all of those young men, like Ned, who dared to serve, and it honors the culture and language of the Navajo Indians.</p> <p>An ALA Best Book for Young Adults</p> |

Events/Activities

- **Junior Historians at the Museum** - A program at the Ohio History Center on Saturday, November 20, 2024, from 1–2 PM. This program is for elementary school students and includes a live reading of *A Bird's Eye View of the Hopewell* by Charlotte Stiverson.
- **Pocahontas: Beyond the Myth** - A show at the Ohio History Center on Fridays, November 5, 12, 19, and 26, 2024, at 11 AM and 1 PM. This show explores the life of Pocahontas, an American Indian woman whose relationship with John Smith has been portrayed as a romance.