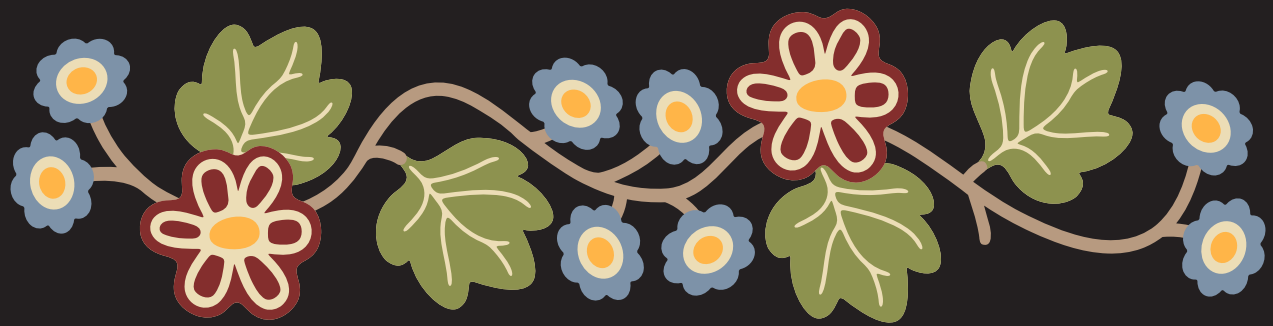
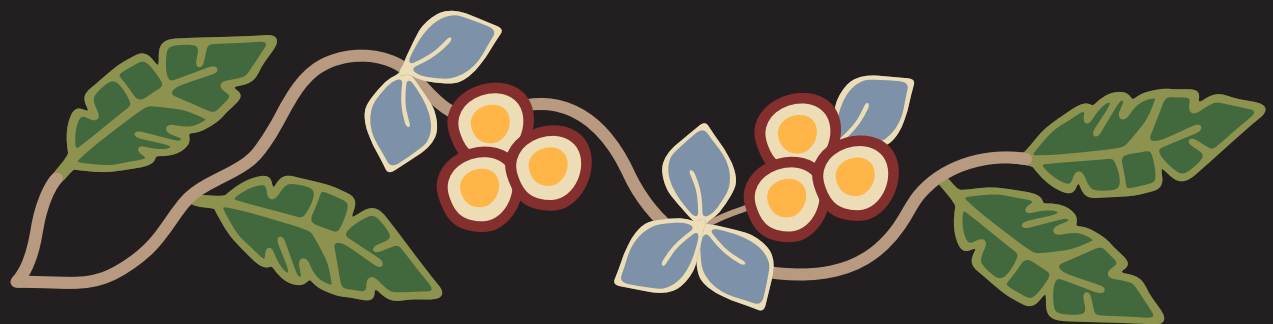




Anishinaabek

The Original People
of This Place



Educator's Guide

GRAND RAPIDS
PUBLIC MUSEUM

Be curious.



grpm.org



Planning Your Visit. ¹

Schedule Your Group

- ❑ Visit grpm.org/group-visits for details about pricing and group scheduling.
- ❑ Contact the group scheduling office by phone at 616.929.1734 or submit a group reservation form online at grpm.org/group-reservation-form/

Accessibility

- ❑ The GRPM respects, values and honors the unique attributes, characteristics and perspectives that make each person who they are. We strive to prioritize both physical and cognitive accessibility in all programming, designing experiences that are inclusive to the broadest range of people in the communities we serve.
- ❑ Wheelchairs: Available free of charge near the front desk on a first-come basis. All entrances, exhibits and restrooms are wheelchair accessible, with an elevator accessible to all floors located in the middle of each floor.
- ❑ For visitors who are blind or have low vision: The Museum provides Aira, an app-based verbal description service that connects people who are blind or have low vision to remote agents to guide them through the Museum.
- ❑ For visitors who are Deaf or hard of hearing: The Museum offers hearing-assist technology in the Chaffee Planetarium and the Meijer Theater.
- ❑ The Quiet Room: The GRPM's Quiet Room is a small, private room, available for visitor use. This room is family friendly, and a space that allows for low sensory needs and for anyone who needs a private area to be away from crowds.
- ❑ Sensory accommodations: The Museum has partnered with KultureCity to train team members to assist guests with sensory needs. Sensory tools such as noise-canceling headphones, weighted lap pads and fidget spinners can be checked out at the front desk.
- ❑ Visit grpm.org/accessibility for a complete list of accessibility features.

Making Connections

- ❑ Think about how the exhibit fits into unit plans and yearly themes. Integrate the exhibit into your classroom to make your field trip essential, not auxiliary. This will help your students see the Museum as a valuable resource for learning that is related to classroom goals.

¹Kiesel, J. (2006). Making field trips work. *The Science Teacher*, 73(1), 46.

Researching Ahead of Time

- ❑ Consider the logistics; get to know the Museum, what it has to offer, and how to use it effectively.
- ❑ Familiarize yourself with the layout using our digital map, grpm.org/visit/map
- ❑ If possible, visit the Museum and the exhibit ahead of your trip. Consider what you will focus on and how students will move through the exhibit.
- ❑ Interact with Museum staff to ask questions; the more comfortable you are, the more effective the learning environment will be when your students come to visit.

Preparing Students

- ❑ Orient the students to the learning space; reducing the novelty of the Museum will help prevent “cognitive overload” that might interfere with the tasks you would like students to complete.
- ❑ Preparation strategies may include showing students pictures of the Museum or exhibit, providing them with an agenda of the day’s activities, and even allowing time for exploration upon arrival.

Preparing Chaperones

- ❑ Secure the proper number of chaperones your institution requires. The Museum recommends one adult for every five children, and allows groups to bring this ratio (of adults to students) complementary when booking through group scheduling.
- ❑ Inform chaperones of their role on the field trip ahead of time.

Creating a Plan

- ❑ Decide what experiences you want for your students. When planning consider:
 - What experiences are not available in the classroom?
 - What opportunities in the Museum would best suit the needs of your students?
 - You may want to limit the scope of your experience; attempting to see the entire Museum in two hours guarantees only a glossing over with little chance for students to deeply engage.
 - A well-made worksheet may help facilitate purposeful student observation and critical thinking.

Following Up

- ❑ Follow up refers to the next lesson or project that builds on the Museum experience. This component is critical, as it helps reinforce the concepts students developed during the trip
- ❑ A strong connection between the curriculum and a field trip allows students to see the Museum as an integral part of their learning; it helps them not only remember what they did, but why they did it.



Guided Education Programs for Anishinaabek: The Original People of This Place

The Museum's education department offers the following guided education programs for groups that will allow students opportunities to further engage with concepts from *Anishinaabek: The Original People of This Place*.

Visit grpm.org/group-visits for more information or to inquire about reserving a program.

Connect: Trade & Transformation

- Description: This program introduces students to the meeting between French fur traders and the Great Lakes Anishinabek, focusing on the beginnings of the exchange of knowledge and goods between them. Demonstrations and hands-on activities with artifacts will help students step into the past to discover this history and reflect on the meeting between the two cultures. Learners will also examine the harmful impacts of European colonization on native communities, such as disease, loss of land, and attacks on culture. *Age level: Grades 3-8*

Discover: The Original People of this Place (K-3)

- Description: Long before Europeans came to Michigan, Anishinabe people lived all around the Great Lakes region, including areas that now make up greater Grand Rapids. Learners will be able to describe technologies and practices the Anishinabek developed to maintain relationships with the natural world and rely on it for survival. Educators will share examples of how Anishinabe children learned important life skills from their elders, stories and through play. *Age level: Grades K-3*

Discover: The Original People of this Place (4-8)

- Description: During this program, students focus on the enduring presence, traditions and knowledge of the Anishinaabe people. Through analysis of artifacts, specimens and exhibit stories, learners will discover how seasonal cycles, traditional cultural practices and language are deeply connected to Anishinaabe identity, community and place. They will understand that many of the impacts of colonization were harmful for the tribes, yet Anishinaabe communities have demonstrated resilience by maintaining and adapting their culture across generations. *Age level: Grades 4-8*

Discover: River of Time

- Description: River of Time is an interactive walking tour that invites learners to explore the history of Grand Rapids through the lens of the Grand River. This program takes students on a journey from the Indigenous peoples' deep connection to the river, through the growth of the modern city in the mid-1800s, industrialization, and environmental change. The tour will guide students through historical sites in the downtown riverfront area, using engaging activities, primary sources, and discussion. Students will make connections between history and the natural world and reflect on the role the Grand River has played in the story of Grand Rapids over time. *Age level: Grades 2-12; materials and instructional techniques are adapted to grade level.*

Explore: Anishinaabek The Original People of this Place

- Description: Explore: Exhibits will help learners understand how to use the core exhibits as tools for exploration, investigation and discovery. Students will practice two thinking moves which will allow them to get the most out of experiencing museum exhibits. First, they will make observations of displayed objects and images and explicitly record the emotions, memories, and questions that these objects bring up. Next, they will dig deep into an exhibit section to ask themselves, "What is the Big Idea of this exhibit?" and "What story is this exhibit telling me?" Learners will leave Explore programs with the tools and experience to enjoy learning throughout the GRPM and beyond. *Age level: K-12; materials and instructional techniques are adapted to grade level.*

Investigate: Anishinaabe Cultural Artifacts

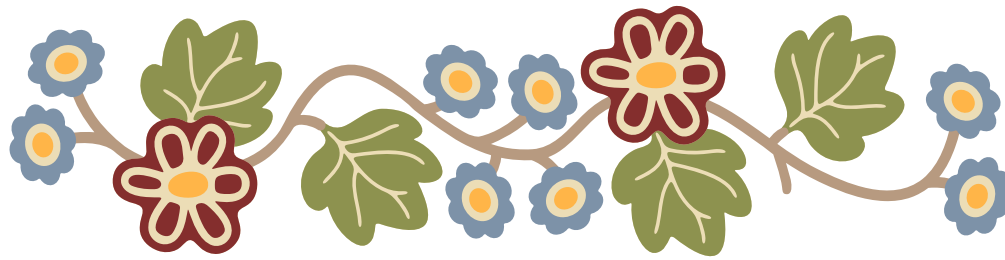
- Description: Students will examine a variety of beautiful artifacts that illustrate Anishinabe artwork, clothing, foodways and other technologies. Students will be able to describe what these cultural objects can tell us about the lifestyle and values of the individuals who used them. *Age level: Grades 3-12; materials and instructional techniques are adapted to grade level.*

Planetarium Programs for Anishinaabek: The Original People of This Place

The Museum's education department offers the following planetarium programs for groups that will allow students opportunities to further engage with concepts from *Anishinaabek: The Original People of this Place*.

Living in Balance: Anishinaabe Star Knowledge

- Description: Living in Balance: Anishinaabe Star Knowledge highlights Anishinaabe stories of constellations and moons in relation to contemporary insights about environmental changes. Teachings shared by Native Skywatchers Carl Gawboy, William Wilson, and Dr. Annette S. Lee are narrated by Aarin Dokum with Anishinaabemowin translations by Alphonse Pitawanakwat set to art by Elizabeth LaPensée.
 - *Age level: 6+*
 - *Show length: 25 minutes*



Anishinaabek

The Original People of This Place

Exhibit Overview.

Anishinaabek: The Original People of this Place is an exhibit collaboratively created with the Anishinaabe people of Michigan. Centered on the theme "We are Still Here," this redesigned exhibit includes natural elements, connections to the Grand River, and opportunities to dig deeper into topics central to today's Anishinaabe community. Through written and spoken stories, art from local Anishinaabe artists, cutting-edge technology, and interactive experiences, visitors will discover the past, present, and future of Anishinaabek culture.

This exhibit is split into two overarching sections: We Are Still Here and seasonal dioramas, and also includes a learning lodge.

We Are Still Here topics include:

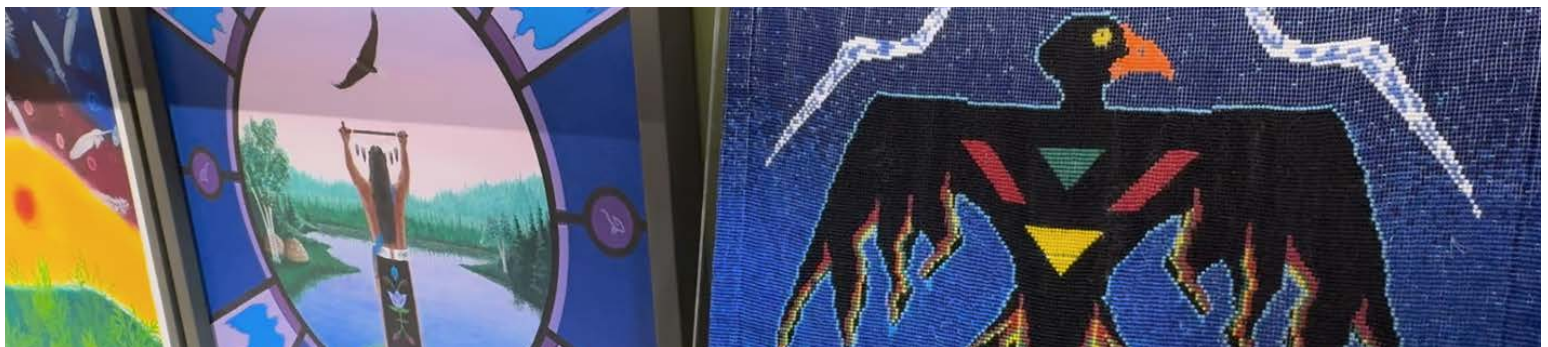
- Tribal Sovereignty
- Language
- The Mounds and NAGPRA (*Native American Graves Protection and Repatriation Act*)
- Boarding Schools
- Seven Generations

Each seasonal diorama includes a hologram featuring an Anishinaabe person sharing a traditional lifeway with a modern twist.

Learning Lodge

A learning lodge is a special space reserved for community ceremonies, storytelling, and teachings. Discussions may be led by an Elder or community leader, inviting all ages to come learn, grow, and heal. The shape of the learning lodge brings to mind a turtle, emulating the Anishinaabe Creation Story and wisdom of the great turtle. Traditionally, construction of a learning lodge includes natural material, such as bent saplings covered with bark. Lodges may range in size from holding a few people to dozens, depending on the community needs.

This structure was created with synthetic materials to ensure durability of the lodge, and offers capacity for up to 40 people. As you enter, consider what important roles community spaces play in your neighborhood, how they are constructed, and important symbols that represent the culture and values shared within that space.



Accessibility Features.

- Labels in English with Anishinaabemowin incorporated.
- Created using Universal Design for Learning principles to engage learners of all ages, abilities, and interests.
- Multi-sensory exhibit with interactive elements that enliven the senses, including tactile experiences.
- Visit grpm.org/accessibility for a complete list of accessibility features at the GRPM.

Please be sure to:

- Take and share photos.
- Ask questions.
- Treat exhibit displays with respect.
- Be aware and respectful of other visitors.
- Continue researching and learning about these topics when you return home.

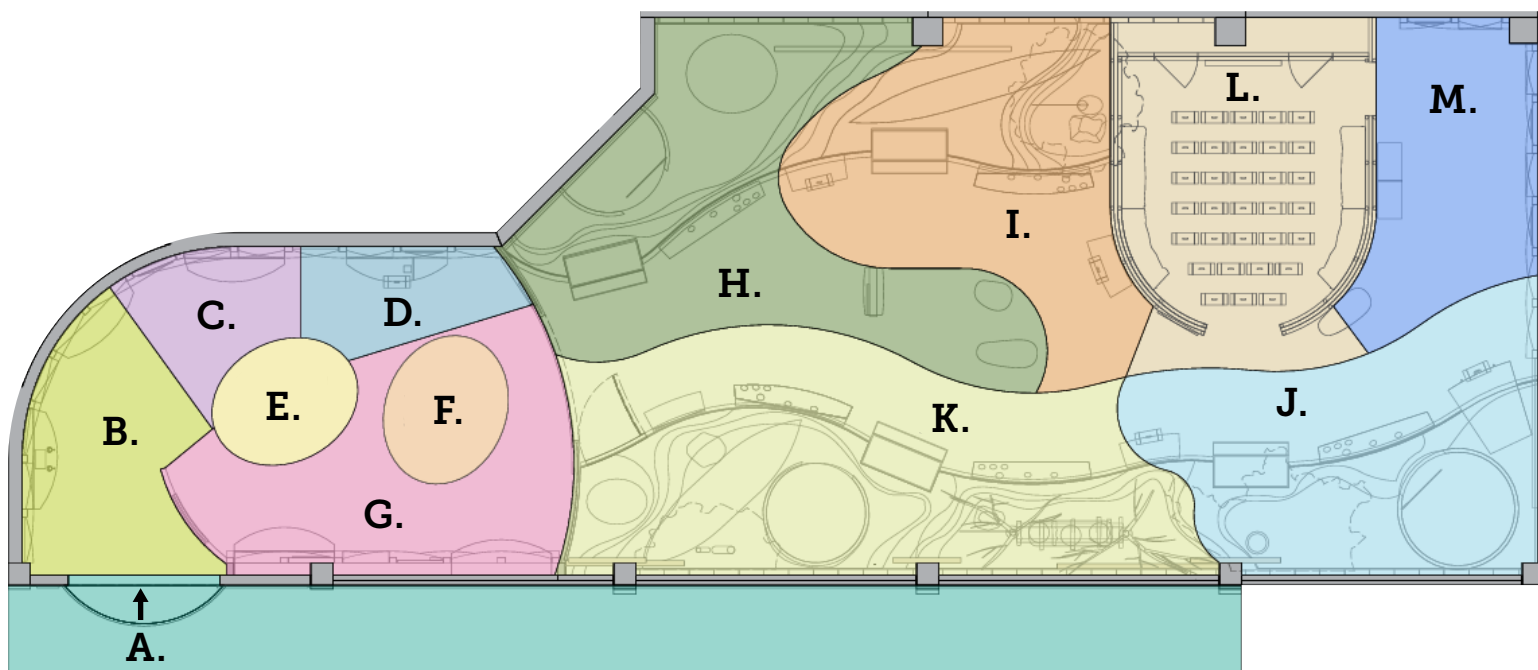


Exhibit Sections.

- | | |
|-----------------------|-------------------|
| A. Welcome | H. Summer |
| B. We are Still Here | I. Fall |
| C. Tribal Sovereignty | J. Winter |
| D. Language | K Spring |
| E. Mounds / NAGPRA | L. Learning Lodge |
| F. Boarding Schools | M. Conclusion |
| G. Seven Generations | |



Exhibit Themes and Key Concepts.

The following themes are explored in *Anishinaabek: The Original People of this Place*:

- We are still here.
- Anishinaabemowin language is an important part of Anishinaabe identity.
- This place, Baw-wa-ting (the place of the rapids) on Owashtanog (far-flowing water) is a significant gathering place for Native people and has been for thousands of years.
- Anishinaabe traditional culture revolves around the seasons of the year.
- Learning about and reviving traditional Anishinaabe practices can help build a better future for all.

Essential Questions.

- What does it mean to say, "We are still here," and how does this concept shape Anishinaabe identity and culture?
- How does language connect people to their identity and culture; how does language create a sense of belonging?
- Why has Baw-wa-ting (the place of the rapids) on Owashtanog (far-flowing water) been an important gathering place for Native people?
- How do the seasons shape traditional Anishinaabe ways of life, knowledge and relationships with the natural world?
- How do land, language, culture and traditions help the Anishinaabek maintain their identity across generations?

Curriculum Connections.

Anishinaabek: The Original People of this Place can be utilized to address the following content area standards:

English Language Arts Common Core Standards

- Reading: Informational Text
- Speaking and Listening
- Language

Michigan K-12 Science Standards

- Earth's Systems: Processes that Shape the Earth
- Engineering Design
- Interdependent Relationships in Ecosystems
- Space Systems: Patterns and Cycles
- Structure, Function and Information Processing

Michigan K-12 Social Studies Standards

- C1 Purposes of Government
- C3 Structure and Functions of Government
- G1 The World in Spatial Terms
- G2 Places and Regions
- G3 Physical Systems
- G4 Human Systems
- G5 Environment and Society
- H1 The World in Temporal Terms: Historical Habits of Mind
- H2 Living and Working Together in Communities
- H3 The History of Michigan
- P2 Reading and Communication - Read and Communicate Effectively
- P2 Inquiry, Research and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation
- WHG Era 1 - The Beginnings of Human Society: Beginnings to 4000 BCE
- WHG Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples
- WHG Era 4 - Bridge to Era 4 - Case Studies from Three Continents
- USHG Era 1 - Beginnings to 1620
- USHG Era 2 - Colonization and Settlement (1585-1763)
- USHG Era 3 - Revolution and the New Nation (1754-1800)
- USHG Era 4 - Expansion and Reform (1792-1861)
- USHG Era 5 - Civil War and Reconstruction (1850-1877)
- USHG Era 6 - Development of Industrial, Urban and Global United States (1870-1930)
- USHG Era 7 - Great Depression and World War II (1920-1945)
- USHG Era 8 - Post-WWII United States (1945-1989)
- USHG Era 9 - America in a New Global Age

Exhibit Activities.

Anishinaabek: The Original People of this Place features state-of-the-art technology and is interactive to engage visitors in deep discovery and learning. Explore some of the following interactives in the exhibit:

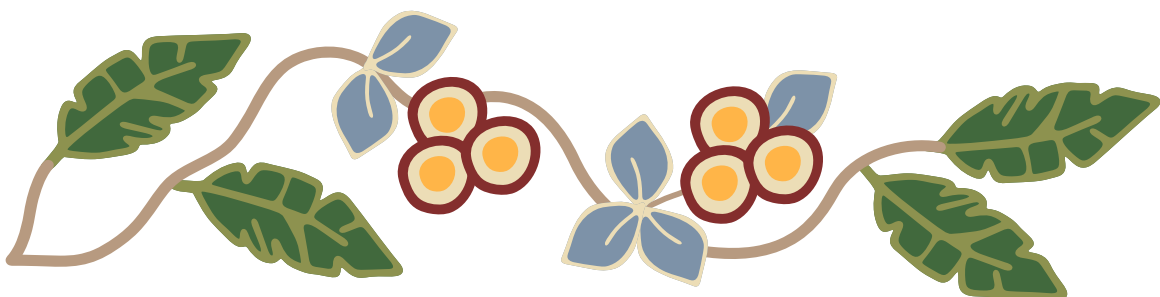
We Are Still Here.

- **Welcome.** Murals and beadwork mosaics by local Anishinaabe artists.
- **We Are Still Here.** Animated maps showing the migration of the Anishinaabek from the East Coast to the Great Lakes region.
- **Tribal Sovereignty.** Interviews with local Tribal members. Touch screen interactives exploring three major treaties signed with the United States government and their impact on Anishinaabek people as well as the Grand River Bands of Ottawa Indians' struggle to gain federal recognition.
- **Language.** Parts of language blocks with RFID technology to create words and hear their pronunciation in Anishinaabemowin.
- **The Mounds / NAGPRA.** 3D topographic maps to touch and explore the types of burial mounds found around the Great Lakes region.
- **Boarding Schools.** Interviews with local Tribal members and survivors.
- **Seven Generations.** Move the magnetic scutes on a turtle's back to discover how time is kept by a turtle's shell.

Seasonal Dioramas. Holograms in each seasonal display reveal a story about traditional foodways and lifeways. Video projections are included to support the holographic stories.

- **Mnookmi (Spring).**
 - Foodway featured: Ziinzibaakwad (maple sugaring)
 - Lifeway featured: Live nmé (sturgeon)
 - What's in my Basket: 3D printed replicas of artifacts and specimens to touch.
- **Niiben (Summer).**
 - Foodway featured: Mijjinimaaganag garden (Three Sisters garden)
 - Lifeway featured: Jingtamok (PowWow)
 - Moveable medicine wheel that reveals information about related colors and seasons.
- **Dgwagek (Fall).**
 - Foodway featured: Ricing
 - Lifeway featured: Baga'adowe (lacrosse)
 - Interactive manoomin nooshkaatoon (wild rice winnowing) basket that simulates processing wild rice after harvesting.
- **Biboon (Winter).**
 - Foodway featured: Hunting and trapping
 - Lifeway featured: Sharing aadizokaan (sacred stories)
 - Pinball-style snow snake activity that simulates throwing a snow snake.
 - What's in my Basket: 3D printed replicas of artifacts and specimens to touch.

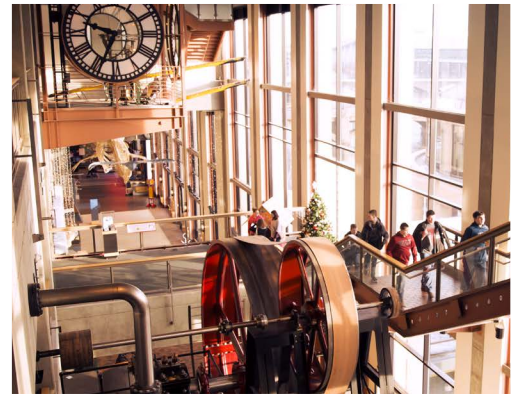
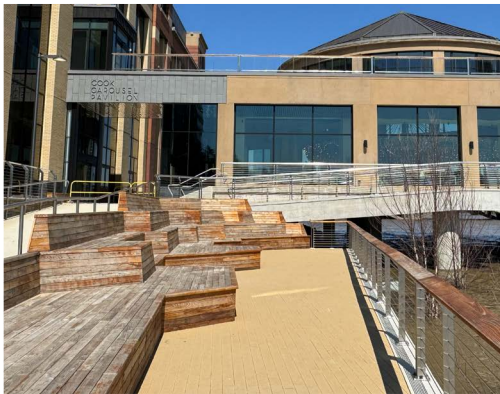
Immersive Learning Lodge allows visitors to experience sitting in an Anishinaabe lodge; includes a video display sharing a variety of Anishinaabek stories.



Around the Museum.

Visit the following exhibits for more connections to *Anishinaabek: The Original People of this Place*.

- **The Riverfront (outdoor, east side of the building):** This outdoor space on the banks of the Grand River offers the community a new opportunity for closeness to the natural resource at the center of this city's identity. Explore exhibits, enjoy the views, and learn something new on the water's edge.
- **Currents that Connect (3rd floor): Coming Soon!**
- **Great Lakes Fur Trader (3rd floor):** At the heart of the fur trade was the development of effective communication between two radically different cultures; explore how Native Americans and Europeans were changed by their contact with each other, yet managed to create a mutually beneficial system which persisted for 250 years.
- **West Michigan Habitats (3rd floor):** This large, meandering exhibit that transports visitors through the natural environments of West Michigan. The life-like exhibits of mounted animals and plants in their natural settings must be seen to be believed. Dioramas with light, sound, images and hands-on activities that kids can use to learn about fish in Lake Michigan, microscopic life in a drop of marsh water, fragile sand dune, wetland, and woods ecosystems and the impact of the lifestyle choices humans make that affect the natural environment.
- **Michigan Map (3rd floor):** This topographical map of Michigan is made of hand-carved wood and was crafted by artists employed by the Works Progress Administration (WPA) in 1938 for the new Grand Rapids Public Museum building that was being built at 54 Jefferson Ave. SE. Today, the map shows dynamic projections of Anishinaabek tribes, territories and their influence on places in our state.
- **Living in Balance: Anishinaabe Star Knowledge (planetarium show, 2nd floor):** Living in Balance: Anishinaabe Star Knowledge highlights Anishinaabe stories of constellations and moons in relation to contemporary insights about environmental changes. Teachings shared by Native Skywatchers Carl Gawboy, William Wilson, and Dr. Annette S. Lee are narrated by Aarin Dokum with Anishinaabemowin translations by Alphonse Pitawanakwat set to art by Elizabeth LaPensée.
 - Note: This planetarium show is on seasonal rotation in the public planetarium show schedule; visit grpm.org/group-visits for more information or to inquire about reserving a private show.
- **Anishinaabe-Themed Scavenger Hunt (all three floors):** Make your way through the Museum to learn more about Anishinaabe culture. [Anishinaabe Culture Scavenger Hunt](#)



In the Classroom.

Research on the GRPM Online Collections Database.

The Grand Rapids Public Museum preserves a Collection of over 250,000 artifacts and scientific specimens. The Museum continues to add new content for students, teachers and researchers around the world to explore the Digital Collection ([grpmcollections.org](https://www.grpmcollections.org)). On the GRPM Digital Collections, you can find a record of many of the artifacts and specimens used in the exhibit. Visit the Explore tab, select Exhibits & Programs, then find the *Anishinaabek: The Original People of this Place* gallery at <https://www.grpmcollections.org/Detail/occurrences/449>. Students can utilize this resource to uncover detailed information about these primary sources – including dates, materials, and designers.

Other resources on the GRPM Online Collections Database include:

- **Anishinaabe Culture Virtual Discovery Kit:** Learn how the Anishinaabek have lived alongside the natural world through a variety of artifacts that tell the story of the original people of this place. https://www.grpm.org/wp-content/uploads/2020/04/Virtual_Discovery_Kit_Anishinabe.pdf
- **Anishinaabe Oral Histories:** Oral histories are a type of primary source that can be a powerful teaching tool. This collection of Anishinaabe oral histories include video, audio, transcripts and other visuals that were documented mostly in 1992. <https://www.grpmcollections.org/Gallery/3160>. The accompanying guide for educators offers additional information about the oral histories, including tribal affiliation, interview summaries and keywords. [Anishinaabek Oral Histories - Guide for Educators](#)
- **Anishinaabek Mini-Exhibits:** Temporary seasonal exhibits created during the *Anishinaabek: The Original People of this Place* exhibit redesign in 2024-2026. These exhibits were located in the 3rd floor gallery outside the Anishinaabek exhibit space.
- **Mnookmi (Spring):** <https://www.grpmcollections.org/Detail/occurrences/467>
- **Niibin (Summer):** <https://www.grpmcollections.org/Detail/occurrences/475>
- **Dagwaagin (Fall):** <https://www.grpmcollections.org/Detail/occurrences/480>
- **Biboon (Winter):** <https://www.grpmcollections.org/Detail/occurrences/487>
- **Native American Collections:** Filter the entire Native American objects collection to explore Northwest Coast, Plains, Southwest, Northeast and Southeast Woodland, and Arctic and Subarctic regions.

GR Stories

Created to dive deeper into the local community, GR Stories takes us throughout the Greater Grand Rapids to hear from the people themselves, sharing their rich history and contributions to the area. With in-person and virtual options, these programs are bridges being built to better understand one another. As part of these programs, the Museum is actively collecting the stories and artifacts of our diverse community in the Collections.

- ***The Grand River Burial Mounds, the Place Where Our Ancestors Rest:*** On March 25, 2023, the GRPM hosted a special program in the Meijer Theater featuring a presentation by Dr. Andrea Riley-Mukavetz and updates on the Grand River Burial Mounds Interpretation Initiative from Jannan Cotto. The program highlighted the partnership between GRPM, the City of Grand Rapids, and regional tribes to develop a consensus on caring for and interpreting the Grand River Burial Mounds. This important cultural site was constructed during the Middle Woodland period over 2,000 years ago and is listed on the Michigan State and National Register of Historic Places. The event provided insights into the ongoing efforts to preserve and interpret the site. <https://www.youtube.com/watch?v=pG2xWdr6Jm8&t=1s>

Muralist Interviews

The Grand Rapids Public Museum issued a call for artists to paint murals in the gallery outside of the Anishinaabek exhibit to provide three culturally relevant panels that inform and invite guests to explore Anishinaabek stories at the GRPM while the *Anishinaabek: The Original People of this Place* exhibit was under construction.

- Brittany Benson, "Seven Grandparent Teachings" | <https://www.youtube.com/watch?v=Bca7jnMeQP8&t=2s>
- Jamie John, "Modern Anishinaabek in Grand Rapids" | <https://www.youtube.com/watch?v=vkzDAvlnNqY&t=3s>
- Justin Johnson, "The Anishinaabe Creation Story" | <https://www.youtube.com/watch?v=xfGWns4akL0>

In the Classroom. (continued...)

Bellringers, Writing, and Discussion Prompts.

- Study a map of Michigan and the Great Lakes. What natural features might influence how people live here?
- What responsibilities might people have related to the land where they live?
- How can objects like clothing, tools and artwork tell us about Anishinaabe culture?
- When we study Anishinaabe culture, why is it important to learn about the present as well as the past?
- What are some ways culture can change while still maintaining important traditions?
- How can language, art and storytelling keep a culture alive?

Relationships with Owashtanong (the Grand River).

Have students map the Grand River and surrounding areas identifying local waterways (this could include Grand Rapids and the greater Kent County area). Then consider the ways people depend on water for food, transportation, recreation, and cultural connections. Have students explore the specific ways the Anishinaabek have interacted with the Grand River over time and add these ideas to their map. Prompt students to answer the question: *How might a river be more than simply a geographic feature?*

We are Still Here: Anishinaabe Culture Past, Present and Future.

Have students create a three-part timeline plotting Anishinaabe history, contemporary practices and the preservation of Anishinaabe traditions. In the "past" section, students can track the treaties and treatment of Anishinaabek people by the United States government. In the "present" section, students can explore how traditional Anishinaabe lifeways are incorporated into modern Anishinaabe practices. In the "future" section, students can learn the ways that Anishinaabek people are stewards of their place and culture and how that influences decision making for the future.

Mini-Exhibits: Using Place-Based Education to Explore History, Science and Culture.

Through research, observation and creative design students will build a small-scale exhibit diorama that tells the story of a place highlighting its history, science and culture.

[Pedagogy | Mini-Exhibits: Using Place-Based Education to Explore History, Science + Culture](#)



Lesson Planning Resources.

Use the following resources to help you plan units of study related to exhibit concepts:

- **Anishinaabe Muralist Interviews.** Watch interviews with local Anishinaabe artists about their works on the third floor of the Museum exploring the Anishinaabe creation story, the many ways Anishinaabe people live and honor their ancestors in present-day Grand Rapids, and Seven Grandfather Teachings.
<https://www.grpm.org/anishinaabek/>
- **Discovery Kit: Anishinaabe Culture.** Learn how Native Americans valued the world around them through a variety of cultural artifacts that tell the story of the first people of this place. Learn more at <https://www.grpm.org/discovery-kits/>.
- **Discovery Kit: Anishinaabe Stewardship Today.** Contemporary cultural pieces and real-life stories showcase ways Anishinaabe people practice environmental stewardship with a strong theme of: "we are still here." Learn more at <https://www.grpm.org/discovery-kits/>.
- **Virtual Discovery Kit: Anishinaabe Culture.** Learn how the Anishinabek have lived alongside the natural world through a variety of artifacts that tell the story of the first people of this place. Explore the objects in the GPRM Online Collections Database at <https://grpmcollections.org/Detail/occurrences/344> then have fun with these activities. https://www.grpm.org/wp-content/uploads/2020/04/Virtual_Discovery_Kit_Anishinabe.pdf
- **Confederation of Michigan Tribal Education Departments.** The Confederation of Michigan Tribal Education Departments is committed to developing educated, confident, competitive, proficient tribal citizens who excel in any venture they pursue while maintaining their rich Anishinabe culture and language.
<https://cmtded.org/>
- **Indigenous Education Initiative.** These efforts are a collaboration between the Confederation of Michigan Tribal Education Departments and the Indigenous Education Initiative at the Michigan Department of Education. The individuals who make up these organizations include educators, policymakers, artists, and advocates. They are relatives and span generations. <https://ieimi.org/about-us/>
- **Smithsonian Native Knowledge 360°.** Lessons and resources to transform teaching and learning about Native histories and cultures. <https://americanindian.si.edu/nk360>

Classroom Discussion Resources.

Developing relationships with students and creating a safe, open environment builds a foundation for learning in the classroom. Part of that task might include addressing difficult topics that face students and society today, such as climate change, the exploitation of natural resources, human rights issues, and more. Use the following resources to learn more about facilitating meaningful conversations in your classroom.

- K-12 Educator Resources for Handling Difficult Conversations, from American University's Baker School of Education: <https://www.american.edu/baker/k-12-resources-for-difficult-conversations.cfm>
- Managing difficult classroom discussions, from Indiana University Bloomington's Center for Innovative Teaching and Learning:
<https://citl.indiana.edu/teaching-resources/inclusive-teaching/managing-difficult-classroom-discussions/index.html>

