



The Pathfinder

The newsletter of the Midwest Institute for Native American Studies

Special AIMS Edition

February, 2013

Mko Gises -
Month of the
Bear Moon

Why Should We Teach About Native Peoples?

By Linda Bechtle

ONE OF MY FRIENDS, PLAYING DEVIL'S ADVOCATE one day, asked me: "When we have so much to teach already, why should we include Native studies in the Montessori curriculum?"

Good question! My initial answer to her was: "As Montessorians, how can we NOT?" But here are some other good reasons:

For younger students (K-3)

- ◆ An investigation of Native cultural areas is the perfect adjunct to a study of North American biomes.
- ◆ Your study of Fundamental Human Needs can easily utilize traditional American Indian life as its platform.
- ◆ Students are naturally curious about early life in their area. You can "follow the child" and help them understand that local Native life was complex, not primitive, and that Native people continue to live here today.
- ◆ You can enhance your Peace curriculum with a look at stereotypes and the hurtfulness of Native mascots in sports.
- ◆ Expand your students' literary world by providing them with fictional and non-fictional works by Native authors.

For older students: (4-8)

- ◆ Native American history is American history. They are not mutually exclusive.

- ◆ Montessori obviously saw the merit in teaching about ancient civilizations, so why not start with those on our continent?
- ◆ Learning about the Native trails, villages and sites in your area gives your students a taste of backyard history as well as an important sense of place.
- ◆ Exploring the timeline of Illinois cultures provides an integral segue from the timeline of mankind to the history of life in this state.
- ◆ Students can improve their critical thinking skills by evaluating books about American Indians for stereotypes and bias.
- ◆ Older students are ready to learn the truth about Columbus and Thanksgiving and why many Native people view these national holidays as days of mourning. 🌟

IN THIS SPECIAL ISSUE of the Pathfinder, you'll find:

What You Teach, and How to Teach It Page 2

Where Do Kids Get Their Ideas? Page 5

Myths About Columbus Page 6

Book Recommendations Page 8

Upcoming PowWows Page 13

What You Teach

By Linda Bechtle

We at MINAS understand that many Montessori teachers today weren't given formal or informal training to investigate Native cultures during their collegiate or Montessori training. And unless you're fortunate enough to work in a state with a Native presence where it's mandated that schools teach about Native cultures, there may be scant resources or guidelines available for you. Or so you think!

A few years ago, MINAS Executive Director Linda Bechtle was asked to join the Education Task force at the Mitchell Museum of the American Indian in Evanston, IL to design a K-12 Curriculum Overview. Now, Illinois teachers have access to specific ideas for four different grade levels as well as a wealth of resources--available at the click of a mouse!

Go to <http://www.mitchellmuseum.org/education/teachers.html> and go to the Teaching Documents section. Follow the link to Curriculum K-12 for the entire overview by grade level, grouped into four concept clusters, "Environment and Resources," "Culture and Diversity," "Adaptation and Change" and "Discrimination and Conflict." Here you'll find topics and questions to guide student learning in a continuum through all areas of the curriculum.

The link to the Teacher's Guide to the Curriculum offers some great background information and resources pertaining to the use of "American Indian" or "Native American"; guidelines in teaching about Columbus and Thanksgiving, and resources specific to Illinois Indian cultures.

The Resources Corresponding to Curriculum K-12 link gets you to a wide variety of web and published resources for each concept cluster, delineated by student and teacher levels. The Resources Corresponding to Curriculum K-5 provides those specific resources in a user-friendly document for just those grade levels.

Please also download the other documents available on that page, Teacher Strategies for Learning and Teaching About American Indians and Teacher Strategies for Learning and Teaching About Deconstructing Stereotypes: Top Ten Truths, an award-winning exhibit that, while no longer at the museum, still provides valuable lessons and insights. There are also downloadable lesson plans and work sheets for each of the culture areas represented at the Museum, as well as pre-visit and post-visit

(Continued on page 3)

Illinois teachers have access to specific ideas for four different grade levels...

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What You Teach

(Continued from page 2)

assessments to make your field trip there more meaningful.

Illinois has no state teaching mandates for teaching about Native cultures, nor does Montessori. It's sometimes best to incorporate a K-W-L exercise to determine what your students Know, Want to learn and at the end of the unit, what they've Learned. It's a good opportunity to find out where your students are at, helps you follow their interests, and also helps you to see how you did at the end!

Here are some other basic guidelines to help you shape your students' experience:

Discuss the diversity of American Indian cultures and guide students to find the similarities and differences among regional groups. If you don't have the time to study all of the cultural groups, it's certainly fine to choose two to compare and contrast. Some teachers like to use the Plains people, source of many stereotypical images, and then move on to their state's cultural group, which in Illinois' case would be the Eastern Woodlands people. (Interestingly, we are on the boundary between these two cultural groups, and massive herds of buffalo once roamed the Prairie State—and as far East as Indiana.)

Teach that Native Americans are still here! Use resources that show contemporary Native children engaged in everyday activities as well as in traditional ones. Discuss contemporary tribal issues with older students.

Use resources by Native authors whenever possible, and avoid materials or activities that trivialize Native dance, dress, ceremony or spirituality.

Pay special attention to the way your classroom and your school observe Columbus Day and Thanksgiving. Are your choices of books and activities promoting misinformation and stereotypes?

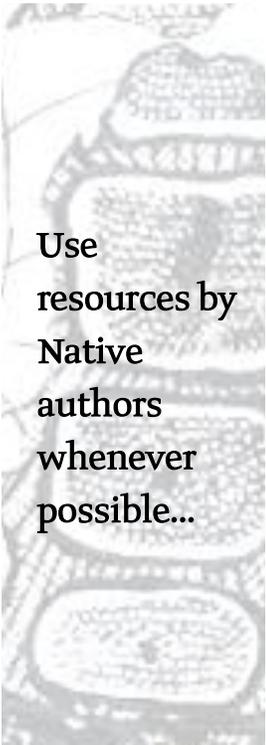
How You Teach It

Over the years, some Montessori Elementary 6-9 teachers have admitted to me that they just didn't know when or how to fit Native studies into the curriculum. Most teachers like to start at Columbus Day and end at Thanksgiving, which is fine if you're starting off the year with a study of North America. If you begin your year with a study of Creation Myths and are planning a Native unit early on, please include some Native Creation stories, too.

You can bring your study of Native Americans into the classroom in a number of ways. If you study **North American biomes** using the Waseca curriculum materials, you can easily choose a Native American cultural group to go along with many of them.

Whenever possible, give students **tactile experiences** so they can learn through their hands. MINAS offers suggested items for Cultural Areas Touchboxes you can create (or rent from us) with samples of plants,

(Continued on page 11)



Use resources by Native authors whenever possible...

Where Do Kids Get These Ideas From, Anyway?

By Linda Bechtle

Before you begin your Native unit, it's always a fascinating experience to gauge your students' knowledge of this topic and uncover some underlying stereotypes. Grab some poster paper and a marker and write down what students tell you they "know" about Native people. More likely than not, they'll tell you that American Indians live in tipis, hunt buffalo, ride horses, wear animal skins and feathered bonnets, and "play the drum"—the stereotypical Plains life style. Some students claim all Indians build totem poles, while some insist that "The Indians were all killed by cowboys." Older students are more savvy; many believe Native people still exist, but they are frozen in time in their minds. Native visitors to the classroom were often greeted by such innocent questions as "But where did you park your horse?" and "Did you really drag your canoe all the way from the lake?"

In my more than twenty years in Montessori Early Childhood and Lower Elementary classrooms, I often come away dumbfounded. These are Montessori children of relatively affluent, well-educated parents. We bend over backwards to help them become peaceable, tolerant, caring members of the school and world communities. How did they pick up these ideas?

There has been little research completed to date analyzing specifically how generations of Americans initially obtained

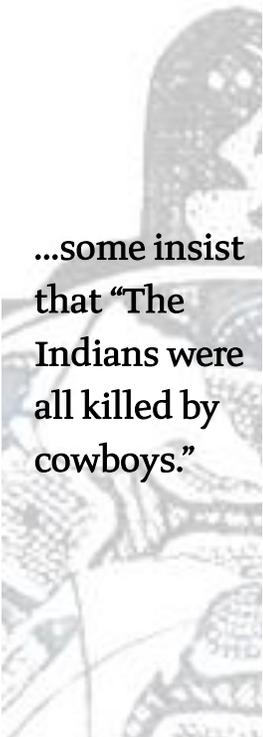
their knowledge about Native Americans. Chances are that, unless they went to school in states such as Wisconsin, Montana or Michigan that have high percentages of Native populations and a mandated curriculum to use, their life education has been peppered with misinformation and stereotypes. One 1975 study in some socioeconomic "average" suburban Michigan schools found that

three-fourths of the kindergarten children interviewed described Indians as wearing feathers or animal skins, hunting with bows and arrows, and living in tepees. Twenty percent described them as mean and hostile, likely to kill or shoot people. These children also saw Indians as far removed from themselves in both time and space. (Brophy, J., 1998)

Contemporary American children may acquire the Plains Indians stereotypes through cartoons, books and movies (*Pocahontas*, *Peter Pan*, *The Indian in the Cupboard*), whereas older generations such as mine grew up on movie and television Westerns (I loved Roy Rogers and Dale Evans!) The dehumanizing influence on children and adults of sports team mascots such as the Atlanta Braves, the Cleveland Indians and the University of Illinois' Chief Illiniwek—with their accompanying war whoops, tomahawk chops and drumbeat anthems—must also be taken into consideration.

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...some insist that "The Indians were all killed by cowboys."



Ideas

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In this same study, researchers found that students' knowledge and thinking proceeded through the following stages:

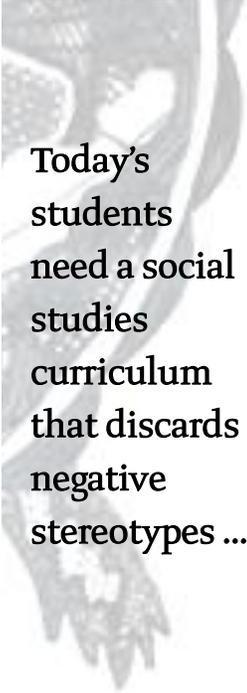
- 1) No knowledge;
- 2) Cartoon stereotypes of the appearance and behavior of Indians (bows and arrows, tipis, warlike behavior);
- 3) Indians as the first people of America, wilderness survivors, teachers of and learners from the Pilgrims,
- 4) Knowledge about the Indians' lives and culture and empathy with them as noble ecologists and victims of European aggression and greed;
- 5) Distancing and loss of empathy as attention shifts to the pioneers and westward expansion of the U.S.

While an improvement from their Kindergarten perceptions, older students are still receiving information that upsets most Native American educators, who tend to not consider their people "noble ecologists" or "victims". And how could students possibly lose empathy as they studied westward expansion? Are students developing these ideas from our cultural climate, or from our teaching practices?

While this study took place in the late 1970s and early '80s, the majority of Illinois students I've encountered over the years still exemplify the same type of thinking, an opinion shared by many of the teachers I've worked with. For lack of a more recent research study, I ask you to informally assess

your own students' knowledge and ask them, as I do, how they have acquired their knowledge. Some students may not have a clue, but some may have specific memories that can be the basis for a conversation—or a whole unit in and of itself!

Today's students need a social studies curriculum that discards negative stereotypes and provides accurate information about Native people. But we also need to help them develop the tools necessary to identify and reject stereotypes in popular culture, starting from an early age. As Montessorians who are committed to peace education, I believe it is up to us to create and utilize lessons and strategies to use in our classrooms so we can finally teach the truth about our Native cultures—and students can finally learn about them, unencumbered by misinformation and stereotypes. 🌱



Today's students need a social studies curriculum that discards negative stereotypes ...

Did You Know...

The Ancient Americas permanent exhibit at the Field Museum is a great introduction to the 13,000+ years of human achievement in the western hemisphere. Make sure to check it out before you discuss Columbus Day with your class.

Can't make it to the museum? Go to www.archive.fieldmuseum.org/ancientamericas/educational_programs_3/asp to download the Educator Guide to this wonderful exhibit!

Discovering the Myths About Christopher Columbus

By Linda Bechtle

To most people, Christopher Columbus was a hero who opened up trade and colonization in a new part of the world. The ensuing Columbian Exchange of ideas, technology, foods, animals, plants and medicines changed the Old and New Worlds forever. Most students and teachers are happy to have the day off in early October to celebrate the holiday in Columbus' name.

But for some Native people, Columbus Day is a day of mourning. For many years now, they ask why our culture idolizes a man who took slaves, brought a myriad of diseases, and stole Native lands under the banner of Manifest Destiny.

As teachers and Montessorians, we must rethink how and what we present to our students on this holiday, lest we pass along myths and misinformation.

Choose your words carefully: The word “discover” connotes that Columbus was the first person to set foot on the shores of North America, when in fact indigenous people have been here for tens of thousands of years. We should use “arrival” or “landing” in the New World. We should say there were many cultures here before Columbus and that his voyage was to an area that was just

not well known by other Europeans. To respect the sophistication of these early cultures, beware of using timelines that show American history beginning in 1492.

Avoid romanticizing Columbus, or passing along some of the myths about him.

Here are three of the big ones:

- ◆ He wasn't daring enough to risk his life “falling off the edge of the world” as some books would have you believe. The belief of the time was not that the world was flat—most navigators knew the curvature of the earth existed but they didn't know its circumference, and therefore didn't know how long it would take to sail around it.
- ◆ Some people think Columbus made his voyage to spread Christianity or just because he was an adventurer. But his motive was profit—to find a shorter trade route to the riches of India and the Orient.
- ◆ Columbus was not the first one to see land. It was a hand on deck of the *Niña* that shouted “Tierra” on October 12. But knowing that Spanish royalty had promised riches to the first man to spot land, Columbus wrote in his log that he instead had seen it first, and paid the seaman a small amount of money.



...for some Native people, Columbus Day is a day of mourning.

(Continued on page 7)

Columbus

(Continued from page 6)

Two non-romantic topics not usually covered in schools: After his initial discovery, Columbus made 4 additional voyages. In 1494, he took 500 Arawak Indian people back with him to Spain because “they were docile and should make good servants,” but only 300 survived the journey and were sold as slaves in Seville.

Seeing that the slave trade would not be as profitable as he had hoped because of the high death rate, he scouted the Caribbean for gold. Hearing a rumor that gold had been discovered on the island province of Cibao, he set forth an edict that every Indian older than age 14 was to bring a certain amount of gold dust to a certain collection spot. They would be given a token to be worn around their neck. If Spanish soldiers found a Native without a token, they were killed or their hands cut off as an example to the others. During the two years under this system, more than 1/3 of the residents of Hispaniola were killed—between 125,000 and half a million Natives. This was not a “glorious conquest”—this was genocide!

Choose your books carefully. I used to read Jane Yolen’s Encounter to my students for its intense illustrations and its fictionalized Awarak child narrator. Then I realized she made it sound as if the Arawak people gave up without a fight and that the

narrator was the only one remaining at the end of the book. Thousands of Arawak and Taino people were killed in protest against the Spanish, but thousands more did survive and their descendants still live in the Caribbean.

Instead, I now read Michael Dorris’ Morning Girl, a much more realistic view of Taino island life and culture leading just up to Columbus’s arrival, and Thomas King’s A Coyote Columbus Story, an irreverent,

amusing and colorfully-illustrated tale of the time when the Native trickster meets the funny-looking stranger from Spain.

For teacher background information, please go to Bill Bigelow’s indispensable Rethinking Columbus: The Next 500 Years and

www.mitchellmuseum.org/education/documents/Augustcurriculum.pdf

for web links and suggested curriculum activities by their Education Task Force. MINAS has also created two materials on this topic: “Discovering Christopher Columbus” (for grades 3+), a book dispelling the myths with a reading comprehension/critical thinking activity; and “Pre-Columbian Visitors to the New World” (grades 4+), a book, timeline and cards detailing the latest archaeological evidence of possible European and Asian adventurers to the New World prior to 1492. 🌟

...Seeing that the slave trade would not be as profitable as he had hoped because of the high death rate, he scouted the Caribbean for gold. .



Drumroll, Please! MINAS's Book Recommendations

Choosing appropriate books for read-aloud, free reading or research is ultra-important for young readers. Until they develop critical reading skills and learn to differentiate between fiction and non-fiction, they may accept everything they read as truth. And the sad fact is that a number of books portray stereotypical thinking about Native people.

MINAS's suggestion is that you seek out a second opinion before you bring a Native-related book into your classroom. The website of the American Indian Library Association--<http://ailanet.org/resources/>--provides one-click research to a number of recommended resources, among them:

American Indians in Children's Literature, a respected blog by Dr. Debbie Reese, Nambé Pueblo (americanindiansinchildrensliterature.blogspot.com) where you will find thoughtful reviews of many children's books;

A Critical Bibliography of North American Indians, for K-12 - from the Smithsonian Institution (<http://nmnhwww.si.edu/anthro/outreach/Indbibl/bibliogr.html>);

Oyate (www.oyate.org), a wonderful resource for purchasing books by Native authors. Here, you can also find [A Broken Flute: The Native Experience in Books for Children](#) and [How to Tell the Difference: A Guide to Evaluating Children's Books for Anti-Indian Bias](#);

The Native American Authors Project, from the Internet Public Library Project, provides biographical information and bibliographies of Native authors (www.ipl.org/div/natam/);

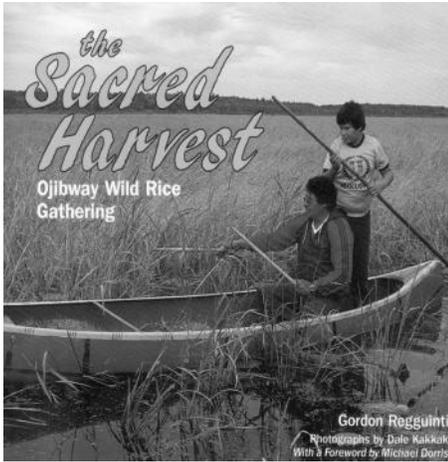
Debbie Reese and Jean Mendoza have compiled an alphabetized list of recommended books at <http://comminfo.rutgers.edu/professional-development/childlit/ChildrenLit/nalist.html>;

www.hanksville.org/NAresources/indices/bookarchive.html provides helpful links to book, music and video recommendations.



The following five children's books distributed by Lerner Publishing Company are written by Natives and feature children of Great Lakes Nations. They focus on main characters and their families participating in traditional activities, and have great photos, maps and illustrations. Some may be out of print, unfortunately, but copies can usually be obtained through the network of Amazon used booksellers.

...seek out a second opinion before you bring a Native-related book into your classroom.



The Sacred Harvest: Ojibway Wild Rice Gathering,

by Gordon Reggunti.

An 11-year-old Ojibway boy from the Leech Lake Reservation in northern Minnesota accompanies his father on his first, long-awaited experience harvesting and processing wild rice.

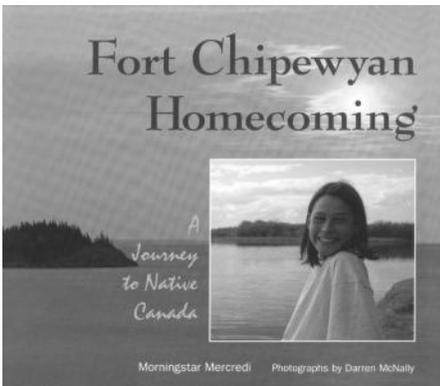
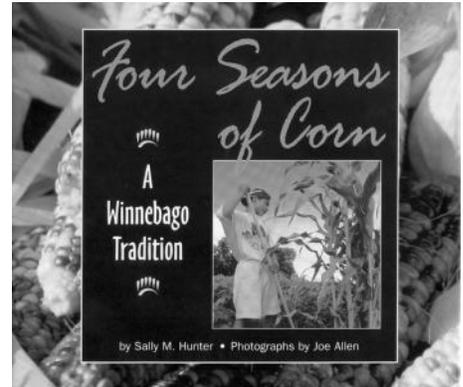
(grade 3+)

Four Seasons of Corn: A Winnebago Tradition,

by Sally M. Hunter.

A 12-year-old Ho Chunk boy learns how to grow and dry corn from his grandfather.

(grade 3+)



Fort Chipewyan Homecoming: A Journey to Native Canada,

by Morningstar Mercredi.

A 12-year-old Native city boy from Saskatchewan travels to the oldest settlement in Alberta to learn the traditions of the Chipewyan, Cree and Metis people there.

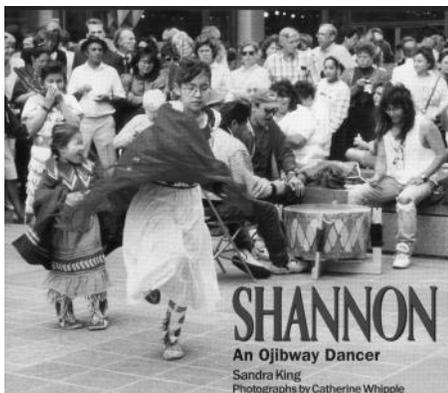
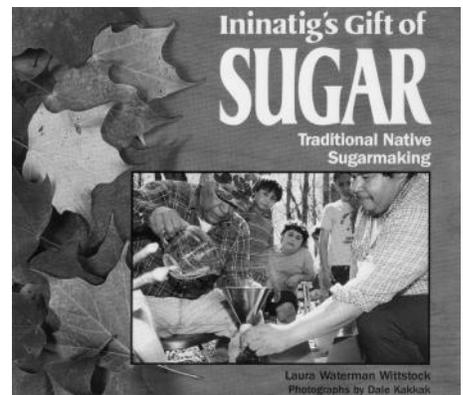
(grade 3+)

Ininatig's Gift of Sugar: Traditional Native Sugarmaking,

by Laura Waterman Wittstock.

The activities of a Native sugar-making camp in Minnesota and how the Anishinabe people have relied on the sugar maple tree for food.

(grade 3+)



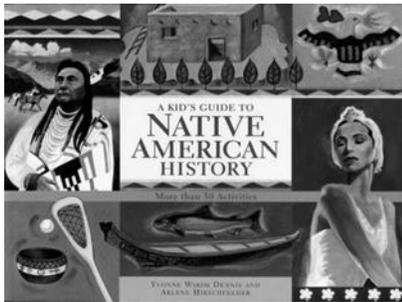
Shannon: An Ojibway Dancer,

by Sandra King.

A 13-year-old living in Minneapolis learns about her Ojibway traditional regalia from her grandmother and participates in powwows.

(grade 3+)

Chicago Review Press has made our recommendation list with three great titles:



A Kid's Guide to Native American History

by Yvonne Wakim Dennis and Arlene Hirschfelder

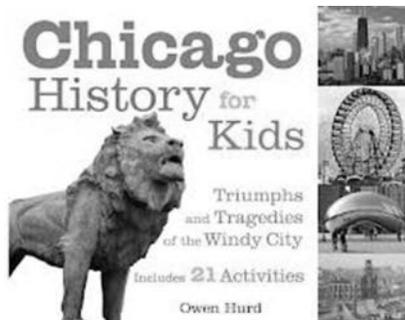
Look no further for appropriate art and crafts activities! Divided by cultural areas, this amazing resource also provides timelines, biographies, maps and language activities with historical background throughout. A must-have teacher resource.
(activities for grade 2+)

Native American History for Kids

by Karen Bush Gibson

This Native author has done a great job of making American Indian history accessible to young students. This book is interesting and comprehensive, with sidebars that pique the reader's interest and activities to engage his or her hands. Good photographs and maps, as well.

(grade 4+)



***Chicago History for Kids:
Triumphs and Tragedies of the Windy City***

by Owen Hurd

This book made MINAS's list because it starts when Chicago's history *really* started: with the melting of the Ice Age glaciers. Its chapters on local Native life, the Fur Trade and Fort Dearborn really set the stage for an enjoyable study of this fine city.

(grade 4+)

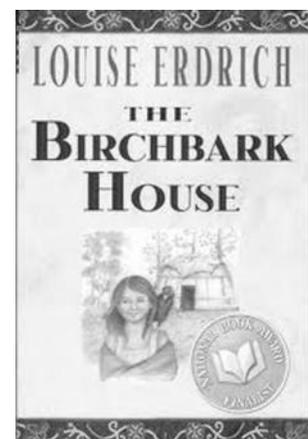
Our list concludes for this Pathfinder with some children's books by this wonderful Native author... but rest assured, this list is by no means over! More to come in the next issue.

The Birchbark House

by Louise Erdrich

What a wonderful alternative to Little House on the Prairie! The reader is immersed in traditional American Indian life in the early 1800s on Madeline Island in Lake Superior as seen through the eyes of a lively 7 year-old Ojibwe girl, Omakayas. Great for read-aloud or book groups, young listeners are thoroughly captivated by the rich characters and Erdrich's picturesque prose. Phonetic pronunciations are provided for the Ojibwe words sprinkled throughout, so make sure to prepare for each chapter's recital beforehand! Also highly recommended are the other books in the series: The Porcupine Year, The Game of Silence, and Chickadee.

(grade 4+)



What You Teach?

(Continued from page 3)

foods, animals and cultural items indicative of each area, with name labels and information cards to match. Students also enjoy looking at photo albums and listening to audio CDs of representative music.

You can also purchase a wooden puzzle Native American Cultural Areas Map from Hello Wood products (www.hellowood.com, look under "Special Interest Puzzles" in their Online Store) to help very young students learn the names and locations of the major cultural areas.

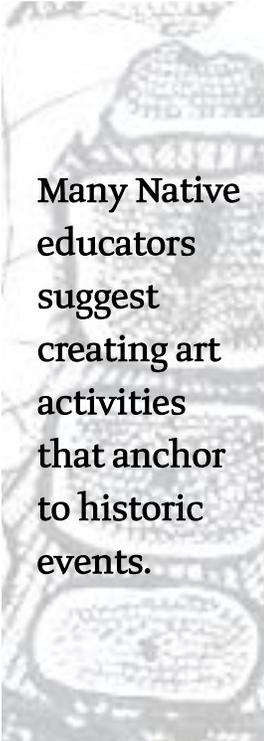
If you are looking at the **Fundamental Needs of People** by studying traditional Native American groups, consider purchasing MINAS' "Fundamental Needs of Native People" material. This work ties in beautifully with the Hello Wood map and uses blank and talking outline maps along with illustrated books on the topics of food, clothing, houses, environment, tools, games, transportation and crafts. After reading the book, students place matching illustration cards on the appropriate cultural areas of the map and then check themselves using a control sheet. As a follow-up activity, students choose 2 cultural areas to compare and contrast on that particular topic.

MINAS also offers a number of botany, zoology, science and reading materials on the Potawatomi people of the Midwest—download our Materials Brochure at www.MINASIllinois.org for detailed information and prices.

Appropriate books and arts and crafts activities are an important part of your unit. And please also plan in a class trip to the Mitchell Museum of the American Indian, located at Central Street and Central Park Avenue in Evanston, for your younger students. For a \$3 fee per child, your group will receive a tour of the exhibits, led by a well-trained docent, and create a craft project. More information is available on their website, www.mitchellmuseum.org.

The "Ancient Americas" exhibit at Chicago's Field Museum is a wonderful place for older students to learn about the early cultures of the New World. While they've all probably seen the staid "Indians of North America" hall, the "People of the Northwest Coast" exhibit in the back is wonderful, and they still do a great presentation in the Lakota Earth Lodge, but you will need to reserve it ahead of time.

Whatever you do, have fun! Please don't hesitate to contact MINAS through our website, or directly at potawproj@gmail.com with your questions or suggestions. 🌲



Many Native educators suggest creating art activities that anchor to historic events.

Save a Tree!

Go to the official MINAS website at www.MINASIllinois.org to see pictures and descriptions of all of our materials and download an order form.

Please e-mail us at potawproj@gmail.com with any questions.

Don't Be A Turkey About Thanksgiving!

While we have a great deal to reflect upon and be thankful for every November, we urge you to reflect on the American myth of Thanksgiving as a national holiday that marks the mutually beneficial relationship between the European settlers and the Native people. Actually, the Pilgrims did not introduce this tradition. Native nations had such autumnal

harvest feasts for centuries! Nor have we always celebrated this tradition—Abraham Lincoln proclaimed it a national holiday during the Civil War, in 1863. The Pilgrims had nothing to do with it and were not even included in the myth until the 1890s—as a matter of fact, they were not even called “Pilgrims” until the 1870s.

Unfortunately, evidence has shown that the “First

Thanksgiving” in colonial America was proclaimed in 1637 to commemorate the massacre of 700 Pequots at Mystic Fort, near what is now Groton, Connecticut. No wonder many Native people instead declare Thanksgiving a national day of mourning.

So what can you do to demystify this myth? We suggest: Read, and have your children’s teachers, read:

Native nations had such autumnal harvest feasts for centuries!

Lies My Teacher Told Me, by James Loewen

Thanksgiving: A Native Perspective, compiled by Doris Seale, Beverly Slapin and Carolyn Silverman (available from www.Oyate.org)

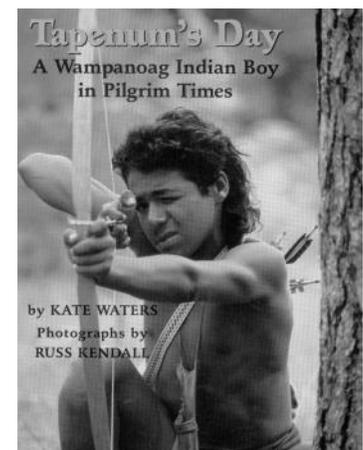
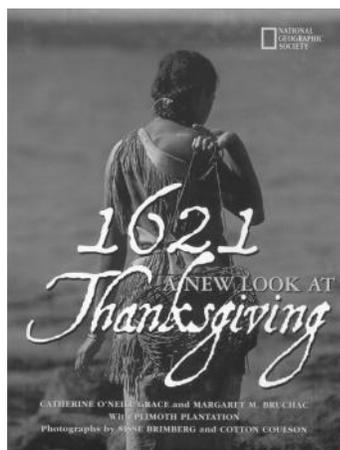
And for students:

1621: A New Look at Thanksgiving, by Catherine O’Neill Grace and Margaret M. Bruchac

Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times, by Kate Waters

Giving Thanks, by Chief Jake Swamp

The Story of Squanto, First Friend to the Pilgrims, by Cathy East Dubowski



Upcoming Powwows

This is nowhere near an exhaustive list; Google "powwows" as summer draws closer for more. Please consult the e-mails or web sites listed for additional information.

April 27-28	8 th Annual Honor the Eagle Powwow Starved Rock State Park Routes 178 and 71 Utica, IL	www.midwestsoaring.org
May 25-27	Ho-Chunk Nation Powwow Black River Falls, WI	lflick@ho-chunk.com
June 1-2	Grand Village of the Kickapoo Powwow Le Roy, IL	www.Grandvillage.org
July 19-21	Honor the Earth Powwow Lac Court Oreilles Ojibwe powwow grounds Hayward, WI	www.lco-nsn.gov
July 19-21	Oregon Trail Days Powwow 1411 North River Road Oregon, IL	www.oregontraildays.org
August 9-11	Mihshkinaahkwa (Miami Tribe of Indiana) Morsches Park Columbia City, IN	www.miamipowwow.org
August 24-25	Potawatomi Trails Traditional Powwow 27 th and Emmas Streets Zion, IL	www.goflo.com/powwow
September 1-2	Kee-Boon-Mein-Kaa Powwow Pokagon Band Reservation Dowagiac, MI	www.pokagon.com
September 1-2	53 rd Annual Techmseh Lodge Powwow 1200 S. Main Street Tipton, IN	www.tecumsehlodge.org
September 6-9	Indian Summer Festival Henry Maier Festival Park Milwaukee, WI	www.indiansummer.org
September 14-15	60 th Annual American Indian Center Powwow Busse Woods Forest Preserve Elk Grove Village, IL	www.aic-chicago.org
September 21-22	Midwest SOARRING's Harvest Powwow Napier Settlement Naperville, IL	www.midwestsoaring.org

Yes! I'm interested in helping MINAS educate young Great Lakes students about their native cultures. My tax-deductible donation is enclosed:

\$25 \$50 \$100 other _____

Name _____ Address _____

City, state, zip _____ Phone Number _____

Know anyone else who would be interested in receiving our newsletter? Please share their information with us:

Name _____ Address _____

City, state, zip _____ Phone Number _____

Mi gwetth! (Thank you in Potawatomi)

We would love to hear your comments and suggestions about MINAS' efforts and this newsletter.
So give us a call at 847.328.5968, e-mail us at PotawProj@gmail.com,
or snail-mail us at the address below.

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