



Mequon-Thiensville School District

WI Act 31 - Compliance Document

Updated 11/2022

Description	<p>American Indian Studies in Wisconsin (often referred to as Wisconsin Act 31) refers to the requirement that all public school districts provide instruction on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized American Indian nations and tribal communities.</p> <p>Wisconsin Act 31 supports efforts to address existing stereotypes, and historical omissions and inaccuracies concerning American Indian people and communities. Beginning at the elementary level and continuing through high school, the expected outcome for instruction is that all Wisconsin students will become more informed about the history, culture, and tribal sovereignty of the eleven federally-recognized American Indian nations and tribal communities in the state.</p> <p>Through the promotion of inclusive education, students in MTSD will learn about, experience, understand, and appreciate another culture, an essential lesson required to ensure students become successful, contributing members of our changing, diverse, and global community.</p>
Requirements	<p>§118.01(2)(c)(7. and 8.) -Each school board shall provide an instructional program designed to give pupils:</p> <ul style="list-style-type: none">• an appreciation and understanding of different value systems and cultures.• At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics. <p>§121.02 (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.</p>



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Grade Level: 3

Course: Social Studies:

Resource: *Houghton-Mifflin Harcourt: Into Social Studies: Communities, Near and Far*

General Summary: Lesson: The First People & Settling the Land - Time frame: 3 weeks

- American Indian life before & after Columbus's voyage
- Effects of settlements on American Indians

Grade Level: 4

Course: Social Studies:

Resource: *Houghton-Mifflin Harcourt: Into Social Studies: American States and Regions*

General Summary: Lesson: Pre-Columbian People of America (3 weeks)

- Students will discover what life is like for the pre-Columbian people of North America.

Grade Level: 5

Course: Social Studies:

Resource: *Houghton-Mifflin Harcourt: Into Social Studies*

General Summary: Lesson: America 1492 (3 weeks)

- Students will learn ways that diverse natural environments affected the lives of North American Indians. Students will learn about the geography, climate, and economic necessity affecting the cultures and governments of the Plains Indians, Southwest, Northwest Coast, and Eastern Woodlands peoples.



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Grade Level: 6

Course: Social Studies

Resource: *World History: Great Civilizations*

General Summary: 4 Lessons

- **Lesson 2.1 Northwest Coast Cultures:** Native American cultures of the Pacific Northwest thrived in a land of plentiful rainfall and dense forests
- **Lesson 2.2 The Ancient Pueblo:** The ancient Pueblo adapted to their environment by farming the arid land and building complex structures
- **2.3 Peoples of the Great Plains:** Native Americans on the Great Plains depended on the land and especially on the buffalo for survival
- **2.4 The Mound Builders and Cahokia:** Native Americans from the Great Lakes to the Gulf of Mexico developed complex societies, large cities, and organized governments

Grade Level: 7

Course: Social Studies

Resource: *US History- American Stories*

General Summary: 2 weeks

- Focus on 12 Wisconsin tribes - Mini group reporting project

Grade Level: 9 - 12

Course: AP Human Geography

Resource: *The Cultural Landscape: An Introduction to Human Geography, 12th edition*



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General Summary: 2 Lessons

- Instruction on Trail of Tears as an example of forced migration, excerpt in reading, Q & A about reading, inclusion on assessments
- Instruction on and an excerpt in the text about the linguistic landscape of the United States and the use of technology to help preserve endangered languages to younger generations, such as Native American Languages.

Course: World Studies

Resource: *Contemporary Human Geography: 4th edition,*

TIME Magazine article "One of the World's 7,000 Languages Dies Every Three Months. Can Apps Help Save Them", (2018)

General Summary: 1 Lessons

- Instruction on the linguistic landscape of the United States and the use of technology to help preserve endangered languages to younger generations, such as Native American Languages.

Course: US History A

Resource: *United States History and Geography*

General Summary: 3 Lessons

- Introduction to pre-Columbus Native American Tribes and cultures
- Native American response to the Declaration of Independence
- Indian Removal Act, Trail of Tears, impact of Manifest Destiny, Homestead Act and environmental factors

Course: US History B

Resource: *United States History and Geography*

General Summary: 1 Lesson

- What were the tactics that other civil and social rights movements used in American History? There is a graphic organizer students use to collect notes and thoughts about the various social and civil rights movements (including A.I.M.).

Course: AP US History

Resource: *American History Past and Present by Alan Brinkely*

General Summary: 2 Lessons

- Native American Societies Before European Contact



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- Cultural Interactions Between Europeans, Native Americans, and Africans