

Indigenous Representations:

Resources Aligned to Kindergarten – Grade 12 Minnesota Education Standards

English Language Arts Benchmarks

Grade	Standard	Benchmark	Title	Author(s)	Publisher	Year	Annotation
K-2	0.1.7.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>Johnny's Pheasant</i>	Cheryl Minnema with illustrations by Julie Flett	MN Historical Society Press	2019	
K-2	0.1.7.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>Wild Berries</i>	Julie Flett	Simply Read Books	2014	
K-2	0.1.7.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>The Four Hills of Life</i>	Thomas Peacock and Marlene Wisuri	MN Historical Society Press	2011	
K-2	1.1.7.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>First Laugh: Welcome, Baby!</i>	Rose Tahe and Nancy Bo Flood with illustrations by Jonathan Nelson	Charlesbridge	2014	
K-2	1.1.7.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>The Forever Sky</i>	Thomas Peacock with illustrations by Annette S. Lee	MN Historical Society Press	2019	
K-2	1.1.7.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>Fry Bread</i>	Kevin Noble Maillard	Roaring Book Press	2019	
K-2	2.1.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<i>Dance in A Buffalo Skull</i>	S.D. Nelson	South Dakota Historical Press	2007	
K-2	2.1.3.3	Describe how characters in a story respond to major events and challenges.	<i>We Are Water Protectors</i>	Carole Lindstrom	Macmillan	2020	

K-2	2.1.9.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.	<i>Thirteen Moons on Turtle's Back: A Native American Year of Moons</i>	Joseph Bruchac and Jonathan Nelson with illustrations by Thomas Locker	Puffin Books	1997	
3-5	3.1.2.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<i>Nanabosho: How the Turtle Got Its Shell</i>				
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Sacagawea</i>	Lise Erdrich with illustrations by Julie Buffalohead	Carolrhoda Books	2003	Erdrich covers Sacagawea's life from age 11 to adulthood in this biography for young readers. Events of Sacagawea's life include her kidnapping from her home and family of the Hidatsa nation on to her dealings with Lewis and Clark.
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Lakota Hoop Dancer</i> -- pair with another book in photo	Jacqueline Left Hand Bull and Suzanne Haldane	Dutton	1999	<i>Lakota Hoop Dancer</i> follows Kevin Locke, a Lakota man enrolled at Standing Rock reservation. The author tells the reader about Kevin's background before illustrating important aspects of hoop dancing. Left Hand Bull describes to the reader the importance of the dance in Lakota culture and how it is taught. Color photographs accompany the descriptions of the regalia, music and a few moves and steps.
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Sitting Bull: Lakota Warrior and Defender of His People</i> -- pair with another bio	S.D. Nelson	Harry N. Abrams	2015	Sitting Bull lived from about 1831 to 1890 and he was a member of the Lakota nation. Nelson recounts his life, from childhood to adulthood, describing his experiences and achievements, including combat with the U.S. government.
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Powwow Summer: A Family Celebrates the Circle of Life</i> pair with <i>Bowwow Powwow</i>	Marcie Rendon with photographs by Cheryl Walsh Bellville	Minnesota Historical Society Press	2013	Rendon describes the powwow and how it fits in the rhythm of life. The author asks questions periodically to engage readers and encourage them to think how the traditions mentioned in this book may be similar to their own traditions. There are many photographs bringing this informative text to life.

3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Bowwow Powwow</i> pair with <i>Powwow Summer</i>	Brenda Child with illustrations by Jonathan Thunder	Minnesota Historical Society Press	2018	
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Songs From the Loom: A Navajo Girl Learns to Weave</i> pair with “Native American Artist-in-Residence Pat Kruse” [video clip]	Monty Roessel	Lerner	1995	Roessel follows his mother and his in this book. The preface talks about his mother telling him the story of how the Navajo learned to weave while she was weaving on the loom as well as the author’s inspiration to become a photographer. Roessel’s main focus in the story is his mother teaching his daughter how to weave the Navajo way. In the process, his daughter does not just learn technique but the songs and stories that accompany it, which are just as important.
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	“Native American Artist-in-Residence Pat Kruse” [video clip]	Minnesota Historical Society	Minnesota Historical Society	2015	YouTube: Native American Artist in Residence
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Thanku: Poems of Gratitude</i> pair with <i>Giving Thanks</i>	edited by Miranda Paul with illustrations by Marlena Myles	Millbrook Press	2019	
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Giving Thanks: A Native American Good Morning Message</i> pair with <i>Thanku: Poems of Gratitude</i>	Chief Jake Swamp with illustrations by Erwin Printup Jr.	Lee & Low	1997	An illustrated children’s book that depicts a message of thanks, called the Thanksgiving Address. The address comes from the Native nations, specifically the Iroquois and Six Nations, in Canada and northern New York and is still used in contemporary celebrations.
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Kiki’s Journey</i>	Kristy Orona-Ramirez with illustrations by Jonathan Warm Day	Children’s Book Press	2006	Kiki lives in Los Angeles and in this book deals with the concept of what home means. Los Angeles is home, but so is Taos Pueblo, although she hasn’t been there since infancy. Kiki’s parents moved from Taos Pueblo reservation many years ago. During a school break, Kiki and her family

							visit Taos Pueblo reservation and Kiki feels like an outsider in place she thinks of as home.
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>D(L)akota Star Map Constellation Guide</i> pair with <i>Ojibwe Sky Star Map Constellation Guide</i>	Annette S. Lee, Jim Rock, and Charlene O'Rourke	Native Skywatchers	2014	
3-5	4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	<i>Ojibwe Sky Star Map Constellation Guide</i>	Annette S. Lee, William Wilson, Jeffrey Tibbetts, and Carl Gawboy	Native Skywatchers	2014	
3-5	4.2.6.6	Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided	<i>I Am Not a Number</i>	Jenny Kay Dupuis and Kathy Kacer with illustrations by Gillian Newland	Second Story Press	2019	Irene is forced to go to a residential school far away from her family and First Nation home. In <i>I am not a number</i> , Irene conveys her confusing and terrifying experiences at school. Irene also struggles with homesickness, intensified by the school's insistence she forget her home and culture. During the summer break, her parents decide to keep her from returning from the school, despite the laws that require it. Irene and her parents have to find a way to hide Irene, as well as protect themselves.
3-5	4.2.6.6	Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided	<i>Fatty Legs</i>	Christy Jordan-Fenton and Margaret Poliak-Fenton	Annick Press	2010	
3-5	5.2.6.6	Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.	<i>Thanku: Poems of Gratitude</i> pair with <i>We Are Grateful: Otsaliheliga</i>	edited by Miranda Paul with illustrations by Marlena Myles	Millbrook Press	2019	
3-5	5.2.6.6	Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.	<i>We Are Grateful: Otsaliheliga</i> pair with <i>Thanku: Poems of Gratitude</i>	Traci Sorell with illustrations by Frane Lessac	Charlesbridge	2018	

6-8	6.4.6.6	Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.	<i>The Warriors</i>	Joseph Bruchac	Carolrhoda Books	2004	Twelve-year old Jake moves to Washington D.C. from the Iroquois reservation when his mother gets a new job. Jake has not lived anywhere besides the reservation. At his new school, lacrosse is highly regarded but it is not understood. People at his new school don't seem to understand the context of Lacrosse, where it came from and what it means to the Iroquois people. While at his new school, Jake encounters many micro-aggressions as well as overt racism.
6-8	6.4.6.6	Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.	<i>The Creator's Game: A Story of Baaga'adowe/Lacrosse</i>	Art Coulson with illustrations by Robert Desjarlait	Minnesota Historical Society Press	2013	Travis Skinaway plays lacrosse but doesn't know much about it besides it was a gift from the creator in the distant past. Travis struggles with the athletic aspects of the game and is about ready to give up on lacrosse. After his grandfather visits him in a dream, Travis learns more about spiritual aspect of lacrosse and decides to keep with it. While Travis' mother doesn't seem to believe in Travis' dream, his grandmother is supportive and gives Travis his grandfather's lacrosse gear. Travis learns a great deal from his grandmother and becomes more confident in his abilities.
6-8	6.4.6.6	Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.	<i>The Birchbark House</i>	Louise Erdrich	Hyperion Books	2002	While a fictional book, the author bases many events and people on her research related to her own family as well as history of the area. The main character is a girl named Omakayas, and this story follows her life in the mid-1800s. She discusses the rhythmic seasonal activities of her community as well as interactions with her siblings. This book has a few small drawings interspersed, as well as a map of Minnesota as well as the area in which Omakayas lives to give readers further insight into the life of Omakaya and her family. There are also an author's note in the back in regards to language and pronunciation. This title is the first in a series, the Birbark House series and its sequel are as follows: The Game of Silence, The Porcupine Year, Chickadee and Makoons.
6-8	6.4.6.6	Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.	<i>Apple in the Middle</i>	Dawn Quigley	North Dakota State University Press	2018	
6-8	6.4.9.9	Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and	<i>Killer of Enemies</i> pair with <i>Binti</i> by Nnedi Okorafor	Joseph Bruchac	Tu Books	2016	

		poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.					
6-8	6.4.9.9	Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<i>Apple in the Middle</i> pair with <i>Indian No More</i>	Dawn Quigley	North Dakota State University Press	2018	
6-8	6.4.9.9	Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<i>Indian No More</i> pair with <i>Apple in the Middle</i> or <i>If I Ever Get Out of Here</i>	Charlene Willing McManis	Tu Books	2019	
6-8	6.5.9.9	Compare and contrast one author’s presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).	<i>If I Ever Get Out of Here</i> pair with <i>Indian No More</i>	Eric Gansworth	Arthur A. Levine Books	2015	In 1975, Lewis Blake lives on the Tuscarora reservation with his mother and uncle. At school he doesn’t have any friends in his class, and everyone he knows from the reservation are in different leveled classes. This year, George Haddonfield moves to the area. George’s dad works for the Air force and they have moved a few times. Lewis and George become friends with the help of their common interest in music including the Beatles and the Eagles. As much as Lewis wants to share everything with George, there are some things that he thinks he can’t share, like his home. George’s friendship is not the only new development this year. Evan, a bully at school, has started target Lewis specifically.
6-8	6.5.9.9	Compare and contrast one author’s presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).	<i>Navajo Long Walk: The Tragic Story of a Proud People’s Forced March From Their Homeland</i> Pair with <i>How I Became A Ghost</i>	Joseph Bruchac with illustrations by Shonto Begay	National Geographic Children’s Book	2002	Bruchac’s detailed account of the Navajo people’s forced relocation from Arizona to the Bosque Redondo Reservation in the New Mexico is heart wrenching. Writing initially as a group of Navajos gathered around an elder, the relocation begins as American soldiers and the Utes force the Navajos to abandon their lands and begin "a trail of suffering and loss." Bruchac discusses the events leading up to the displacement and the Long Walks, over 470 miles, as well as the makeshift reservation. The author discusses U.S. leaders and conditions that led to the closing of the reservation in 1868 and the signing of the treaty between the Navajo people and the U.S. government.

							Use this book with the Choctaw Trail of Tears account <i>How I became a ghost</i> by Tim Tingle to compare and contrast details and perspectives.
6-8	6.5.9.9	Compare and contrast one author’s presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).	<i>How I Became a Ghost</i> Pair with <i>Navajo Long Walk</i>	Tim Tingle	Roadrunner Press	2015	
6-8	6.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research (e.g. “Compare and contrast texts in different forms or genres including those by and about Minnesota Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (b) Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<i>Native Women of Courage</i>	Kelly Fournel	7th Generation	2007	
6-8	6.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research (e.g. “Compare and contrast texts in different forms or genres including those by and about Minnesota Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (b) Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<i>Native Athletes In Action</i>	Vincent Schilling	7th Generation	2016	
6-8	6.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research (e.g. “Compare and contrast texts in different forms or genres including those by and about Minnesota Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (b) Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<i>Native Defenders of the Environment</i>	Vincent Schilling	7th Generation	2011	
6-8	6.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research (e.g. “Compare and contrast texts in different forms or genres including those by and about Minnesota Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (b) Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<i>Native Writers: Voices of Power</i>	Kim Sigafus and Lyle Ernst	7th Generation	2012	

		“Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).					
6-8	6.9.7.7	Understand, analyze, and use different types of print, digital, and multimodal media: (a) Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). (b) Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements). (c) Recognize ethical standards and safe practices in social and personal media communications.	<i>Keepers of the Game</i> [documentary]	Judd Ehrlich [Director/Producer]	Tribeca Digital Studios	2016	
6-8	7.4.6.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.	<i>Apple in the Middle</i>	Dawn Quigley	North Dakota State University Press	2018	
6-8	7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<i>The Lone Ranger and Tonto Fistfight in Heaven</i>	Sherman Alexie	Grove Press	2013	
6-8	7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<i>Dreaming In Indian: Contemporary Native American Voices</i>	edited by Lisa Charleyboy and Mary Beth Leatherdale	Annick Press	2016	Educators can compare and contrast portrayals in <i>Cell Traffic</i> by Heid E. Erdrich and <i>Dance Boots: Stories</i> by Grover.
6-8	7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<i>Cell Traffic</i>	Heid E. Erdrich	University of Arizona Press	2012	Educators can compare <i>Cell Traffic</i> with any of Joy Harjo’s poetry, <i>The Dance Boots: stories</i> by Linda Grover, and <i>Follow the Blackbirds</i> by Gwen Westerman.
6-8	7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same	<i>The Dance Boots: Stories</i>	Linda LeGarde Grover	University of Georgia Press	2012	Educators can compare these stories to <i>Cell Traffic</i> by Heid E. Erdrich, any of Joy Harjo’s poetry, and <i>Follow the Blackbirds</i> by Gwen Westerman.

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6-8	7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<i>Follow the Blackbirds</i>	Gwen Nell Westerman	Michigan State University Press	2013	Educators can compare <i>Follow the Blackbirds</i> with <i>Cell Traffic</i> by Heid E. Erdrich and <i>Dreaming in Indian</i> by Lisa Charleyboy and Mary Beth Leatherdale.
6-8	7.5.9.9	Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<i>As Long as the Rivers Flow</i>	Larry Loyie with illustrations by Heather D. Holmlund	Groundwood Books	2005	<i>As Long as the Rivers Flow</i> is about Larry Loyie a ten year old spending his last summer with his family before going to government-sponsored boarding school. Larry is part of the First Nation Cree tribe in Canada. Loyie describes not only the memorable events of his last summer before boarding school but notes daily routines of Cree life. This account is accompanied by watercolor illustrations depicting Loyie's descriptions.
6-8	7.5.9.9	Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<i>Sweetgrass Basket</i>	Marlene Carvell	Dutton	2005	Use <i>Sweetgrass Basket</i> to compare with <i>The Displacement of Native Peoples</i> by Lynn Peppas. Peppas's book analyzes primary sources and the history of residential schools is one chapter of the book.
6-8	7.5.9.9	Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<i>My Name Is Not Easy</i>	Debby Dahl Edwardson	Skyscape	2013	Teachers can use this book with others about boarding school experiences like Marlene Carvell's <i>Sweetgrass Basket</i> .
6-8	7.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research: (a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (b) Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the	<i>Native Women of Courage</i>	Kelly Fournel	7th Generation	2007	

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6-8	7.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research: (a) Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (b) Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	<i>Native Writers: Voices of Power</i>	Kim Sigafus and Lyle Ernst	7th Generation	2012	

6-8	7.9.7.7	Understand, analyze, and use different types of print, digital, and multimodal media: (a) Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements). (b) Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries). (c) Recognize ethical standards and safe practices in social and personal media communications.	<i>Dakota 38</i> [documentary]	Silas Hagerly [director]	Smooth Feather Productions	2012	
6-8	8.4.2.2	Determine a theme or central idea of a text, including those by and about Minnesota American Indians, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<i>Apple in the Middle</i>	Dawn Quigley	North Dakota State University Press	2018	
6-8	8.4.9.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.	<i>Trickster: Native American Tales: A Graphic Collection</i>	Matt Dembicki	Fulcrum Publishing	2010	In <i>Trickster</i> more than twenty Native American tales are cleverly adapted into comic form. Each story is written by a different Native American storyteller who worked closely with a selected illustrator. Ranging from serious and dramatic to funny and sometimes downright fiendish, these tales bring tricksters back into popular culture in a vivid form. <i>Trickster</i> provides entertainment for readers of all ages and backgrounds. Educators can use this graphic collection to compare <i>Trickster Tales</i> with other traditional tales. Educators can also compare <i>Trickster</i> with <i>Me Funny</i> by Taylor to discuss Native American humor.
6-8	8.4.9.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.	<i>The Absolutely True Diary of a Part-time Indian</i>	Sherman Alexie	Little, Brown Books for Young Readers	2009	This poignant and at times funny young adult book discusses themes of poverty, alcoholism, adjusting to school outside of the reservation, family, and hope using comic illustrations and stories. Arnold Spirit, Jr. or Junior begins school on the Spokane Reservation, and with the advice of his instructor, switches to an all-white school off the reservation. Sherman Alexie's hard-hitting realism is matched with real insight in a coming of age story that allows for empathy and hope. Excellent for 7th and 8th Grade young adults.

6-8	8.4.9.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.	<i>Killer of Enemies</i>	Joseph Bruchac	Tu Books	2013	
6-8	8.4.9.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.	<i>Trail of the Dead</i>	Joseph Bruchac	Tu Books	2015	<p>In book two of the <i>Killer of Enemies</i> series, Lozen and her family are looking for a place of refuge from the Ones after her kidnapped family escaped. Lozen fights sickness to lead her band of refugees to freedom. Alongside family, new friends, and Hussein, whose life she saved, Lozen forges a path through a barren land where new monsters lurk and secrets are revealed.</p> <p>Use this book with the <i>Killer of Enemies</i>, along with other books about breaking gender barriers, conflict resolution, coping with death, cultural diversity, Dystopia, nature, family, Science Fiction/Fantasy, friendship, Native American interest, overcoming obstacles, and persistence/grit.</p>
6-8	8.5.9.9	Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<i>Navajo Long Walk: The Tragic Story of a Proud People's Forced March From Their Homeland</i>	Joseph Bruchac with illustrations by Shonto Begay	National Geographic Children's Book	2002	<p>Bruchac's detailed account of the Navajo people's forced relocation from Arizona to the Bosque Redondo Reservation in the New Mexico is heart wrenching. Writing initially as a group of Navajos gathered around an elder, the relocation begins as American soldiers and the Utes force the Navajos to abandon their lands and begin "a trail of suffering and loss." Bruchac discusses the events leading up to the displacement and the Long Walks, over 470 miles, as well as the makeshift reservation. The author discusses U.S. leaders and conditions that led to the closing of the reservation in 1868 and the signing of the treaty between the Navajo people and the U.S. government.</p> <p>Use this book with the Choctaw Trail of Tears account <i>How I became a ghost</i> by Tim Tingle to compare and contrast details and perspectives. For 7th and 8th Grade.</p>
6-8	8.5.9.9	Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<i>How I Became a Ghost</i>	Tim Tingle	Roadrunner Press	2015	Educators can compare and contrast Tingle's novel of the Choctaw Trail of Tears account with Bruchac's <i>Navajo Long Walk</i> .

6-8	8.5.9.9	Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<i>Lincoln and the Indians: Civil War Policy and Politics</i>	David A. Nichols	University of Missouri Press	1978	Educators can compare and analyze this text with <i>Mni Sota Makoce: The land of the Dakota</i> by Gwen Westerman.
6-8	8.5.9.9	Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<i>Mni Sota Makoce: The Land of the Dakota</i>	Gwen Westerman and Bruce White	Minnesota Historical Society Press	2012	Educators can discuss themes in <i>Mni Sota Makoce</i> as well as in <i>Lincoln and the Indians</i> by Nichols.
6-8	8.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research: (a) Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new”). (b) Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<i>Moccasin Thunder: American Indian Stories for Today</i>	edited by Lori Marie Carlson	HarperCollins	2005	These ten stories showcase contemporary Native American life through ten Native American and Canadian authors. Native American literature combines humor, hard hitting realism, and the uniqueness of each tribal nation and the individuals within it. Scenes from these stories include a supermarket checkout line, a rowboat on a freezing lake, a drunken dance in the gym, etc. The Native American stories have not been left in the past; they are just beginning. Since each of these contemporary Native American stories is so different from each other, students can reflect in a journal about each story or research Native American settings and themes in the book.
6-8	8.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research: (a) Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new”). (b) Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<i>Sacred Wilderness</i>	Susan Power	Michigan State University Press	2014	
6-8	8.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research: (a) Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of	<i>The House of Purple Cedar</i>	Tim Tingle	Cinco Puntos Press	2014	

		Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new”). (b) Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).					
6-8	8.9.7.7	Understand, analyze, and use different types of print, digital, and multimodal media: (a) Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, advertisements). (b) Critically analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries). (c) Analyze design elements of various kinds of media productions to observe that media messages are constructed for a specific purpose.	<i>Our Sisters In Spirit: MMIWG Documentary</i> [Documentary]	Nick Printup [Writer, Director, Producer]	Nick Printup	2018	YouTube: Our Sister in Spirit
9-12	9.4.9.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Minnesota American Indian author uses oral tradition to create works of literature).	<i>In the Footsteps of Crazy Horse</i>	Joseph Marshall III and James Mark Yellowhawk	Harry N. Abrams	2015	Jimmy McClean learns a great deal about his heritage as a Lakota from his grandfather. His grandfather, Nyles High Eagle, tells Jimmy about Crazy Horse, or Tasunk Witko and his life from c. 1840-1877. During this exchange with his grandfather, Jimmy learns more about his heritage, history and as result himself.
9-12	9.4.9.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Minnesota American Indian author uses oral tradition to create works of literature).	<i>Walking on Earth & Touching the Sky: Poetry and Prose by Lakota Youth at Red Cloud Indian School</i>	edited by Timothy P. McLaughlin with illustrations by S.D. Nelson	Harry N. Abrams	2012	This is a compilation of poetry from students from fifth to eighth grade from Red Cloud Indian School on the Pine Ridge Indian Reservation. The poetry was compiled by McLaughlin, a teacher at the school and S.D. Nelson created artwork to accompany the poetry.
9-12	9.5.9.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts.	<i>Indigenous People's History of the United States for Young People</i>	Roxanne Dunbar-Ortiz; adapted by Jean Mendoza and Debbie Reese	Beacon Press	2019	
9-12	9.5.9.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from	"Chief Si'ahl" [webpage]	Duwamish Tribe	Duwamish Tribe	2018	Webpage: Chief Si'ahl

		Birmingham Jail,” and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts.					
9-12	9.9.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively: (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<i>You Don’t Have to Say You Love Me</i>	Sherman Alexie	Little, Brown and Company	2017	
9-12	9.9.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively: (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (d) Respond thoughtfully to diverse perspectives, summarize points of	<i>Crazy Brave: A Memoir</i>	Joy Harjo	W. W. Norton and Company	2013	Educators can use this memoir with Sherman Alexie’s <i>You don’t have to say you love me</i> to discuss overcoming struggles in life and the craft of the memoir.

		agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.					
9-12	9.9.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively: (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<i>All Our Relations: Native Struggles For Land and Life</i>	Winona LaDuke	Haymarket Books	2016	
9-12	9.12.6.6	Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history.	<i>All the Real Indians Died Off: And 20 Other Myths About Native Americans</i>	Roxanne Dunbar-Ortiz and Dina Gilio-Whitaker	Beacon Press	2016	. Educators can compare this book about breaking stereotypes with <i>Do all Indians live in tipis?</i> By The National Museum of the American Indian.
9-12	9.12.6.6	Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history.	<i>For Indigenous Eyes Only: A Decolonization Handbook</i>	edited by Waziyatawin Angela Wilson and Michael Yellow Bird	School for Advanced Research Press	2005	
9-12	9.12.6.6	Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history.	<i>An Infinity of Nations: How the Native New World Shaped Early North America</i>	Michael Witgen	University of Pennsylvania Press	2013	

9-12	9.12.9.9	Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.	<i>D(L)akota Star Map Constellation Guide</i>	Annette S. Lee, Jim Rock, and Charlene O'Rourke	Native Skywatchers	2014	
9-12	9.12.9.9	Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.	<i>Ojibwe Sky Star Map Constellation Guide</i>	Annette S. Lee, William Wilson, Jeffrey Tibbetts, and Carl Gawboy	Native Skywatchers	2014	
9-12	9.12.9.9	Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.	<i>Sharing the Skies: Navajo Astronomy</i>	Nancy C. Maryboy and David Begay	Rio Nuevo Publishers	2010	Educators can compare <i>Ojibwe sky star map constellation guide</i> with the <i>D(L)akota star map constellation guide</i> and <i>Sharing the skies: Navajo astronomy</i> .
9-12	11.4.9.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.	<i>An Indigenous People's History of the United States for Young People</i>	Roxanne Dunbar-Ortiz; adapted by Jean Mendoza and Debbie Reese	Beacon Press	2019	
9-12	11.4.9.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.	<i>Birch Coulie: The Epic Battle of the Dakota War</i>	John Christgau	University of Nebraska Press	2012	
9-12	11.4.9.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.	<i>Beloved Child: A Dakota Way of Life</i>	Diane Wilson	Minnesota Historical Society Press	2017	
9-12	11.4.9.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.	<i>Dakota Prisoner of War Letters = Dakota Kaskapi Okicize Wowapi</i>	Clifford Cantu and Michael Simon	Minnesota Historical Society Press	2012	

7-8	11.4.9.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.	<i>Mni Sota Makoce: The Land of the Dakota</i>	Gwen Westerman and Bruce White	Minnesota Historical Society Press	2012	Educators can discuss themes in <i>Mni Sota Makoce</i> as well as in <i>Lincoln and the Indians</i> by Nichols.
9-12	11.5.8.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	"Why Treaties Matter" [virtual exhibit]	MN Humanities Center	MN Humanities Center	2013	Virtual Exhibit: Why Treaties Matter
9-12	11.5.9.9 & 11.7.9.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	"Why Treaties Matter" [virtual exhibit]	MN Humanities Center	MN Humanities Center	2013	Virtual Exhibit: Why Treaties Matter
9-12	11.9.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively: (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<i>Custer Died For Your Sins: An Indian Manifesto</i>	Vine Deloria, Jr.	University of Oklahoma Press	1988	

9-12	11.9.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively: (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<i>God is Red: A Native View of Religion</i>	Vine Deloria, Jr.	Fulcrum Publishing	2003	
9-12	11.9.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively: (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<i>An Indigenous People’s History of the United States for Young People</i>	Roxanne Dunbar-Ortiz; adapted by Jean Mendoza and Debbie Reese	Beacon Press	2019	Dunbar-Ortiz shows how policy against the Indigenous peoples was colonialist and designed to seize the territories of the original inhabitants. This policy was praised in popular culture through writers like James Fenimore Cooper and Walt Whitman, and in the highest offices of government and the military. The genocidal policy reached its zenith under President Andrew Jackson. Spanning more than four hundred years, this peoples’ history radically reframes United States history and explodes the silences that have haunted our national narrative.

9-12	11.12.6.6	Evaluate authors' differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<i>Dakota Prisoner of War Letters = Dakota Kaskapi Okicize Wowapi</i>	Clifford Cantu and Michael Simon	Minnesota Historical Society Press	2012	
9-12	11.12.6.6	Evaluate authors' differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<i>Lincoln and the Indians: Civil War Policy and Politics</i>	David A. Nichols	University of Missouri Press	1978	Educators can compare and analyze this text with <i>Mni Sota Makoce: The land of the Dakota</i> by Gwen Westerman.

Compiled with help from Ann Arntson, Wendy S. Dickman, and Cydnee Peterson

