

Resources for Teaching



Stanford History Education Group

Available Lesson topics on Indigenous Peoples of the Americas:

Pocahontas

Inca Empire

King Philip's War

Moctezuma & Cortez

First Thanksgiving

Edward Curtis

Inca Encyclopedia

Teotihuacan

Battle of Little Big Horn

Escape Room Resources

The following resources can be used to find ciphers, generate decoded messages based on the content you provide. With any escape room the first step is creating a paragraph narrative on the goal of the escape room.

<https://www.boxentriq.com/code-breaking/cipher-identifier>

<https://www.dcode.fr/polybius-cipher>

Digital Escape Room Resource

<https://www.breakoutedu.com/>

Additional Source Material Sets

If you are interested in building a lesson if the formats we have experienced here this week which draw on the information from our expert presenters, we have curated some source collections you can use. Source collections are available as PDF files in the “Additional Sources...” folder on the drive shared with you.

They include a set of images to develop an Indigenous Foodways lesson and a set of primary & secondary sources in original and modified formats that can be used to develop a lesson on the Civilization Plan.

Cinnamon Lessons & Materials

[Battle of Little Bighorn](#) (adapted from SHEG sources)

[Letter from Red Jacket Defending Native American Religion](#) (modified)

[Letter from Red Jacket](#) (original)

[The Huspah King](#) (source only)

“Hidden Figures” & Hidden Stories

Other Topics:

[Indigenous Representation in Media](#)

[Native Narratives](#)

[Native Hip Hop](#)

[Indian Country Today](#)

[Mary Golda Ross](#)

[George McJunkin](#)

[Ada Deer](#)

[Maria Tallchief](#)

[Elizabeth Peratrovitch](#)

[Indian Boarding Schools](#)

[IRA, the Indian Reorganization Act](#)

[American Indian Codetalkers](#) (WW2)

[Termination](#) Also - [Erasing Indian Country](#) / [Indian Urban Relocation Program](#)

[AIM](#), the American Indian Movement (for Indigenous female representation, try [Madonna Thunderhawk](#))

[Occupation of Alcatraz](#), 1969-71

[Indian Child Welfare Act](#)

MULTICULTURALISM, ASSIMILATION & INTERCULTURALISM

Diverse integration models in the EU



Minorities are thought of as distinct communities.
Public policies encourage this distinctiveness.



Minorities have completely blended into their adopted country (citizenship, language and perceived identity).
Public policies do not recognize the existence of distinct communities.



The existence of different minorities is acknowledged.
Public policies promote integration, ensuring commitment to the values, history and tradition of the host nations.

How can I get my own resources?

Contact Scholars! Many historians, archaeologists, Native American Studies, and Museum Educators are more than happy to share their work. Some may even be willing to Zoom in and speak to your class as a community service.

Can I modify sources?

YES! (Ignore the so-called purists).

You can pull quotes, excerpts, illustrations, etc from scholarly sources.

It really is okay to modify sources to manageable lengths.

(*remember*: paragraphs, no more than one page)

Ellipses ... is your friend :)

Online Primary Source Collections

Southeastern Native American Documents, 1730-1842

Link: https://dlg.usg.edu/collection/dlg_zlna

American Journeys

Link: <https://www.americanjourneys.org/>

Digital Public Library of America

Link: <https://dp.la>

Images of Native Americans, The Bancroft Library of USC Berkeley

Link: <https://bancroft.berkeley.edu/Exhibits/nativeamericans/>

The Duke Collection of American Indian Oral History

Link: <https://digital.libraries.ou.edu/whc/duke/>

State Archives of North Carolina:

<https://archives.ncdcr.gov/educators/lesson-plans/life-colonial-north-carolina-primary-source-sets>

So what's math got do with it?

chrome-extension://efaidnbmnnnibpcajpcgclefi
ndmkaj/[https://www.dpi.nc.gov/media/15293/o
pen](https://www.dpi.nc.gov/media/15293/open)