

**Wisconsin Education  
Act 31  
CESA Districts  
Colleges of Education Survey  
Principals Survey  
Teachers Survey  
2000**

**Authors  
David A. Berard  
Brian Gauthier**

**Sponsored By:**  
Wisconsin Indian Education  
Association  
University of Wisconsin-Extension  
UW-Eau Claire American Indian  
Studies  
Wisconsin Tribal Education  
Directors  
UW-Stevens Point Native American  
Center  
UW System Institute on Race and  
Ethnicity

**Project Team:**  
David Berard, Sharon  
Cloud, Richard Florence,  
Brian Gauthier, Marge  
Hebring, Dana Jackson,  
Larry Martin, Virginia  
Nuske, Larry Swain

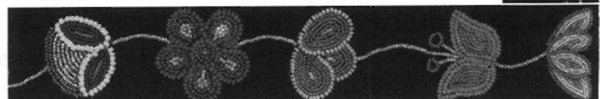


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## **FORWARD**

By Dana Jackson, Education Director, Bad River Band of Lake Superior Chippewa Indians

*Wisconsin Act 31 requires the State Superintendent of DPI to develop a curriculum for grades 4-12 on the Chippewa treaty based off reservation rights to hunt, fish and gather in the ceded territories. The legislation came about in response to years of tensions created after the Chippewas won a lengthy court battle for treaty rights in the territories they ceded to the United States.*

*On many boat landings in the northern part of the state, anti-treaty groups protested (sometimes violently) Indian fishing rights. This quickly spilled over into the southern part of the state; as misinformation and bias soon affected other tribes and individual Indian people in every area of the state. This included schools; public and private, elementary to University. One of the Chippewa members of the American Indian Language and Culture Education Board (AILCEB), alarmed by his wife's fear for her life in traveling across the state submitted a resolution which was passed by the board. The board was a group designated by the Governor to advise DPI, HEAB, VTAE and the UW System on Indian Education issues in the state. The resolution ended up being almost the exact wording of Act 31, it was meant to be a long term resolution to battling ignorance and racism by placing facts in front of school children rather than rumors and innuendos. The resolution was then submitted to various agencies and legislators.*

*Representative Frank Boyle of Superior contacted board members for advice then championed the proposal to make the resolution a legal reality, it was passed before the session ended thus becoming law that same year.*

*Because the statute was so vague, the AILCEB made recommendations to DPI to develop administrative rules for what should be provided at each grade level. The DPI response was that they did not force local districts to adopt curriculum, that it was a local issue. The group then recommended that DPI develop factual accurate materials to be used as a minimum to meet the requirements of the law and be made available to all districts. This resulted in two publications known as **Classroom Activities on Chippewa Treaty Rights** and **Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty**, published by DPI. These are both fine works although not terribly colorful or usable as textbooks they are good teacher guides with most bibliographical materials included. The use of these materials by school districts would not only meet the letter of the law but the intention as well.*

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## **Introduction**

Wisconsin Act 31 of 1989, and subsequent provisions of 1991, required that each school board of Wisconsin as part of their social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized Indian tribes and bands in Wisconsin at least twice in the elementary grades and at least twice in the elementary grades and at least once in the high school grades.

The legislation also required the state superintendent to not license any person unless that person had received instruction in the history, culture, and tribal sovereignty of the federally recognized tribes in the state

This study is being conducted to gather information on Wisconsin public school's needs and desires for more educational material pertinent to Wisconsin Act 31 of 1991. In addition, information from the survey will be used to guide the Wisconsin Indian Education Association in their efforts to help schools get the information they need and want.

Partners/collaborators - Cooperative Extension, Wisconsin Indian Education Association, Wisconsin Indian Education Directors Association, UW-Stevens Point Native American Center, UW-Eau Claire American Indian Studies Program.

Surveys were conducted by the UW-River Falls Research and Survey Lab: Dr. Larry Swain, David Kabes.

Funding for the survey was provided through a UW-Extension Cross Divisional Grant. The publication costs were covered through a UW-System Grant from the Institute on Race and Ethnicity.

# Methodology and Limitations of the Study

## Methodology

Because of the varying structure of the state public school districts, survey distribution and implementation is a major challenge. Act 31 education is required in the 4th grade, 8th grade and 10th grade social studies programs. Teaching materials are often used and acquired through a variety of methods. Thus, a multi-level approach was used to gather the data. Four different surveys were conducted with school districts, colleges of education and CESA districts.

**School Districts** - There are approximately 400 school districts in Wisconsin. Each District may have several schools and grades where Native American information could possibly be taught; a random sampling process was used to select 100 school districts for the sample. The Wisconsin School Directory for 1999-2000 was used as the source for names and addresses.

In total 400 letters were sent to school principals. In addition to a survey for the principal, each principal was given 3 surveys to give to appropriate social studies teachers. Principals were also allowed to copy surveys, if needed, to distribute within their district. 135 principals returned surveys, and 328 surveys were completed by grade school, middle school and high school teachers.

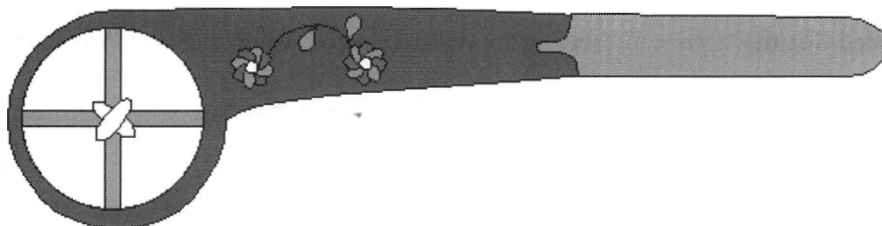
**Colleges of Education** - The Wisconsin School Directory listed 58 teacher training institutions. Each institution received a cover letter and applicable survey. Responses were returned by 30 teacher training institutions, which is a 52% survey response rate.

**Cooperative Education Service Agency (CESA) Districts:** Each of the 12 CESA districts were surveyed via the telephone.

## Limitations of the study

There are several limitations to this study, as follows:

- \* Because of the distribution method, that of being distributed through the respective school principal's, and allowing surveys to be duplicated, an accurate response rate could not be calculated.
- \* The survey also depends on the principal's knowledge of the programs and activities for distribution of the survey to the appropriate teachers and may be biased based on the principal's knowledge of the activities within their district.
- \* The survey committee hypothesized that school districts closest to Indian communities may have a higher rate of Act 31 compliance. Survey design and methodology as well as confidentiality would not allow for proper geographic coding of responses.



# Results - Principals Survey

## Compliance with Act 31

Principals surveyed indicated that they are complying with Act 31. Ninety percent (90%) of 135 school principals asserted that their school was presenting the information requested by the 1989 Act 31 and the 1991 provisions.

	%	N
Yes	90%	(121)
No	02%	(003)
No Response	08%	(011)

When asked whether their school is offering a strong curriculum regarding the provisions of the Act and the 1991 requirements, the response was less positive. Only 44% indicated that their school offered a strong curriculum regarding the provisions of Act 31.

	%	N
Yes	44%	(59)
No	19%	(26)
Not Sure	33%	(45)
No Response	04%	(05)

The 59 school principals who felt that their curriculum was strong identified the following reasons:

	%	N
A good curriculum has been developed	45%	(27)
Because of the good teachers	27%	(16)
A good set of resources is available	18%	(11)
Other reasons	0%	(10)

The 26 principals who identified that their curriculum was not strong also cited curriculum and limited resources as primary reasons. In addition, lack of time and teacher training were cited as key factors.

	%	N
Due to a limited curriculum	58%	(15)
Due to limited resources	31%	(08)
Due to a lack of time and conflict with other classes	15%	(04)
Because of teacher training	08%	(02)
Other	08%	(02)

## Barriers to Compliance

Seventy-three percent of principals have identified the 1989 Act 31 and 1991 provisions have not created any intimidation or concern for them.

	%	N
Yes	04%	(05)
No	73%	(99)
Not Sure	17%	(23)
No Response	06%	(08)

Those that responded that they were concerned or intimidated by the requirements of Act 31 identified the following reasons:

- We want to meet the demands of Act 31 and go beyond those requirements
- Is the material to be taught factually, or with bias?
- We could use more materials, there is a very limited amount
- I was not aware of this provision



- Not all teachers understand “tribal sovereignty”
- There is a concern with the amount of material we need to include
- There are limited resources
- Need information to accurately explain the requirements
- There is an over concentration of limited time on a single area

#### **Additional Needs:**

When asked whether their school needs additional materials regarding the Native Americans in Wisconsin, forty-three percent of school principals responded yes.

	%	N
Yes	43%	(58)
No	27%	(36)
No Response	05%	(07)
Not Sure	25%	(34)

Those that responded yes were further queried on what type of materials they needed. Respondents were able to identify various types of information. More than half identified age appropriate materials and information.

1. Everything and anything developed for the different ages of students	52%
2. Audio Visual Material	19%
3. Samples of new curriculum and ask other teachers to help	19%
4. Printed Material	14%
5. Guest Speakers	14%
6. Reference Materials	10%
7. Use of the Internet	03%
8. Other	03%

#### **Current Resources Used**

Principals stated that their schools are currently using the following resources to help teach about Wisconsin Native Americans. Respondents were allowed to select more than one response.

1. Text Books	76%
2. Films, video, or film strips	67%
3. The Wisconsin Department of Public Instruction	44%
4. Other printed material developed by Native Americans	43%
5. Demonstrations of customs, foods, or culture	43%
6. Native American Speakers	39%
7. Other	19%
8. Tribal Officials	12%

#### **Additional Comments by Principals**

- It is covered in elementary and high school grades, not at the 6-8 grade level
- I do not know what material you have available
- This is my first year at this school
- We need improvement on sovereignty issues
- Tribal sovereignty isn't addressed at these levels
- United States history and exploring Wisconsin are used
- We do some Native American studies when we study the first Thanksgiving, but not Wisconsin Tribes
- We touch on Blackhawk, Sioux, Cheyenne, and Kwakiutl
- I have nothing to compare what we do to what others do
- The curriculum is adequate to the best of the children's ability to understand

# Results - Teachers Survey

## Compliance with Act 31

Three hundred and twenty-eight completed surveys were returned from teachers. The distribution by grade levels indicated that 55% (180) of the responses came from the K-5 level, 19% (62) came from grades 6-8, and 26% (85) came from grades 9-12.

Since principals selectively provided the surveys to the appropriate teachers, most teachers surveyed were engaged in teaching about Native Americans. When asked how many classroom contact hours they spent teaching about “all” Native American tribes and bands found in the United States, the average hours spent were 12, while the median was 8. Responses ranged from 0 contact hours to 100 contact hours.

When asked how many classroom contact hours teachers spend each year teaching about the Wisconsin tribes or bands, the average hours spent were 9, while the median was 5. Responses ranged from .5 hours to 75 contact hours.

## Barriers to Compliance

Slightly more than half of the teachers surveyed 57% (187) indicated that they were not experiencing any barriers to providing educational material about Native Americans in Wisconsin. Twenty-three percent (75) responded that they were experiencing barriers and 20% (66) did not respond or were not sure.

The seventy-five teachers who responded that they were facing barriers identified the following: (more than one response was allowed)

	%	N
1. Appropriate material by age and grade	36%	27
2. Time	29%	22
3. Funding	20%	15
4. Experts and tribal resources	19%	14
5. Curriculum	16%	12
6. Everything	05%	04
7. Other singular resources	29%	23

## Current Practices by Teachers

Teachers were asked how they provided education related to Act 31, whether they integrated it with existing information, taught about Native Americans in general, or whether they taught about specific Wisconsin tribes or bands. Teachers were also asked which resources they used, and how they evaluated their students’ understanding of the materials presented. The following section details those responses.

When you teach about Wisconsin Native Americans is the material taught independently or integrated with other non Native American topics?

	%	N
Independently	14%	46
Integrated	27%	89
Both Ways	51%	167
No Response	08%	26

Do you present information about Indian Tribes who live in other states?

	%	N
Yes	75%	246
No	21%	69
Not Sure	01%	03
No Response	03%	10



How do you determine if your students understand the material you taught them?

(Respondents were allowed to select more than one response)

1. Tests	60%
2. Projects & Assignments (other)	39%
3. Discussions	31%
4. Projects & Assignments (written)	27%
5. Other singular types	22%
6. Quizzes	13%

Please indicate if you present the information about each tribe or band separately; or if the information is presented in a combined fashion with all Wisconsin tribes or bands.

	Separately	Combined
a. Chippewa (Ojibwe)	24%	58%
b. Menominee	16%	66%
c. HoChunk	19%	62%
d. Oneida	12%	68%
e. Potawatomi	10%	66%
f. Stockbridge Munsee	08%	59%

If you marked separately in the last question approximately how many hours per year do you spend teaching about that tribe or band?

	Average
a. Chippewa (Ojibwe)	1.70 hours
b. Menominee	1.81 hours
c. HoChunk	1.77 hours
d. Oneida	1.85 hours
e. Potawatomi	1.87 hours
f. Stockbridge Munsee	1.87 hours

Please identify those resources that you have used to help with the instruction about Native Americans in Wisconsin.

Films, videos, film strips	72%
Text books	71%
Material that you made for instruction	57%
Periodicals, current events, newspapers	54%
Written material by Native American Authors	53%
Wisconsin Department of Public Instruction	46%
Internet	43%
Demonstrations of customs, foods, or cultural	37%
Local or district created curriculum	34%
Native American Guest Speakers	27%
Other (text book, Tribal input, field trips, etc)	21%
Material prepared by CESA	14%
Native Americans that helped develop the curriculum	08%
Tribal Officials	07%

What one resource have you found to be the most helpful when teaching about Native Americans in Wisconsin?

Printed books and materials	35%
Electronic Material	21%
WI. Dept. of Public Instruction & related curriculum	09%



Native American Input	06%
Museums and other historical	04%
Other singular items	09%
No Response	16%

Since the fall of 1998, have you taught some aspect about Wisconsin Indian treaty rights.

	%	N
Yes	50%	164
No	42%	138
Not Sure	04%	013
No Response	04%	013

**Additional Needs:**

Although 57% of the teachers indicated that they were not experiencing barriers to providing education about Native Americans in Wisconsin, only 28% (92) responded that they had sufficient educational materials to present an effective curriculum about Native Americans in Wisconsin. Forty percent (131) said they did not have sufficient materials and 32% (105) said they were not sure or did not respond.

Those teachers who responded no, or were not sure were asked what materials they needed. The 213 respondents identified:

Everything that is current	41%
Material about each tribe	28%
Books written for the different ages and grade levels	24%
Electronic media and videos	24%
Relative information from Native Americans	18%
Teacher information and more and better curriculum	13%
Guest experts and speakers	02%
Other singular items	24%

Teachers who graduated after 1991 were asked whether they received college level instruction in the history, culture, and sovereignty of Wisconsin's recognized tribes and bands. Thirteen percent (43) of the respondents indicated that they had received training.

If you graduated from a Wisconsin college after 1991; as part of your Wisconsin teacher training program, did you receive college level instruction in the history, culture, and sovereignty of Wisconsin's recognized tribes and bands?

	%	N
Graduated from another state	17%	56
Yes	13%	43
No	13%	43
Not Sure	01%	03
No Response	56%	184

43 or 13% of the responses had training in college, another 14 or 4% had training after college, for a total of 17% having had training in this area.

# Results - Teacher Training Institutions

## Compliance with Act 31

Thirty surveys were returned from teacher training institutions. When asked whether their school is in compliance with Chapter 118 of the 1989 Act 31? Seventy percent (21) responded yes.

	%	N
Yes	70%	21
No	03%	01
Not sure	13.5%	04
No response	13.5%	04

Contact hours spent each year teaching about the different Wisconsin tribes or bands averaged 8.56 hours with a median of 5.75 hours.

## Current Practices by Colleges of Education

Does the teacher preparation curriculum being taught at your institution include information about the tribes and bands of Native Americans who live in Wisconsin?

	%	N
Yes	87%	26
No	07%	02
Not Sure	03%	01
No response	03%	01

From the listing below please mark any of the items that have been used at your institution to help with the instruction about Native Americans in Wisconsin.

Written material by Native American Authors	77%
Native American guest speakers	73%
The Wisconsin Department of Public Instruction	70%
Periodicals, current events, newspapers	67%
Demonstrations of customs, foods, or cultural	63%
The internet	57%
Text books	53%
Native Americans that helped develop the curriculum	43%
Tribal officials	40%
Local or district created curriculum	20%
Material prepared by any of the 12 Cooperative Educational service agencies	17%
Other	27%

Please indicate if information about each Tribe or Band is presented in a combined fashion with all Wisconsin tribes or bands.

	Separately	Combined	No Response
a. Chippewa (Ojibwe)	20%	70%	10%
b. Menominee	10%	77%	13%
c. HoChunk (Winnebago)	07%	80%	13%
d. Oneida	07%	80%	13%
e. Potawatomi	07%	80%	13%
f. Stockbridge Munsee	03%	77%	20%



## Results - CESA Districts

CESA Districts were asked several questions related to the role they play in providing information and materials to school districts.

Has a school district ever asked your CESA organization for help to comply with the provisions of this act?

	%	N
Yes	58%	07
No	25%	03
Not Sure	17%	02

If yes, what kind of help was presented?

- Information
- Training
- DPI Information

Has your organization ever presented any information about different tribes or bands of Native Americans who reside in Wisconsin?

	%	N
Yes	33%	04
No	42%	05
Not Sure	25%	03

Does your organization have educational material and resources that tell about the DIFFERENT Wisconsin Tribes or Bands?

	%	N
Yes	100%	12
No	0%	0
Not Sure	0%	0

If yes, does the information cover all the tribes in general, or is the information presented separately for each tribe or band?

	%	N
General information	25%	03
Separate information	00%	00
Both general & separate	75%	09

### Summary of Key Findings

Most of the institutions identified that they were in compliance with Act 31, however only 44% of the principals felt that they had a strong program.

The top 3 barriers to compliance listed by both teachers and principals were:

- \* Limited curriculum and lack of appropriate material by age and grade.
- \* Time and class conflicts
- \* Funding and resources

The most commonly used resources for teaching are:

- \* Text books
- \* Films, video, or film strips
- \* Printed instructional materials

Note: Only 17% of the teachers graduating after 1991 have received training in history, culture, and sovereignty of Wisconsin's recognized tribes and bands either through part of their college level studies, or through other sources.

# Recommendations and Implications for Additional Study

After reviewing the results of the survey, the project team, including the Wisconsin Indian Education Association and Tribal Education Directors, composed the following recommendations.

## Recommendations

### 1) Clarification and definitions for Act 31

- Outcome oriented guidelines for the teaching of Act 31 across grade levels and throughout the curriculum need to be developed.

- Policy guidelines and recommendations should be developed for school programs and administrations.

### 2) Teacher Training

- Current teachers and students in teacher certification programs need training on how to adapt and use curriculum units to fit various grade levels.

- Teacher training needs to continue in order to update those teachers not formally or informally trained through teacher-in-services or colleges of education.

### 3) Materials

- Grade and age sensitive materials need to be developed which have a more modern look and feel.

- A tribal resource guide and materials list containing recommended materials, resources, and up to date contacts need to be developed.

### 4) Administration/Coordination

- Additional sources of funding for individual programs and broader resources such as the DPI need to be developed.

- A primary clearinghouse for information and education on Act 31 needs to be identified.

- A broad based action plan and program guideline needs to be developed for implementation of the recommendations contained in this document.

## Implications for Further Study

There are several questions not answered by the data in this publication that could provide the basis for additional study. Since it was not possible to geographically code the responses, the authors were not able to determine whether geographic inequities exist across the state in terms of program delivery, compliance, access to resources, etc. It is also not known why almost 1/3 of the school principals indicated that they were not sure whether or not their school offered a strong curriculum regarding the provisions of Act 31. Although a variety of resources were used in teaching about Native Americans, additional study would be needed to identify specific resources and their appropriateness to the topics covered. CESA districts are considered to be a source of information on Native American issues, yet only seven of the districts have ever had any requests for information, and only 4 have presented information related to the Wisconsin Tribes or bands. This study was unable to identify specific reasons why the resources available were not widely used. Although this study identifies existing practices and resources used, additional research is needed to identify methods and resources that would be the most beneficial for Act 31 education.



WISCONSIN INDIAN EDUCATION ASSOCIATION SURVEY  
FOR SCHOOL PRINCIPALS

PLEASE RETURN BY MARCH 24, 2000

1. Is your school presenting the information requested by the 1989 Act 31 and the 1991 provisions?  
\_\_\_\_yes \_\_\_\_no
2. If yes, in what grade or grades?
3. Has the 1989 Act 31 and the 1991 provisions created any intimidation or concern for you?  
\_\_\_\_yes \_\_\_\_no \_\_\_\_not sure
4. If yes to the last question, why?
5. Do you feel your school is offering a strong curriculum regarding the provisions of the Act and the 1991 requirements?  
\_\_\_\_yes \_\_\_\_no \_\_\_\_not sure
6. If you feel "Your School Has" a strong curriculum, why do you feel that way?
7. If you feel "Your school does not have" a strong curriculum, why do you feel that way?
8. Does your school need additional material regarding the Native Americans in Wisconsin?  
\_\_\_\_yes \_\_\_\_no \_\_\_\_not sure
9. If yes, what type of material do you need?
10. From the following list please check any of the following resources that your school uses to help teach about Wisconsin Native Americans. More than one selection is possible.  
\_\_\_\_ Tribal Officials  
\_\_\_\_ Native American Guest Speakers  
\_\_\_\_ The Wisconsin Department of Public Instruction  
\_\_\_\_ Text Books  
\_\_\_\_ Other printed material developed by Native Americans  
\_\_\_\_ Films, video, or film strips  
\_\_\_\_ Demonstrations or native customs, foods, or culture  
\_\_\_\_ other, list \_\_\_\_\_

That ends the survey. If you would like more information regarding the 1989 Act or the 1991 Provisions, please call J.P. Leary at 1-800-441-4563 or 608-267-2283.

WISCONSIN INDIAN EDUCATION ASSOCIATION SURVEY  
 FOR GRADE SCHOOL, MIDDLE SCHOOL, AND HIGH SCHOOL TEACHERS  
 RETURN BY MARCH 24, 2000

1. What grades or grade of social studies do you teach?  
 2. When you teach about Wisconsin Native Americans is the material taught independently or integrated with other non Native American topics? Mark "both ways" if appropriate.

independently  integrated  both ways

3. Do you present information about Indian tribes who live in other states?

yes  no  not sure

4. Approximately how many classroom contact hours do you spend each year teaching about "ALL" Native American tribes and bands found in the United States?

5. Approximately how many classroom contact hours do you spend each year teaching about the "DIFFERENT" Wisconsin tribes or bands?

6. How do you determine if your students understand the material you taught them?

7. Listed below are several tribes or bands that are found in Wisconsin. Please indicate if you present the information about each tribe or band separately; or if the information is presented in a combined fashion with all Wisconsin tribes or bands.

	separately	combined
a. Chippewa (Ojibwa)	_____	_____
b. Menominee	_____	_____
c. HoChunk (Winnebago)	_____	_____
d. Oneida	_____	_____
e. Potawatomi	_____	_____
f. Stockbridge Munsee	_____	_____

8. If you marked "separately" in the last question, approximately how many hours per year do you spend teaching about that tribe or band? Indicate hours only for those that apply.

a. Chippewa (Ojibwa)	_____
b. Menominee	_____
c. HoChunk (Winnebago)	_____
d. Oneida	_____
e. Potawatomi	_____
f. Stockbridge Munsee	_____

9. Please mark those resources that you have used to help with the instruction about Native Americans in Wisconsin.

- Tribal Officials  
 Native American guest speakers  
 Native Americans that helped develop the curriculum  
 The Wisconsin Department of Public Instruction  
 written material by Native American authors  
 demonstrations of customs, foods, or cultural  
 text books  
 films, videos, film strips  
 local or district created curriculum  
 material prepared by CESA  
 material that you made for instruction  
 the internet  
 periodicals, current events, newspapers  
 other, list \_\_\_\_\_

10. What one resource have you found to be the most helpful when teaching about Native Americans in Wisconsin?

11. Do you have sufficient educational materials to present an effective curriculum about Native Americans in Wisconsin?

yes no not sure

12. If no or not sure, what material(s) do you need?

13. Are you experiencing any barriers to providing educational material about Native Americans in Wisconsin?

yes no not sure

13a. If yes to the last question, what are the barriers?

14. If you graduated from a Wisconsin college after 1991; as part of your Wisconsin teacher training program, did you receive college level instruction in the history, culture, and sovereignty of Wisconsin tribes and bands?

graduated in another state yes no not sure

14a. If "graduated in another state or no," have you received such training since graduating from college?

yes no not sure

14b. If yes to the last question, approximately when did you receive that training?

15. Since the fall of 1998, have you taught some aspect about Wisconsin Indian treaty rights?

yes no not sure

That ends the survey. If you would like more information regarding the 1989 Act 31 please call J.P. Leary at 1-800-441-4563 pr 608-267-2283.

WISCONSIN INDIAN EDUCATION ASSOCIATION SURVEY  
 FOR TEACHER TRAINING INSTITUTIONS  
 RETURN BY APRIL 1, 2000

1. Does the teacher preparation curriculum being taught at your institution include information about the tribes and bands of Native Americans who live in Wisconsin?

yes  no  not sure

2. Approximately how many classroom contact hours is spent each year teaching about the different Wisconsin tribes or bands?

3. How do the faculty members at your institution determine that the students understand the material being taught to them about the Wisconsin bands and tribes?

4. Is your institution in compliance with Chapter 118 of the 1989 Act 31?

yes  no  not sure

5. From the listing below please mark any of the items that have been used at your institution to help with the instruction about Native Americans in Wisconsin.

- Tribal Officials
- Native American guest speakers
- Native Americans that helped develop the curriculum
- The Wisconsin Department of Public Instruction
- written material by Native American authors
- demonstrations of customs, foods, or cultural
- text books
- films, videos, film strips
- local or district created curriculum
- material prepared by any of the 12 Cooperative Educational Service Agencies
- the internet
- periodicals, current events, newspapers
- other, \_\_\_\_\_

6. Listed below are several tribes or bands that are found in Wisconsin. After each please indicate if information about each Tribe or Band is presented separately; or if the information is presented in a combined fashion with all Wisconsin tribes or bands. If any material is taught both separately and combined, mark each space accordingly.

	separately	combined
a. Chippewa (Ojibwa)	_____	_____
b. Menominee	_____	_____
c. HoChunk (Winnebago)	_____	_____
d. Oneida	_____	_____
e. Potawatomi	_____	_____
f. Stockbridge Munsee	_____	_____

That ends the survey. If you would like to learn more information regarding the 1989 Act 31 please call J.P. Leary at 1-800-441-4563 or 608-267-2283.



WISCONSIN INDIAN EDUCATION ASSOCIATION SURVEY  
FOR WISCONSIN CESA ORGANIZATIONS  
INSTRUCTIONAL SERVICES DIRECTOR

Hello, Mr., or Mrs., or Miss \_\_\_\_\_. This is \_\_\_\_\_ and I'm calling from the University of Wisconsin in River Falls. We are conducting a survey for the Wisconsin Indian Education Association. The purpose of the survey is to find out the type and amount of Wisconsin Native American education being taught in teacher training colleges across the state of Wisconsin. Would you have time to help me with a few questions.

If the person says yes, proceed with the survey. If no, ask if there would be a more convenient time to call, and call at that time. If no, go to the next question.

As part of the 1989 Act 31, in 1991 the State of Wisconsin required, that as part of the social studies curriculum; instruction in the history, culture, and tribal sovereignty of the Wisconsin tribes and bands be taught twice in the elementary grades and at least once in the high school grades.

1. Has a school district ever asked your CESA organization for help to comply with the provisions of this act?

yes  no  not sure

1a. If yes, what kind of help was requested?

2. Has your organization ever presented any information about the different tribes or bands of Native Americans who reside in Wisconsin?

yes  no  not sure

3. Does your organization have educational material and resources that tell about the different Wisconsin Indian tribes and bands?

yes  no  not sure

4. If yes, does the information cover all the tribes in general, or is the information presented separately for each tribe or band?

general information  separate information  both

5. Has your organization ever needed educational material and resources regarding different Wisconsin tribes or bands?

yes  no  not sure

That ends the survey. If you would like more information regarding the 1989 Act 31 please call J.P. Leary at 1-800-441-4563 or 608-267-2283.

Thank you for your time.

## Comments by School Principals

Question #6. If you feel "YOUR SCHOOL HAS" a strong curriculum, why do you feel that way?

- We have Native American families who have been an excellent resource for our curriculum
- Because of the competent teachers we have
- One key teacher presents the material
- We have many resources and a strong teaching staff
- Our location gives us easy access to Native American resources
- Our books stress Native American rights, we have district guidelines, provide handouts about Treaty Rights and we teach culture
- We know the law and teach what is required
- Our program was developed by staff as a concrete curriculum piece
- We reinforce the material in many grades and hours
- We offer a comprehensive curriculum in United States history for all juniors and offer a Native American class
- Our teachers attend Tribal Rights workshops
- There are many sources and materials available
- We are thorough, however, as in anything we can do more and do it better
- We are presenting and facilitating curriculum on this topic at each grade level
- We follow Wisconsin state standards and go beyond
- There is a wealth of materials available to support the curriculum in this area
- We have an integrated curriculum about Native Americans
- Because our location has a strong Native heritage we draw from it
- The entire district was involved in writing an appropriate curriculum
- Specifically in Poly Science classes and year long in United States History

Question #7. If you feel "YOUR SCHOOL DOES NOT HAVE" a strong curriculum, why do you feel that way?

- The lack of materials and time
- I don't feel our students gain an appreciation about history & contributions of Wisconsin's Native Americans
- I'm unsure of the curriculum choices that are required
- Our curriculum is developing we feel good about it but it needs to continue to develop
- To be "strong" would have to "displace" some other aspect of our overall social studies instruction
- We need better materials and have very limited information
- There is not enough teacher training and resources
- There is lack of information
- There are limited resources at each grade level as in the reading comprehensive level
- There is a lack of materials and time in the curriculum
- Unsure of exactly what is required and should be taught
- We are uninformed
- The resources are not readily available and teachers are not familiar enough with the resources that are available

Question #9. If yes, what type of material do you need?

- Samples of curriculums for comparison
- Any related to the subject area we are always looking
- Reference information as to how Tribal governments differ we also could use speakers
- Materials on teaching Treaty Rights
- History of the people, culture, values, and family
- Cultural awareness activities & ideas
- Videos and educational web sites
- Library materials and professionally developed material
- Current information about area Tribes and Tribal affiliations
- List of resources and resource people

- Software and other computer applications
- More current materials
- We need far more academically developed materials
- Tribal Sovereignty for the Elementary level

Question #10. From the following list please check any of the following resources that your school uses to help teach about Wisconsin Native Americans. More than one selection is possible.

- Field trips to the reservation museum
- Native American Cultural Awareness Week
- Compact disks
- All the resources that were attached to the survey
- Teacher created units

Additional comments supplied by various Principals

- I do not know what materials you have available
- We do some Native American studies when we study the first Thanksgiving, but not Wisconsin Tribes
- We touch on Blackhawk, Sioux, Cheyenne, and Kwakiutl
- I'm unsure as to exactly what needs to be taught or presented



## Comments by Grade School, Middle School and High School Teachers

Question #11. Do you have sufficient educational materials to present an effective curriculum about Native Americans in Wisconsin? Follow-up question #12. If no or not sure what material(s) do you need?

- Individual Tribe materials 5X
- Anything - I have no resources at all 3X
- More up-to-date information on the Tribes for 4th Graders 3X
- Almost any current materials would help 2X
- Anything-List of guest speakers 2 X
- Child friendly materials, only have adult reading level here
- Contact from the Native Americans to assure accuracy
- Hard to find up-to-date materials on Wisconsin Tribes
- Lessons that are age appropriate
- Material is at higher level than grammar school
- More emphasis in current event periodicals
- More current printed material
- Need age appropriate material for Treaty Rights
- New updated materials
- Not sure what materials are out there
- Not enough civics related information
- Something simple and basic
- Text or booklets all in one
- The big factor is time
- What do you suggest?
- What is an effective curriculum?

Question #13a. If yes to the last question, what are the barriers? Listed below in ranked and alphabetical order.

- Because of racial discrimination
- Curriculum has been shortened, time limitations
- Do not exist or we do not know about them
- Don't have enough time
- I have difficulty in finding information about Wisconsin Indians
- I don't have current resources to help me teach
- Lack of central location for materials available
- Lack of current materials
- Lack of time and quality materials
- Materials too detailed
- Money to acquire speakers
- No funds and no support given in this district
- Outdated material
- Privileges of Native Americans aren't perceived as fair by others
- Teachers at elementary aren't doing their job
- The age-old story - lack of money
- Time and also need to meet standards for Middle School curriculum
- Time and appropriate material



# Wisconsin School Statutes Relating to the K-12 American Indian Studies Program

As a result of the efforts and recommendations of the 1984 Ad Hoc Commission on Racism, the American Indian Language and Culture Education Board, and by various individuals, groups, and organizations, amendments to Senate Bill 31 (biennial budget) were made and signed by Governor Thompson on August 3, 1989. The following are statutes relating to the instruction in American Indian history, culture and tribal sovereignty:

## Chapter 115 - State Superintendent: General Classifications and Definitions: Handicapped Children

### 115.28 General Duties

#### (17) American Indian Language and Culture Education.

(d) In coordination with the American Indian Language and Culture Education Board, develop a curriculum for grades 4 to 12 on the Chippewa Indian's treaty-based, off reservation rights to hunt, fish and gather.

## Chapter 118 - General School Operations

11.01(c) Citizenship. Each school board shall provide an instructional program designed to give pupils:

7. An appreciation and understanding of different value systems and cultures.

8. At all grade levels, and understanding of human relations, particularly with regard to American Indian, Black Americans and Hispanics.

## Chapter 118 - General School Operations

### 118.19 Teacher Certificates and Licenses

(8) Beginning July 1, 1991, the state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally-recognized American Indian tribes and bands located in the state.

## Chapter 121 - School Finance

### 121.02 School Finance

#### 121.02 School District Standards

##### (1) Each school board shall:

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(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.



**UW** Extension University of Wisconsin-Extension

**Cooperative Extension**

For more information on the survey

contact either:

Dave Berard (715) 634-4639

Brian Gauthier (715) 588-3303