

TEACHER'S GUIDE  
2023-2024

“Through a compelling, fictional story explore timely and modern topics and issues facing Native American tribes today.”

**Featuring:**

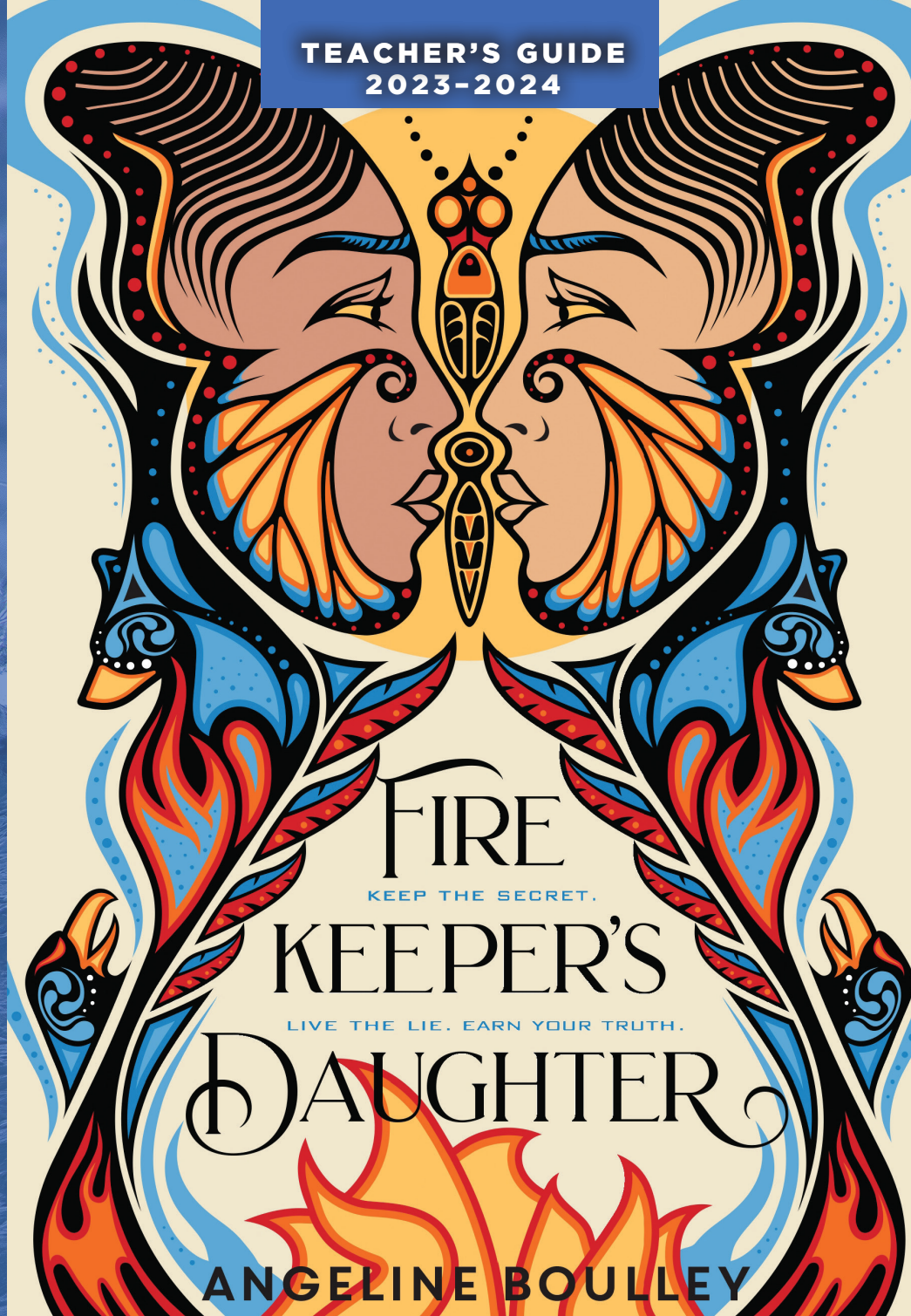
Discussion Prompts

Activity Ideas

Michigan Standards  
and Targets

Connection Resources

Grade Level  
Expectations



Presented by  
**MICHIGAN  
HUMANITIES**

**GREAT  
MICHIGAN  
READ**



# ABOUT THE GREAT MICHIGAN READ



The Teachers' Guide for Michigan Humanities' 2023–24 Great Michigan Read includes discussion prompts, activity ideas, instructional standards and targets, and additional connection resources developed by Michigan teachers. Michigan Humanities is grateful for their support of the program, collaboration, and expertise.

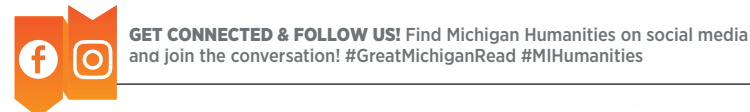
## INTRODUCTION

*Firekeeper's Daughter* is a gripping and thought-provoking novel that takes readers on a journey through identity, culture, and justice, all while weaving a compelling mystery. As you explore this guide, you'll find a range of activities and discussion topics that will enhance students' understanding and engagement with the book.

In this guide, you will find a range of activities and discussion questions that encourage critical thinking, awareness, and cultural appreciation. These resources will help students analyze the characters, themes, and settings in *Firekeeper's Daughter* while promoting deeper connections to students' own lives and experiences.

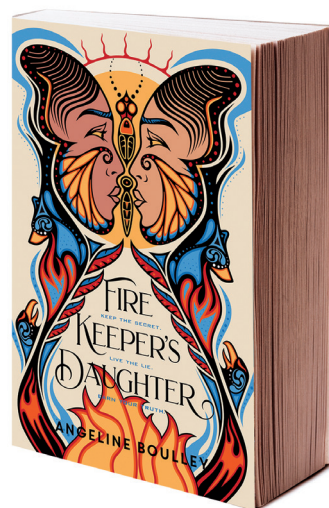
We hope that this guide will inspire rich classroom discussions, foster a love for literature, and provide a platform for students to explore important social and cultural topics. *Firekeeper's Daughter* is a powerful novel that will leave a lasting impact on readers, inviting them to reflect on their own identities and the pursuit of justice in a complex world.

We look forward to hearing about your Great Michigan Read experience and connecting on Michigan Humanities' social media platforms!



**CREDIT:** The discussion prompts, activity ideas, and instructional standards and targets that follow were created by the following teachers: Gregory Dykhouse, Black River Public School; Peter Middleton, Black River Public School; and Kendra Shaw, Harbor Springs High School. Additional support was provided by Eric Hemenway.

**FIREKEEPER'S DAUGHTER**  
Angeline Bouley



## FROM ANGELINE BOULLEY

*Firekeeper's Daughter* has resonated with readers across different backgrounds and cultures. What kind of impact or conversations do you hope the book will spark among student readers?



I hope *Firekeeper's Daughter* sparks conversations about Native people and communities, especially within Michigan. There is power in a story for student readers to connect with characters, emotions, and situations that break through misconceptions and shine a light on our shared humanity.

–Angeline Bouley



# TEACHING FIREKEEPER'S DAUGHTER

*Firekeeper's Daughter* is an acclaimed fictional story that deals with modern day Native American themes and present day issues faced by many tribes. Please keep in mind that this story is fictionalized but is also a great entry point to discussing Native American history as well as present day tribal concerns.

When using this guide as a teaching tool, please keep in mind that it is representative of the author's perspective. Many topics throughout the book have varying opinions by tribe and often even vary by individuals. It is important to remember that Native American tribes are independent sovereign nations and should be referred to in the present tense.

For more information or for local resources within the state please refer to: <https://www.michigan.gov/som/government/branches-of-government/tribal-government>

## HELPFUL TEACHING TIPS

When teaching about Native American populations, it is important for teachers to approach the topic with respect, accuracy, and cultural sensitivity.

### Start with accurate and respectful terminology:

Teach your students to use appropriate terminology when discussing Native American cultures. Emphasize the diversity among tribes and nations and avoid generalizations or stereotypes.

### Seek authentic resources:

Utilize materials created by Native American authors, scholars, individuals, organizations, and tribal governments to ensure accurate and respectful representation of Native American culture.

### Use accurate historical context:

Provide students with a comprehensive understanding of Native American history, including pre-contact civilizations, early interactions with European settlers, and the impact of colonization.

**Teach the complexity of tribal nations:** Emphasize the diversity of Native American tribes and nations, highlighting their distinct cultures, languages, customs, and political structures. Avoid generalizations.



Map of Michigan Tribes

of media created by Native Americans to provide authentic and firsthand insights into their cultures and experiences.

### Encourage critical thinking and dialogue:

Foster critical thinking skills by encouraging students to analyze media representations, challenge stereotypes, and question biases. Create a safe and inclusive classroom environment where students can ask questions, share perspectives, and engage in respectful discussions about current Native American cultures.

### Educate yourself:

Stay updated on current issues, research, and developments related to Native American cultures. Seek out resources, attend workshops, work with tribal partners, and engage in opportunities to enhance your understanding and knowledge.

By incorporating these approaches, teachers can provide students with a more accurate, respectful, and comprehensive understanding of current Native American cultures. Remember to always consult with Native American communities and cultural experts for guidance and ensure that teaching practices align with their values and narratives.

### Address the impact of colonization:

Discuss the devastating effects of colonization, including land loss, forced assimilation, massive loss of life and land, cultural suppression, conflicts with foreign nations, and the erosion of tribal sovereignty. Highlight the resilience and ongoing struggles faced by Native American communities.

### Incorporate authentic voices:

Include materials, resources, and perspectives from contemporary Native American scholars, artists, activists, and community members. Utilize literature, films, documentaries, and other forms



# Part 1 Waabanong. East.

CHAPTERS 1-13 | “In Ojibwe teachings, all journeys begin in the eastern direction.”

In Part 1, Daunis’s actions and responses suggest an arc of expression and experience. Initially, she shows confidence and conviction in her own beliefs, but this confidence is shaken and challenged through her encounters with others. At the end of this section, she returns to the convictions she demonstrated at the outset.

## SELECTING PASSAGES

An arc is evident in Part I: Daunis begins with thoughts greater than herself, is swept down with emotion for others, but rises up to take action. Consider the following passages:



Semaa or tobacco

**CHAPTER 1**  
“Prayers begin with offering semaa and sharing my Spirit name, clan, and where I am from. I always add an extra name to make sure Creator knows who I am.” Page 5

**> Question:** How is this passage, which shows specific actions, helpful in understanding Daunis and her values?

“I’m deferring my admission to U of M and registering for classes at Lake State.” Page 9

**> Question:** What do we learn of Daunis from this passage?

ELA RL1, RL2, RL3, RL6, RI3, RI6, RI5, RH5, RST5, RI7, L5, L5a

**CHAPTER 2**  
“Strong Ojibwe women are like the tide, reminding us of forces too powerful to control. Weak people fear that strength.” Page 16

**> Question:** What is the importance of this passage?

**- Explore:** In Ojibwe culture, women have strong roles within their communities. Some cultures follow a matrilineal structure, meaning that descent and inheritance are traced through the maternal (mothers’) line. This is opposite to the patrilineal structure that most European cultures follow.

**- Activity:** Reflect on your own heritage. Describe influential women in your life and their impact on shaping your identity and values.

**- Activity:** Examine the historical and contemporary examples of matrilineal societies around the world. Compare and contrast the gender roles and power structures within these societies with those in patriarchal societies.

ELA RI2, RI4, RH2, RH4, RST2, RST4, L4 L4a, L4b, L4c, L4d, L5b-c, L6



**CHAPTER 4**  
“The Seven Grandfathers are teachings about living the Anishinaabe minobimaadziwin—our good way of life—through love, humility, respect, honesty, bravery, wisdom, and truth. I include one in my prayers each morning to help me become a strong Nish kwe like my aunt.” Page 32

**> Question:** What is the importance of this passage?

**- Explore:** The concept of the Seven Grandfathers, also known as the Seven Teachings or Seven Sacred Teachings, is a set of traditional Indigenous teachings that emphasize moral values and virtues. These teachings are rooted in the spiritual beliefs and cultural practices of many Indigenous nations. Many other cultures and religions around the world have virtue teachings that guide moral principles and important qualities.

**- Activity:** Find similarities and contrasts between the Anishinaabe minobimaadziwin and other world religions.

ELA L5, RL2, RL3, RL4, RL6, RL9, L4, L4a-d, RI, RH2, RST2



**CHAPTER 6**  
“And to some people, you’ll never be Native enough.” Page 55

**> Question:** What do we learn of identity from this passage? In what ways does Daunis maintain her Anishinaabe identity despite outside opinions and influences?

**- Activity:** Explore the concept of “multiple selves.” Write about different aspects of your identity that may be important in various contexts, such as family, school, hobbies, or friendships. How do these different selves interact and shape your overall identity? Consider your identity, or multiple selves, in the context of self identity of race.

**CHAPTER 7**  
“Do you ever wish you could do something to truly make a difference?...Solve a problem and improve things for people? Not just

for those you know, but something big enough to impact even people you’ll never meet?” Pages 63–64

**> Question:** If someone suggested that this passage may be one of the most important passages in this section, why would they say this?

**- Activity:** Reflect on what it means to be empathetic. Is empathy something innate or can it be learned? Reflect on ways to cultivate empathy in your own life.

**- Activity:** Recall a time when you engaged in an act of altruism. What motivated you to help others? How did it make you feel? Reflect on the impact of that act on both yourself and the recipient(s) of your kindness.

ELA L5, RL1, RL2, RL4, L5, RL3, RL6, RL3, RL6, RL9, RI2, RI3, RI6, RI7, RI8, RI9, RH2, RH6, RH8, RST2, RST6, RST8

**CHAPTER 13:**  
“The most horrible thought comes to me. What if this ever touches the twins?” Page 118

**> Question:** What motivates Daunis to help Jamie and Ron?

**> Question:** How do the other characters challenge the values and beliefs of Daunis? How is it that she is able to adhere to her priorities? What is her motivation for maintaining her cultural identity despite opposition? How successful are you at maintaining your “identity” even when others challenge your priorities?

RL1, RL2, RL3, RL4, RL5, RL6, RI1, RI3 RI6, RH1, RST1, RH3, RST1, RH6, RST6

## LEARN MORE

The last Native American Boarding School in Michigan closed in 1983. Holy Childhood of Jesus Indian Boarding School was located in Harbor Springs, Michigan.

- Indigenous peoples were often put in programs to purge them of their “identity” through boarding schools and various means of acculturation. Discuss “acculturation” and provide examples from the novel, or from other sources, and its pertinence to the formation of an individual’s or people’s identity.

## THINK ABOUT IT

Athletics, primarily hockey, plays a key role in Daunis’s life. What activities help shape who you are? How does this impact how you see and relate to the world around you?

## SOCIAL STUDIES

Tobacco became an early cash crop in post-Columbian American history during Europe’s colonization of North America. Identify the contrasts between the value and use of tobacco (semaa) for the Ojibwe and for early American colonists, plantation owners, and merchants.

**- Activity:** Reflect on the historical significance of tobacco in the United States. How has tobacco played a role in shaping the nation’s economy, culture, and social fabric? Remember to support your responses with evidence, data, and examples to provide a comprehensive analysis of the impact of tobacco in the United States.

Social Studies P1.2, P1.5, P2.3, P2.4, P3.4



# Part 2 Zhaawanong. South.

CHAPTERS 14-44 | “The journey continues into the southern direction—a time for wandering and wondering.”

Daunis experiences great challenges in this section, particularly from those with whom she is closest.

## HONESTY & TRUST

ELA RL1, RL2, RL3, RL6, RI1, RI2, RI3, RI6, RI5, RI7, ,RH, RH2, RH3, RH5, RST1, RST2, RST5,L5, L5a

**CHAPTER 14**  
“I say my morning prayer and ask for gwekowaadiziwin. Honesty.” Page 123

**> Question:** After revealing personal information with Jamie at the end of Part I, Daunis appears upset with him after he shares this information with Ron on their travels throughout the Upper Peninsula. Why is Daunis upset with Jamie?

**- Activity:** Provide students with case studies or scenarios that involve ethical dilemmas related to honesty and trust. Have them analyze the situations, discuss the potential consequences of different choices, and reflect on the importance of maintaining honesty and trustworthiness in challenging circumstances.

**CHAPTER 15**  
“There is power in what I am going through; it’s my responsibility to observe the protocols and protect others during this traditional grieving period.” Page 140

**> Question:** How does this passage connect to ideas of honesty and trust?

**- Activity:** Involve students in creating a set of classroom agreements or guidelines that emphasize honesty and trust. This

collaborative process encourages students to take ownership of their classroom environment and reinforces the value of integrity and trustworthiness.



**CHAPTER 18**  
“Each lie is a fish, with a bigger fish swallowing the one preceding.” Page 152

**> Question:** How does this passage challenge honesty and trust?

**- Activity:** Ask students to research and present real-life examples where lying had significant consequences, both positive and negative. They can explore case studies involving public figures, historical events, or legal cases. The focus should be on analyzing the outcomes of lies and the impact they had on individuals, relationships, or society.

**CHAPTERS 19-27**  
In these chapters, many characters test Daunis’s understanding of honesty and trust.

**> Question:** How do the following characters test Daunis?

- Mike Edwards
- Heather Nodin
- Jamie
- Uncle David
- Ron

**CHAPTER 28**  
“[Native Americans] don’t know how to handle their money or their alcohol.” Page 253

**> Question:** How does this phrase challenge practices of trust?

**- Explore:** Even though *Firekeeper’s Daughter* is a fictional story, substance abuse has had a devastating impact on many Native American communities. This issue has been compounded by the historical trauma of colonization, forced assimilation, and ongoing systemic oppression that has led to high rates of poverty, unemployment, and social dislocation. Native teens have the highest rate of suicide in the United States. There are many



misconceptions and stereotypes about substance abuse among Native Americans that contribute to a lack of understanding and stigma. These myths overlook the fact that addiction is a complex and multifaceted problem that is influenced by a range of social, economic, and historical factors.

**- Activity:** Divide students into small groups of 4-5 members. Provide a series of discussion questions related to mental health and substance abuse, such as:

- How can mental health issues contribute to substance abuse or vice versa?
- What are some common misconceptions or stereotypes about mental health and substance abuse?
- How does societal pressure and stigma affect individuals struggling with mental health and substance abuse?
- What are some healthy coping mechanisms or alternative strategies for managing mental health challenges instead of turning to substances?
- What resources or support systems are available to help individuals struggling with mental health and substance abuse?

Encourage students to have an open and respectful dialogue within their groups. Remind them that everyone’s experiences and perspectives are valid.



**CHAPTER 33**  
In Chapter 33, Levi appears willing to support Daunis after others seem to slight or attack her? Why? To what extent does Levi’s “loyalty” appear to be genuine?

**- Activity:** Ask students to develop their own personal codes of conduct or ethical guidelines. They can reflect on the role of

honesty and integrity in their lives and consider how they can uphold these values in their interactions with others. Encourage students to share and discuss their codes of conduct, fostering a sense of accountability and personal growth.

## PERSEVERANCE

ELA RL1, RL2, RL3, RL6, RI1, RI2, RI3, RI6, RI5, RI7, ,RH, RH2, RH3, RH5, RST1, RST2, RST5,L5, L5a

**CHAPTER 34**  
“I know Indian kids struggle in college because they’re not prepared academically or socially, but Daunis, you’re not like them.” Page 310

to separate individual well-being from the health of the whole.” Page 16

**> Question:** How do these passages relay similar values?

**- Activity:** Collaborate with local Indigenous communities or organizations to develop a community engagement project that aligns with the messages and values emphasized in both books. This can include activities such as planting native plants, organizing a cultural exchange event, or volunteering for environmental restoration initiatives. Reflect on the connections between the project and the themes explored in both books.

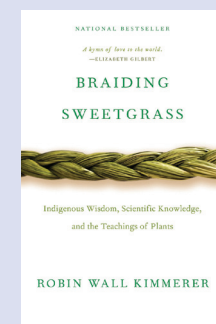
Robin Wall Kimmerer shares the following thought about the concept of *Indian time*, “Time as objective reality has never made much sense to me... [Two hundred years is] an eyeblink of time for the river and nothing at all for the rocks.” Page 296

**- Activity:** Ask each student to individually reflect on their own cultural perspectives and experiences with time management.

## LITERATURE

ELA RL1, RL2, RL3, RL6, RI1, RI2, RI3, RI6, RI5, RI7, RH, RH2, RH3, RH5, RST1, RST2, RST5, L5, L5a

Much development in this story connects to a wider literary tradition. Throughout the novel, one notes references to other works of literature.



**> Braiding Sweetgrass, by Robin Wall Kimmerer**

In Chapter 32, at the funeral of Robin Bailey, we read, “The community needs to be part of the solution.” Page 289

In Robin Wall Kimmerer’s book, *Braiding Sweetgrass. Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, we read “...we make a grave error if we try

**- Explore:** A microaggression refers to a subtle, everyday form of discrimination or bias that is often unintentional and unconsciously expressed. It can manifest through verbal or nonverbal communication, actions, or behaviors and typically targets individuals or groups based on their race, gender, sexual orientation, religion, disability, or other marginalized identities. Microaggressions can perpetuate stereotypes, reinforce power imbalances, and create an unwelcoming or hostile environment for the recipients.

**- Activity:** Consider the importance of perseverance in different areas of life, such as academics, sports, relationships, or career pursuits. Write a

few paragraphs about how perseverance contributes to long-term success and achievement in these areas?

## CHAPTERS 36-44

In several of the following chapters in this section, Daunis experiences both physical and emotional threats.

**> Question:** What are these and how does Daunis persevere?

**- Activity:** Discuss the role of failure in the journey of perseverance. How does the fear of failure sometimes hinder our ability to persevere? Share an example of a time when failure became a stepping stone towards success.

Provide reflection prompts, such as:

- How do you define punctuality and time management in your culture?
- What are the expectations and norms?
- Have you ever encountered situations where different cultural understandings of time clashed or caused misunderstandings? How did you navigate those situations?
- How does your understanding of time influence your daily life, relationships, and priorities?

**Activity:** Divide the students into small groups and assign each group a set of discussion questions related to “Indian Time” and cultural perspectives on time management. Sample discussion questions:

- What do you think are the benefits of a more flexible approach to time management? How might it contribute to community cohesion or personal well-being?
- How can misunderstandings arise when different cultural understandings of time come into contact? How can we bridge those gaps and promote understanding and respect?

• Can you think of any instances where a more flexible approach to time management might be advantageous in a non-Indigenous context? How can we incorporate the positive aspects of “Indian Time” into our own lives?

## > Pride and Prejudice, by Jane Austen

In Chapter 14, there is a reference to Jane Austen’s *Pride and Prejudice*. In this work, the characters Elizabeth Bennet and Mr. Darcy may be comparable with Daunis and Jamie.

**> Question:** How does the manner and attitudes towards others as displayed by Elizabeth compare with that of Daunis?

## > The Sound and the Fury, by William Faulkner

Another reference to literature is when Ron shares some thoughts about William Faulkner’s novel, *The Sound and the Fury* with Daunis.

**> Question:** How does Faulkner’s literary device of “stream of consciousness” cloud the clarity of honesty and trust? Is this technique consistent with Uncle David’s advice to Daunis to use “linear thinking”?



# Part 3 Ningaabii'an. West.

CHAPTERS 45-52 | "In the western direction the journey focuses on the ripened berries and the harvest, a time of constant change."

This section features a capture and chase experience for Daunis and Jamie. It is a high adventure section.

## SOCIAL STUDIES

"What would you do, if you could get away with anything? If you grew up getting special treatment?" Page 418

**- Activity:** Choose a significant event or movement in history that brought about substantial social change. Write an essay discussing the factors that led to this change, the challenges faced by those advocating for change, and the long-term impact on society.

## INFLUENCE AND TRUST



RL1, RL3, RL4, RL6, L4, L4a, L4b, L4d, L5b-c, L5, L6, RI4, RH4, RST4

**CHAPTERS 45-48**  
Culture shapes how individuals perceive and interpret the world, influences their behavior, and provides a sense of identity and belonging. Daunis resists believing that Levi is involved with meth production. She agrees to leave with Levi to go to the meth lab while Mike guards Jamie.

**> Question:** Why do you think Daunis rejects Levi's involvement?

**- Activity:** Examine the following passage. "I never thought I'd want to be like my old man. Turns out, all of his lectures and lessons taught me how important it is to set a goal and do whatever it takes to see it through." Page 420. In groups, discuss how influence can be positive and negative. Identify an example of both positive and negative influence in popular media using reliable sources. Cite sources and share with class the two examples. Upon further examination, can you identify examples where influence is both positive and negative simultaneously?

**CHAPTERS 49-52**  
The concluding chapters in this section present an incredible escape for Daunis, as three tribal elders (Seeney, Minnie, Jonsy) arrive to apprehend Levi and rescue Daunis. Daunis, however, jumps in a car, driven by Coach Bobby, who is part of the meth team. Levi jumps in, too.

**> Question:** Why did Daunis go with Coach Bobby?

**- Activity:** Imagine what would have happened if Daunis went with the tribal elders. In groups of 3-5 people, write and perform a short skit with this alternative scenario. Think about how things would have been different. Would the guilty parties have faced the same ending?

**> Question:** What is the importance of the following passage shared by Daunis: "I'm reminded that our Elders are our

greatest resource, embodying our culture and community. Their stories connect us to our language, medicines, land, clans, songs, and traditions. They are a bridge between the Before and the Now, guiding those of us who will carry on in the Future"? Page 453

**> Question:** The ideas of trust and loyalty have been largely explored throughout the novel. As Daunis begins to realize who she can and cannot trust, how are the values she holds dear manipulated by those around her?

## LEARN MORE

The history of the Ojibwe people is a testament to their resilience, adaptability, connection to land, and commitment to preserving their cultural traditions and way of life. The Ojibwe live in both what is now the United States and Canada, around the entire Great Lakes region. They are one of the most populous tribes in North America and occupy land in Michigan, Minnesota, North Dakota, Wisconsin, and Ontario, Canada.

The Ojibwe are a part of the Anishinaabek peoples whose Knowledge has placed the

Ojibwe in the Great Lakes region since the beginning of time. To date, the archaeological record provides evidence of a migration of the Anishnaabe people, which include Ojibwe, from the northeastern part of North America, along the Atlantic Ocean to the Great Lakes Region. This was a slow migration westward from the coastline that lasted for centuries. When the French arrived at various points in the 1600s to the Great Lakes area, the Ojibwe people were well established in Sault Ste. Marie and the surrounding area.

## LEARN MORE

Representation and visibility is extremely important to all under-represented cultures and identities. *Firekeeper's Daughter* is written by an Indigenous author. There are many examples of present day Indigenous artists and creators.

Check out this poem *Apenimonodan* (Trust) by Margaret Noodin.

How does this poem relate to Part 3 of *Firekeeper's Daughter*? Write your own poem about trust.



# Part 4 Kewaadin. North.

CHAPTERS 53-57 | "The journey into the northern direction is a time for resting and reflecting in the place of dreams, stories, and truth."

In the final part of *Firekeeper's Daughter*, Daunis is surrounded by love: the love of nature; the love of friends and family who have passed; the love of her mother; the love of medical help from the University of Michigan's Medical Center; and the love of Jamie. This section represents recovery and perseverance for Daunis.

## CONCLUSIONS

**CHAPTERS 53-57**  
Daunis is reunited with Lily in a ceremonial setting.

**> Question:** In what ways does this progress the theme of healing?

RI1, RI3, RI5, RH1, RH5, RST1, RST5, RI7, L5, L5a, RH3

**- Explore:** Although the final part resolves many of the plot details, how does Daunis, and how do the readers of this story, understand ideas of justice or injustice from her experiences with her family, friends, and tribal members? How has Daunis's identity changed or been strengthened by her experiences?

RL5, RL3, RL6, RL9, RL2, RL1



**BRAIDING SWEETGRASS**  
Looking back to *Braiding Sweetgrass* by Robin Wall Kimmerer, Kimmerer offers the following thoughts: "Ceremony focuses attention so that attention becomes intention." Page 249; "Paying attention acknowledges that we have something to learn from intelligences other than our own." Page 300.

**> Question:** How do these ideas play roles in Part Four?

RL2, RL3, RL6, RL9, L5, RI5, RH5, RST5, RI7

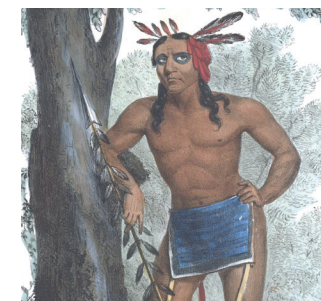
**RESOURCES**  
The following resources may support the inquiry of students and teachers, as they consider themes and connections from *Firekeeper's Daughter*.

- > Inter-tribal Council of Michigan, Inc.
- > State of Michigan Department of Health and Human Services, Native American Resources
- > Tribal Websites

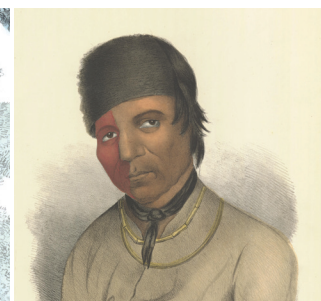
- Bay Mills Indian Community - Baymills.org
- Grand Traverse Band of Ottawa and Chippewa Indians - Gtbindians.org
- Hannahville Potawatomi Indian Community - Hannahville.net
- Keweenaw Bay Indian Community - Ojibwa.com
- Lac Vieux Desert Band of Lake Superior Chippewa Indians - Lvdtribal.com
- Little River Band of Ottawa Indians - lrboi-nsn.gov
- Little Traverse Bay Bands of Odawa Indians - ltbodawa-nsn.gov
- Match-E-Be-Nash-She-Wish Band of Pottawatomi Indians - Gunlaketribe-nsn.gov

## LEARN MORE

The last Native American Boarding School in Michigan closed in 1983. Holy Childhood of Jesus Indian Boarding School was located in Harbor Springs, Michigan.



Berry Picker  
University of Michigan Library



Big Buck, Chippewa Chief  
University of Michigan Library

- Nottawaseppi Huron Band of the Potawatomi - Nhbp-nsn.gov
- Pokagon Band of Potawatomi Indians - www.pokagonband-nsn.gov
- Saginaw-Chippewa Indian Tribe - Sagchip.org
- Sault Ste. Marie Tribe of Chippewa Indians - saulttribe.com



# ACTIVITIES

## INTERSECTIONAL IDENTITIES

“Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.” *-Kimberlé Crenshaw*

Intersectionality is a concept that recognizes and examines how different forms of oppression, discrimination, and privilege intersect and interact with one another. Intersectionality emphasizes that individuals can occupy multiple positions within systems of power and privilege, leading to unique experiences and forms of discrimination or privilege.

**> Examine:** Research what intersectionality is and how it may impact students at your school.

**- Activity:** Create a Venn Diagram of your identity. Consider what makes you uniquely you.

**- Activity:** Make a photo collage of you. Include imagery that is meaningful to you.



## CAREGIVING

“There are only four kinds of people in the world. Those who have been caregivers. Those who are currently caregivers. Those who will be caregivers, and those who will need a caregiver.” *-Rosalyn Carter*

GrandMary is Daunis’s maternal grandmother. At the beginning of the book, it is noted that GrandMary is in an assisted living facility after leaving the hospital due to a stroke suffered at Daunis’s high school graduation party. While not a central part of the book, caregiving and the shifting population age is a critical topic in the United States today.

**- Activity:** Write a 1-2 page research paper on the aging population in the United States today. Address why it is important for young people to be aware of the situation and cite your sources.

**- Activity:** Share a series of caregiving scenarios or short narratives with students, depicting individuals in need of care and support. These scenarios can involve diverse situations, such as caring for an aging parent, comforting a grieving friend, or assisting a person with disabilities. Instruct students to choose one scenario and write a brief reflection on how they would approach the situation as a caregiver. Encourage them to consider the emotions, actions, and decisions they would make to provide support and empathy. After this, instruct the students to use the same scenario and write a brief reflection on how they would approach the situation as the person needing support.



## LAND ACKNOWLEDGEMENT

“I do not believe that as Native peoples, scholars, students, activists, or otherwise, that it is our responsibility to save white people, to educate them, to rid them of their own guilt, or to otherwise do this for them. This was always the point: to give settlers the initial push, so that they can begin to do this practice for themselves, not ask Indigenous people or organizations to do it for them.” *-Rowland “Enaemaehkiw” Keshena Robinson*

Native American land acknowledgements are an important way to recognize and honor the Indigenous peoples who have lived on the land for thousands of years. They serve as a reminder of the historical and ongoing presence of Native communities and their contributions.

**> Examine:** Research what Indigenous communities are located, both previously and currently, in the area in which you live and go to school.

**- Activity:** Research and then write a land acknowledgement for your school.

**- Activity:** Attend an event hosted by your local tribe and share your experience with your class.



## UNDERCOVER CRISIS

“The woman is the foundation on which Nations are built. She is the heart of her Nation. If that heart is weak, the people are weak. If her heart is strong and her mind is clear, then the Nation is strong and knows its purpose. The woman is the center of everything.” *-Art Soloman, Ojibwe Elder*

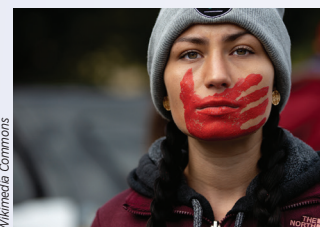
Missing and Murdered Indigenous Women and Girls (MMIWG) represents a movement that seeks justice for the individuals who have gone missing or been murdered, as well as efforts to address the underlying factors contributing to this ongoing crisis.

It refers to a widespread issue involving the high rates of violence, abduction, and homicide faced by Indigenous women and girls, particularly in North America. This issue has garnered attention and concern as Indigenous women and girls are disproportionately affected by violence compared to other demographics.

**- Activity:** Write a 3-5 page essay on this crisis. Address important statistics, potential reasons as to why this is happening, and the complications between police jurisdictions. Cite sources.

**- Explore:** Find and read/view the following:

- Two articles about MMIWG in newspapers or journals.
- Three social media posts. Take note of the platform.
- One news story broadcast on television.
- One work of art related to MMIWG.



Wikimedia Commons

# VOCABULARY

## PART 1

**Aho:** Amen

**Anishinaabe:** Ojibwe Person

**Anishinaabeg:** An Ojibwe, Native, Indian, Person (Plural)

**Anishinaabeminobimaadiziwin:** Good Way of Life

**Anishinaabemowin:** Ojibwe Language

**Bigiiwen Enji Zaagigooyin:** Come Home Where You Are Loved

**Chi Diiyash Kwe:** Big Butt Woman

**Eta Carinae:** Largest Star in the Galaxy

**Gichimeme:** Big Pileated Woodpecker

**Giiwashkwebii:** S/He is Drunk

**Giizhik:** Cedar

**Kokum:** Cree word for Grandmother

**Kwe:** Woman

**Manaadendamowin:** Respect

**Miigwech:** Thank You

**Moowin:** Feces/Excrement

**N'daunis Bazigonjisen:** That's My Girl

**Naabikawaagan:** Something Worn Around the Neck

**Niibing:** Summer

**Niishin:** It is Good

**Ninde Gidayan:** You Have (My) Heart

**Nish:** Short For Nishnaab, Native

**Nish Kwe:** Native Woman/Women

**Nishnaab:** Native Person

**Nokomis:** Grandmother

**Nokomis-Mishomis:** Original Man's Grandmother

**Ojibwemowin:** Ojibwe Language

**Semaa:** Tobacco

**Shinaab:** Ojibwe People

**Waabanong:** East

**Waabishkimaanishtaaniish:** White Sheep

**Wiingashk:** Sweetgrass

**Zhaaganaash:** Englishman

**Ziisabaaka Minising:** Sugar Island

**Zoongidewin:** Courage

## PART 2

**Ajidamoo:** Red Squirrel

**Animikiig:** Thunderbird, a Thunderer

**Bazigonjisen:** S/He Stands Up Suddenly

**Chi:** Big

**Gaagaagi:** The Problem-Solving Raven

**Gaawin:** No

**Giishkwebii:** Drunk

**Giizhik Aniibiishan:** Cedar Leaves

**Gizaagi'in:** Mutual Love

**Gwekowaadiziwin:** Honesty

**Inigaazi:** Grief

**Ishkode-Geawendan Odaanisan:** Firekeeper's Daughter

**Kiden:** Female Genitalia

**Kwezan:** Little Girl

**Kwezanswag:** Girls

**Madoodiswan:** Sweat Lodge, "Mother Earth's Womb"

**Ma'iingan:** Wolf

**Makade-Mashkikiwaboo:** Black Medicine Tea

**Mashkodewashk:** Sage

**Migwech:** Thank You

**Minobimaadiziwin:** The Good Life

**Nibwaakaawin:** To Be Wise is to Live with an Abundance of Sight

**Nichiwad:** There is a Severe Storm/Catastrophe

**Niijii:** My Friend

**Ojiishiingwe:** He has a Scar on His Face

**Pajog:** Male Genitalia

**Waabooz:** Rabbit

**Waabooz-Nabooz:** Rabbit Soup

**Wiijiindiwin:** When You No Longer Walk Alone On Your Path but are Together for the Journey on this Earth

**Zaagaasikwe:** It Shines Out (From Behind Something)

**Zaagaaso:** It (Animate; The Sun Or Moon) Shines Out

**Zaagidiwin:** Love

**Zhaawanong:** South

**Zhooniyaa:** Money

## PART 3

**Ambe:** Attention!; Come On!; Let's Go!

**Ningaabii'an:** West

## PART 4

**Binesikwe:** Thunderbird Woman

**Debwewin:** Truth

**Indanishinaabem:** S/He Speaks Ojibwe

**Kewaadin:** North

**Nish Kwezan:** Native Girl



**To know zoongidewin is to face your fears with a strong heart.**

Gigikendaan zoongidewin apii zoongide'eyan aanawi zegiziyan.

## GREAT MICHIGAN STORIES

**In 2024, Michigan Humanities is celebrating its 50th anniversary by highlighting five projects throughout the state that highlight untold stories of Michigan history, shedding light on underrepresented populations and communities in the state. Two of the five projects highlight Indigenous populations in Michigan.**

### MUSEUM OF OJIBWA CULTURE TRIBAL YOUTH, OUR FUTURE FOR CULTURAL PRESERVATION

Seven traveling exhibits on Native American Boarding Schools will be donated through this grant to be used in Tribal youth programs for cultural educational purposes. This project will help 1,275 Native American youth in the area to become future voices for cultural awareness and traditions. The exhibit tells the real-life stories of Native American children and youth being ripped from their families, placed in Boarding Schools, and punished for speaking their languages and talking about their culture. When these children were released, it was painful to talk about experiences, and they became silent about it causing a deficit in cultural learning.

### WAYNE STATE UNIVERSITY 20TH CENTURY INDIGENOUS MICHIGAN: AN ORAL TRADITION

The purpose of this project is to collect and share 10 Anishinaabe oral histories about 20th century Indigenous Michigan: three from Ojibwe communities in the Upper Peninsula, three from Odawa communities in the northern Lower Peninsula, three from the Bodéwadmi in Western Michigan, and one from the Waawiyaaataanong (Detroit). Anishinaabe communities will collaborate with the Wayne State Department of History, the Wayne State Humanities Clinic, staff from the Detroit Historical Society, and The Walter P. Reuther Library, which will archive recordings of the oral histories.

Learn more at [www.michiganhumanities.org/great-michigan-story-grants/](http://www.michiganhumanities.org/great-michigan-story-grants/).

### AUTHOR TOUR

Angeline Bouley will be making ten appearances around the state in conjunction with the Great Michigan Read. Students and teachers are encouraged to attend and participate in dialogue with the author.

### FALL 2023 TOUR DATES:

**Monday, September 25**—  
Alpena County George N. Fletcher  
Public Library

**Tuesday, September 26**—hosted by  
the Bellaire Public Library at the Antrim  
Senior, Inc. Community Center

**Wednesday, September 27**—  
Marion Public Library

### Thursday, September 28—

Romeo District Library

### Thursday, October 12—Kent District

Library, Kentwood Branch

**Spring 2024 author  
tour dates will be  
announced soon.  
Scan the QR code for  
more information.**



### THE GREAT MICHIGAN READ IS PRESENTED BY MICHIGAN HUMANITIES

Michigan Humanities is committed to promoting and supporting humanities programming throughout our state that explore, strengthen, and celebrate expansively and inclusively the stories, histories, and cultures of the people in our state. Through our own programming and grant-making we seek to partner with diverse organizations from all sectors in our state: urban and rural, socio-economic backgrounds, ethnic, gender, and racial identities, and targeting different ages. Michigan is a state rich in people's and place histories, languages, and stories. Such histories, languages, and stories have been partially captured by literary works, film, and artistic expressions, but this work remains non-exhaustive.

Michigan Humanities mission is to bring people together through stories, histories, cultures, and conversations.

Learn more about Michigan Humanities' programs and grants at [michiganhumanities.org](http://michiganhumanities.org).

THE 2023-24 GREAT MICHIGAN READ IS MADE POSSIBLE THROUGH THE GENEROUS SUPPORT OF NATIONAL, STATEWIDE, AND LOCAL PARTNERS, INCLUDING:



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

THE MEIJER FOUNDATION



biblioboard



### GET CONNECTED & FOLLOW US!

Angeline Bouley will be making ten appearances around the state in conjunction with the Great Michigan Read. Visit our website to find out more.

Find Michigan Humanities on social media and join the conversation!  
#GreatMichiganRead #MIHumanities



[MICHIGANHUMANITIES.ORG](http://MICHIGANHUMANITIES.ORG)