

Secondary Social Studies: School History Investigations & Michigan Indigenous Histories, Cultures, and Governance Project

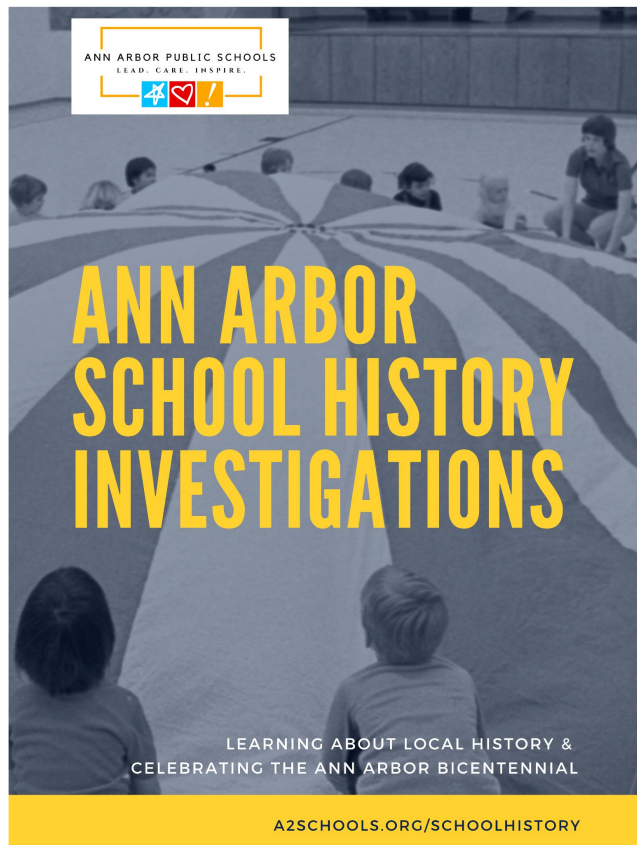
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April 2, 2025



Highlights

- Partnership w/ AADL Archives
- Cohort of 15 Educators Across Levels and Schools
- Focus on Disciplinary History
- Development of Curriculum Inquiry Templates
- Showcase the A2 Bicentennial with Local, Place-Based History

Abbott



Allen



Angell



A2 Open @ Mack



K-4



5-8



A2STEAM
@
Northside



Bach

Bryant



Burns Park



Carpenter

Dicken



Eberwhite



Haisley



King



Lakewood



Lawton

Logan



Mitchell



Pattengill

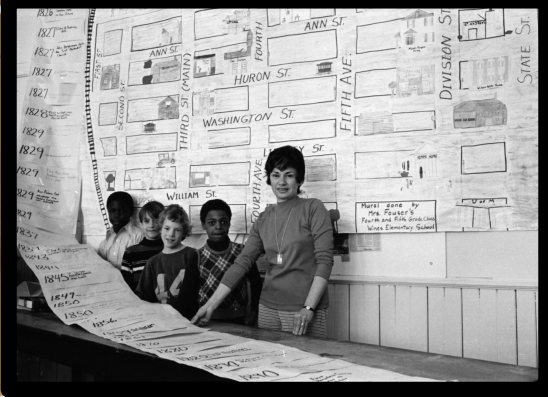
Pittsfield



Thurston



Wines



Clague

6th



7th

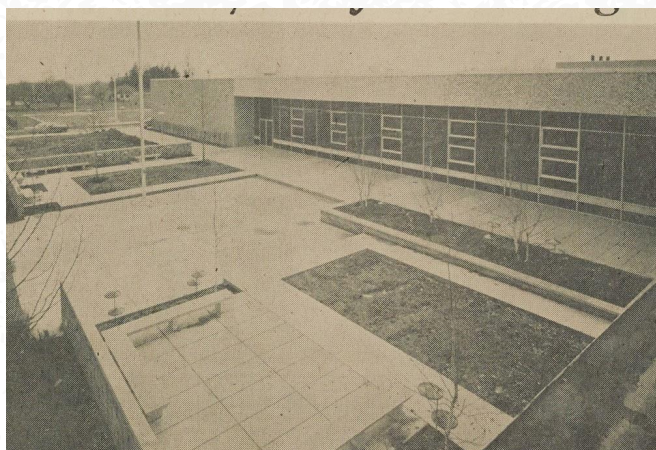


8th



Forsythe

6th



7th



8th



Scarlett

6th



7th



8th



Slauson

6th



7th

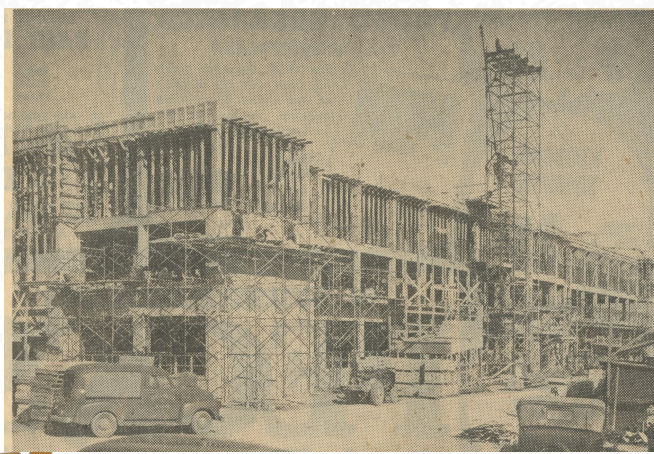


8th



Tappan

6th



7th



8th



Elementary & Middle Compelling Question: How has our school changed and stayed the same?

How has Pittsfield changed and stayed the same?		
Supporting Question 1	Supporting Question 2	Supporting Question 3
How have the school building and its land changed or stayed the same?	How have school activities and daily experiences changed or stayed the same?	Who are the students and staff that have been at my school?
Featured Sources	Featured Sources	Featured Sources
<p>Source 1: New Pittsfield School to Open, 1945</p> <p>Source 2: Architects' Drawing of Expansion, 1964</p> <p>Source 3: School Board Eyes Construction Bids, 1964</p> <p>Source 4: Pittsfield School Project On Schedule, 1965</p> <p>MapWashtenaw: Pittsfield Elementary</p> <p>Google Earth: Pittsfield Elementary</p>	<p>Source 1: Pittsfield School Children Prepare Halloween Pumpkins, 1960</p> <p>Source 2: Bernadine Wimpee Demonstrates Knitting To Pittsfield Elementary Students, 1972</p> <p>Source 3: Albert Thomsen and Gilbert Pitts Demonstrate Woodworking to Pittsfield Elementary Students, 1972</p> <p>Source 4: Demanding curriculum calls for innovation, 1999</p> <p>Source 5: Students are up for the challenge with Pittsfield Robotics Club, 2010</p>	<p>Source 1: Pittsfield Pupils Prepare Pumpkins, 1960</p> <p>Source 2: Brownies Honored, 1969</p> <p>Source 3: Pittsfield Elementary teachers make students' last day extra special, 2019</p> <p>Source 4: Pittsfield students march, sing in school's annual parade honoring MLK, Jr., 2019</p> <p>Source 5: Video: A quick look at how AAPS ensures a culture of dignity, belonging, and well-being, 2023</p>



Examples of High School U.S. History Lessons & Units

Join us for the official unveiling and dedication of the permanent

JONES SCHOOL HISTORICAL MARKER

SAVE THE DATE

MAY 15

1:30-2:30 PM

CHS BACK LAWN, FIFTH AVE.

<https://jonesi00.weebly.com>

Civil Rights in A2

How did Keshia Thomas' action impact our understanding of civil rights?

How did Keshia Thomas respond during polarizing experiences/events in A2?

How do words and actions of an individual impact and disrupt a local community?

What conversations were created by Keshia Thomas's actions?



Title IX in A2

What role did Huron High/A2 play in the fight against gender discrimination in athletics?

What role did Huron High/A2 play in the fight against gender discrimination in the Title IX era?

How did Ann Arbor schools reflect shifting ideas about gender in the 60's/70's?

Desegregation in AAPS

Did school desegregation help students and families in Ann Arbor?

How did Ann Arbor Public Schools attempt school integration in the 1960s-1970s?

How did different people interpret the need for and attempts of school integration?

What were the results and impacts of these attempts at integrating schools?



Environmental Issues @ SHS

How does human-environment interaction impact the Skyline community and its surroundings?

While focusing on these three major issues:

- Wetlands/Silver Salamander;
- Green ooze; and
- Huron River water contamination through the hexavalent chromium spill and dioxane plume

Consider:

- What research was performed to discover the following environmental issues around Skyline?
- How did the community address and/or solve each of the issues
- What ongoing efforts are being made to address each of the issues?



Spurring Authentic, Real World, Local Projects and Inquiry





Miiigwetch

99d Project Overview

PROFESSIONAL DEVELOPMENT and **place-based learning travel** for AAPS educators
June 2024-April 2025

EDUCATOR PRESENTATIONS at the Michigan Council for the Social Studies annual conference

BOOK PURCHASES of Native-authored and themed texts across all school libraries

CURRICULUM DEVELOPMENT for MS/HS about Michigan's Native communities

INDIGENOUS ARTISTS SERIES this spring for the community's engagement
Spring 2025

MULTICOUNTY SHOWCASE in August to highlight and share our work with educators

Professional Development & Place-Based Learning

- Goals
 - Knowledge, Relationships, Resources
- Professional learning cohort from June 2024 through April 2025
 - Launch event with walking tour of Ann Arbor and Future Cache exhibit at UMMA
 - Professional development sessions with scholars and resources
 - Travel and place-based learning across MI





Professional Development & Place-Based Learning


- Trips to learn from Native knowledge keepers:
 - Site of Holy Childhood of Jesus Boarding School
Harbor Springs, MI
 - Ziibiwing Center of Anishinabe Culture and Lifeways
Mount Pleasant, MI
 - River Raisin Battlefield National Park
Monroe, MI




Social Studies Curriculum Development

- **Focus:**
 - Centering Native Voices, Perspectives, and Narratives within our teaching of History, Geography, Government, and Law
- **Courses w/ Units**
 - Grade 3 and Grade 5 Social Studies
 - Middle School Social Studies Courses
 - HS U.S. History and Geography
 - US Government / AP US Gov and Pol
 - AP US History
 - Native American Studies
 - History of Racism and Resistance in the US

Inquiry Design Model (IDM) Blueprint™			
Compelling Question			
Standards and Practices			
Staging the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Featured Sources	Featured Sources	Featured Sources	
Summative Performance Task	Argument		
	Extension		
Taking Informed Action			

 **C3 TEACHERS**
COLLEGE CAREER & CIVIC LIFE

Grant, Lee, and Swan, 2014



Educator Presentations

- Presentations at the 2025 Michigan Council for the Social Studies Conference
 - Revisioning Curriculum to Center Michigan Indigenous Voices
 - Native Topics in Michigan History: Sources and Resources for Teaching
- We've submitted proposals for:
 - 2025 Wayne RESA Teaching Diverse Histories Summit (August)
 - 2025 National Council for the Social Studies Conference (December)





Indigenous Artists Series



- **March 15**
Educational Concert with Stacie Sheldon Chitwaadewegekwe & Asiginaak-Negamojig (Blackbird Singers)
- **April 4 & 5** - Native Beadwork Workshops with Heron Hill Designs
- **May 17** - Family Concert with Joe Reilly and the Community Gardeners ft. The All Nations Dancers





District Books and Materials Purchases



- Professional development books suggested by Indigenous partners and teachers (left)
- **\$450,000 for district books / resources...**
 - All preK-12 school libraries
 - MS/HS ELA reading groups
 - Social studies reference materials
- List being compiled by Indigenous partner, AAPS teachers, librarians, and district chairs
- Priority is to bolster representation of Native voices and narratives from within Michigan, the Great Lakes, and North America

Showcase Event

- **August 20th Educator Summit** for district librarians, secondary ELA teachers, secondary social studies teachers, invited guests, and Washtenaw/Wayne teachers
- Morning Keynote: Angeline Boulley (Sault Ste. Marie Tribe of Chippewa Indians), author of *The Firekeeper's Daughter*, *Warrior Girl Unearthed*, *Sisters in the Wind*
- Afternoon Sessions: Social studies resources and approaches for centering Michigan Indigenous perspectives



What We've Learned

- **Relationships and partnerships** are required and take time and energy to build and maintain.
- As teachers, “We are **swimming in an ocean of information**,” and there’s so much more to learn and do.
- **Cohorts of educators** with the appropriate structures can be true learning communities where lasting relationships support changes in our practice.
- The **public and school communities are eager to learn and engage** with Native topics. AAPS can help to provide such opportunities.