



This article offers students a foundational understanding of the historical and ongoing significance of Native American Heritage Month. It highlights both past injustices and present-day recognition of Indigenous Peoples and communities. The content supports learning about identity, diversity, equity, civic engagement, and government policy—while encouraging critical thinking about whose stories are told and honored.

Choose Reading Levels → [LEVEL 1](#) [LEVEL 2](#) [LEVEL 3](#) [LEVEL 4](#) [LEVEL 5](#)

**SOCIAL STUDIES/HISTORY STANDARDS**

**Grade 1 – Heritage and Identity: Our Changing Roles and Responsibilities**

- A1.1: Identify some of their own roles and responsibilities in their family and community.
- A1.3: Demonstrate an understanding of how and why different groups show respect for their traditions.
- A3.3: Identify some cultural and community celebrations and traditions.

**Grade 3 – Heritage and Identity: Communities in Canada, 1780–1850**

- A1.2: Describe key aspects of life for Indigenous Peoples before and after contact with Europeans.
- A2.4: Gather and organize information on community life from different cultural perspectives.
- A3.3: Describe contributions of Indigenous Peoples to Canadian communities.

**Grade 6 – Heritage and Identity: Communities in Canada, Past and Present**

- A1.2: Analyze responses to policies affecting Indigenous communities, including efforts to preserve identity.
- A3.6: Describe significant aspects of Indigenous cultures and communities.

**LANGUAGE STANDARDS (GRADES 1–8)**

- B1.2: Identify important ideas and supporting details in a variety of texts.
- B1.4: Make inferences about texts using stated and implied ideas.
- B2.1: Explain how Indigenous perspectives and contributions are represented in texts.
- A1.1: Make connections between texts and diverse lived experiences.



This article explores Indigenous oral traditions and celestial storytelling, providing a rich entry point into understanding how cultures use narrative to explain natural events. It fosters appreciation for diverse worldviews, reinforces the importance of storytelling in knowledge transmission, and supports both language and social studies inquiry.

Choose Reading Levels → [LEVEL 2](#) [LEVEL 3](#) [LEVEL 4](#)

## SOCIAL STUDIES/HISTORY STANDARDS

### Grades 1–3 (Revised Indigenous Education Emphasis)

- A1.3: Identify how cultural knowledge and values are passed through oral stories.
- A3.1: Describe traditions and teachings of Indigenous communities across Turtle Island.

### Grade 6 – Heritage and Identity: Communities in Canada, Past and Present

- A3.5: Identify ways in which Indigenous oral traditions reflect values, knowledge, and identity.

## LANGUAGE STANDARDS (GRADES 1–8)

- A1.3: Describe how stories reflect diverse perspectives and ways of understanding the world.
- A1.4: Explain the purpose and significance of storytelling in conveying culture and values.
- B1.3: Identify key story elements (e.g., character, theme) in oral traditional texts.
- B2.2: Analyze how cultural context influences a text's message or form.



By exploring the history of the Knife River Indian Villages, this article connects students to the lives, innovations, and enduring legacies of Indigenous communities. It illustrates how the land was lived on and shaped long before European contact and emphasizes the importance of preserving history through national historic sites and oral testimony.

Choose Reading Levels → [LEVEL 1](#) [LEVEL 2](#) [LEVEL 3](#) [LEVEL 4](#) [LEVEL 5](#)

### SOCIAL STUDIES/HISTORY STANDARDS

#### Grade 3 – Heritage and Identity: Communities in Canada, 1780–1850

- A1.1: Analyze key aspects of daily life in Indigenous communities pre- and post-European contact.
- A3.5: Identify and describe key figures (e.g., Sacagawea) and their roles in historical events.
- A2.1: Use primary sources to gather information about Indigenous communities.

#### Grade 6 – Heritage and Identity

- A1.2: Evaluate the impact of historical preservation efforts on community identity.
- A3.4: Describe how Indigenous Peoples lived in relation to their environment and community structures.

#### Grade 7 – History: New France and British North America

- B1.2: Assess relationships between Indigenous Peoples and explorers/traders.
- B2.4: Analyze how contact with Europeans impacted Indigenous ways of life.

### LANGUAGE STANDARDS (GRADES 1-8)

- B1.2: Summarize main ideas and supporting facts in informational texts.
- B2.3: Identify text features that help convey historical information (e.g., maps, timelines).
- A1.1: Connect content in informational texts to historical or cultural themes.
- C2.1: Use vocabulary specific to historical and cultural topics.



This article clearly supports expectations around treaties, reconciliation, Indigenous rights, and the role of government. It gives students a fact-based entry into real-world examples of Canada's actions to address historical wrongs.

Choose Reading Levels → [LEVEL 2](#) [LEVEL 3](#) [LEVEL 4](#) [LEVEL 5](#)

**SOCIAL STUDIES/HISTORY STANDARDS**

**Grade 3 – Heritage and Identity: Communities in Canada, 1780–1850**

- A3.2: Identify various First Nations and describe their presence in early Canadian history.
- A3.3: Describe interactions between Indigenous Peoples and European settlers.

**Grade 5 – Heritage and Identity: Interactions of Indigenous Peoples and Europeans Prior to 1713**

- A3.6: Describe key aspects of historical treaties and the expectations they included.

**Grade 6 – Heritage and Identity: Communities in Canada, Past and Present**

- A1.2: Evaluate actions taken by the federal government to work toward truth and reconciliation.
- A3.4: Describe the effects of past government policies on Indigenous communities.

**Grade 8 History – Canada, A Changing Society**

- B1.3: Analyze actions taken to address historical injustices and inequities.

**LANGUAGE STANDARDS (GRADES 1-8)**

**Comprehension and Response**

- B1.2: Identify key facts, causes, and effects in current events related to justice and reconciliation.
- B1.4: Make inferences about intentions, actions, or outcomes related to government actions.
- B2.1: Analyze how nonfiction texts present complex social or historical issues.

**Literacy Connections**

- A1.2: Reflect on how texts address fairness, identity, and community experience.



This article directly supports learning about Canada's economy, geography, natural resources, trade relationships, and the role of government in managing infrastructure and international partnerships. It also touches on civic decision-making in a real-world context.

Choose Reading Levels → [LEVEL 2](#) [LEVEL 3](#) [LEVEL 4](#) [LEVEL 5](#)

## SOCIAL STUDIES/HISTORY STANDARDS

### Grade 2 – People and Environments: Global Communities

- B3.3: Identify ways Canada connects with other countries (e.g., electricity trade with the U.S.).

### Grade 4 – People and Environments: Political and Physical Regions of Canada

- B3.3: Describe natural resources in various regions of Canada (e.g., hydroelectricity in Quebec and B.C.).

### Grade 5 – People and Environments: The Role of Government and Responsible Citizenship

- B1.2: Describe how different levels of government address issues that affect Canadians (e.g., Doug Ford's role as premier in trade decisions).

### Grade 6 – People and Environments: Canada's Interactions with the Global Community

- B1.1: Explain how Canada's economic decisions affect relationships with the United States.
- B3.3: Describe Canada's trading relationships and the flow of resources.

### Grade 7 Geography – Natural Resources Around the World

- B3.1: Identify renewable and non-renewable resources and their importance to trade and energy security

## LANGUAGE STANDARDS (GRADES 1-8)

### Comprehension and Response

- B1.2: Identify key ideas and supporting facts about Canada's resource industry and international trade.
- B2.1: Analyze how language is used to explain systems (e.g., energy surplus and trade).
- B1.4: Make inferences about political motivations or economic impacts.

### Literacy Connections

- A1.3: Connect article topics to civic issues and everyday experiences (e.g., electricity use, fairness, political decisions).



This article introduces students to Canada’s geography, Indigenous roots, national identity, and cultural symbols. It directly supports expectations related to mapping, national symbols, historical events, and the contributions of First Nations—especially for the early grades learning about Canada and community.

Choose Reading Levels → [LEVEL 2](#) [LEVEL 3](#) [LEVEL 4](#)

## SOCIAL STUDIES/HISTORY STANDARDS

### Grade 1 – Heritage and Identity: Our Changing Roles and Responsibilities

- A1.1: Identify some people and symbols that are important in Canada (e.g., maple leaf, flag, Parliament).
- A3.3: Identify some cultural and community celebrations and traditions (e.g., Canada Day).

### Grade 2 – People and Environments: Global Communities

- B3.3: Identify some similarities and differences in how people live in communities around the world (e.g., comparing cities in Canada to other countries).

### Grade 3 – Heritage and Identity: Communities in Canada, 1780–1850

- A3.2: Identify some Indigenous communities in Canada (e.g., Cree, Inuit, Mi’kmaq).
- A3.5: Describe significant events in early Canadian history (e.g., French and English settlement, Confederation).

### Grade 6 – Heritage and Identity: Communities in Canada, Past and Present

- A3.1: Identify various Indigenous and settler communities in the past and present.

### Grade 7 Geography – Physical Patterns in a Changing World

- A3.1: Identify key landforms and physical features of Canada (e.g., Great Lakes, mountain ranges, northern climate).

## LANGUAGE STANDARDS (GRADES 1-8)

### Comprehension and Response

- B1.2: Identify important ideas and supporting details in informational texts.
- B1.4: Make inferences using stated and implied ideas.
- A1.1: Make connections between the text and personal or shared knowledge (e.g., “Have you ever celebrated Canada Day?” or “Have you seen maple syrup made?”).