

Sample Curriculum *Bone Hill*

Experiential Learning Tracks:

You will choose from one of the two following tracks listed below. Throughout each of the tracks, you will have the opportunity to dive further into each area.

Choose from one of the two following tracks:

- a. Paper Genocide
- b. The Bones are Talking: Reclaiming Indigenous pasts, presents, and futures

Each track includes five areas:

- Foundational Pieces
- Go More In-Depth
- Experiential Learning
- In-Class Workshop
- Final Reflection Assignment

The following two tracks are an example of how an instructor or student could create their own track through the provided resources. This can be flexible depending on the class format, as well as the curriculum that you will be covering throughout the semester. The current formatting of the curriculum, thanks to the KU University Honors program collaboration, is to allow for not only in-class learning around the topics presented by the performers, but also experiential learning opportunities. After each example track is a blank document to create your own track.

Track 1: Paper Genocide

Resource bank:

Foundational Pieces: Choose 2

- Interview with Jancita Warrington (Menominee, Potawatomi, and Ho-Chunk Nations)
- Martha Redbone's Work:
 - Full Podcast recording of *Bone Hill*: <https://familyghostspodcast.com/>
 - [Martha Redbone "Bone Hill" - Caught My Eye](#)
 - [My Life as a Musician in Black and Red | Martha Redbone | TEDxLagunaBl...](#)
- [The Black Indigenous Afro Indigenous Experience - Webinar](#)
- Naylor, Celia. African Cheorkees in Indian Territory: From Chattel to Citizens. Introduction pgs. 1-24

Go More In-Depth (Select 3-5):

Historical and Current Documentation in North America

- [A Conversation With Native Americans on Race | Op-Docs](#)
- <https://www.nytimes.com/2021/02/24/us/politics/choerokee-nation-black-freedmen.html>
- Naylor, Celia. African Cheorkees in Indian Territory: From Chattel to Citizens. Chapter 3: Conceptualizing Constructing African Indian Racial and Cultural Identities in Antebellum Indian Territory
- [Code Switch What is Blood Quantum?](#)
 - Code Switch: It's Not Just about the Blood: <https://www.npr.org/transcripts/583753149>
- <https://guides.loc.gov/chronicling-america-dawes-act-commission>
- [All My Relations Podcast Beyond Blood Quantum](#)

Afro-Indigeneity in Indian Country:

- [All My Relations Black Native History with Dr. Tiya Miles](#)
- Miles, Tiya. Ties that Bind: the story of an Afro-Cherokee family in slavery and freedom
 - Introduction pgs. 36-45
 - Part One: Bone of my Bone - Slavery, Race, Nation - East: Captivity pgs. 45-62
- Black Reconstruction in Indian Territory
 - <https://15minutehistory.org/podcast/episode-130-black-reconstruction-in-indian-territory/>

Course Related Materials:

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Experiential Learning:

Required event:

- Attend *Bone Hill* on April 7th, 2023 at the Lied Center of Kansas.

<https://lied.ku.edu/?event=martha-redbone-2023>

Select 2 Opportunities for Experiential Learning:

- Events to be added here
- KU Powwow and Indigenous Cultures Festival
- Course Specific Program/Event
- Campus and Community Events
 - Campus and Community Events will be available on the KU Events Calendar

In-Class Workshop

- Complete In-Class Workshop “Reclamation” after performance

Final Reflection Assignment

- Complete Final Reflection Assignment

SAMPLE

Track 1: Paper Genocide

Foundational Pieces (Choose 2):

- Interview with Jancita Warrington (Menominee, Potawatomi, and Ho-Chunk Nations)
- Martha Redbone's Work:
 - Full Podcast recording of *Bone Hill*: <https://familyghostspodcast.com/>

Go More In-Depth (Select 3-5):

Five spots are created and distributed through the two content areas, but this is flexible and up to the students and instructors

Historical and Current Documentation in North America:

- Course Specific Resource
- [All My Relations Podcast Beyond Blood Quantum](#)

Afro-Indigeneity in Indian Country:

- Course Specific Resource
- Miles, Tiya. *Ties that Bind: the story of an Afro-Cherokee family in slavery and freedom*
Introduction pgs. 36-45
- Course Specific Source:

Experiential Learning:

Required event:

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 - Read Martha Redbone Bio & *Bone Hill* information
 - Bring and utilize Considerations for Performance Handout *in packet*
- Community Event 1:
- Course Specific Event:

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Final Reflection Assignment

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Track 1: Paper Genocide

Foundational Pieces: Choose 2

- Source 1:
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Historical and Current Documentation in North America:

- Source 1:
- Source 2:

Afro-Indigeneity in Indian Country:

- Source 3:
- Source 4:
- Source 5:
- Course Specific Source:

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Track 2: The Bones are Talking: Reclaiming Indigenous pasts, presents, and futures

Resource bank:

Foundational Pieces:

- Interview with Jancita Warrington (Menominee, Potawatomi, and Ho-Chunk Nations)
- Martha Redbone's Work:
 - Full Podcast recording of *Bone Hill*: <https://familyghostspodcast.com/>
 - [Martha Redbone "Bone Hill" - Caught My Eye](#)
 -  My Life as a Musician in Black and Red | Martha Redbone | TEDxLagunaBl...
- [The Black Indigenous Afro Indigenous Experience - Webinar](#)
- Naylor, Celia. African Cheorkees in Indian Territory: From Chattel to Citizens. Introduction pgs. 1-24

Go More In-Depth: Choose 3-5 from Each Section

Afro-Indigenous Storytelling and Futures

- [Black and Native Futures: Liberation and Sovereignty with Nikkita Oliver](#)
- [Black Native Kinship with Amber Starks](#)
- What does it mean to be Afro-Indigenous
 -  **Nizhoni Elizabeth Smocks on what it means to be Afro-Indigenous**
- <https://indiancountrytoday.com/news/how-an-afro-indigenous-tiktok-creator-shares-her-culture>
- https://www.tiktok.com/@kararoselles/video/7169423502230080814?is_from_webapp=1&sender_device=pc&web_id=7171890561937655338
- [Black History Month Interview Feature: Amber Starks on Blackness and Indigeneity](#)
- [Exploring the Afro-Indigenous experience](#)
-  The Love Songs of W. E. B. Du Bois: A book talk with author Honorée Jeffers (04-1...
- <https://www.natalieball.com/press>
- <https://americanindian.si.edu/ancestors-know/reflections/afro-indigenous-relations-in-a-reimagined-future/>
-

Reclamation for Pasts, Presents and Futures,

- [Native American Graves Protection and Repatriation Act](#)
- University of Kansas:
 - <https://www.kcur.org/education/2022-10-09/ku-says-it-will-start-returning-american-indian-ancestral-remains-and-sacred-objects>

- <https://nativenewsonline.net/sovereignty/university-of-kansas-says-its-has-native-american-remains-in-museum-collection>
- <https://lawrencekstimes.com/2022/09/22/ku-students-mourn-ancestors/>
- <https://apnews.com/article/travel-religion-museums-native-americans-kansas-3228f790915f77b8311a13ee18b9f59e>
- <https://landback.org/>
- [The Kaw will reunite with a sacred rock that Lawrence used as a monument to white people](#)
- [CARLISLE INDIAN SCHOOL DIGITAL RESOURCE CENTER](#)
- [Indigenous Futures Photography Illuminative](#)
- Natalie Ball:
 - <https://www.youtube.com/watch?v=xrNFmCAuzkQ>
 - <https://www.natalieball.com/press>
- Episodes from Reservation Dogs Season 1 and 2 on Hulu and FX
- [The Military Pledged to Remove Unexploded Bombs From This Island. Native Hawaiians Are Still Waiting.](#)

Experiential Learning:

Required event:

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Track 2: The Bones are Talking: Reclaiming Indigenous pasts, presents, and futures

Foundational Pieces: Choose 2

- [The Black Indigenous Afro Indigenous Experience - Webinar](#)
- Naylor, Celia. African Cheorkees in Indian Territory: From Chattel to Citizens. Introduction pgs. 1-24

Go More In-Depth (Select 3-5):

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Afro-Indigenous Storytelling and Futures

- [Black History Month Interview Feature: Amber Starks on Blackness and Indigeneity](#)
- [Exploring the Afro-Indigenous experience](#)

Reclamation for Pasts, Presents, Futures:

- [Indigenous Futures Photography Illuminative](#)
- <https://nativenewsonline.net/sovereignty/university-of-kansas-says-its-has-native-american-remains-in-museum-collection>
- Course Specific Source:

Experiential Learning:

Required event:

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