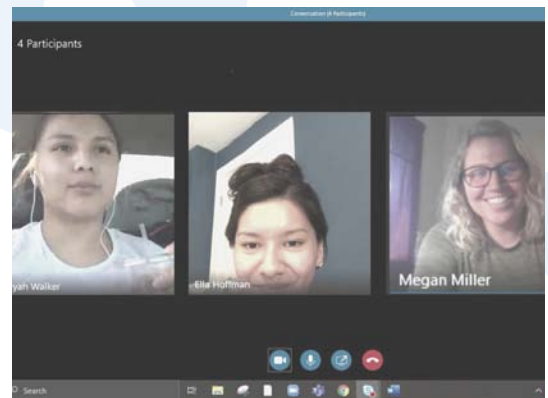


Nebraska Indian Community College

SUMMER 2020 NEWSLETTER



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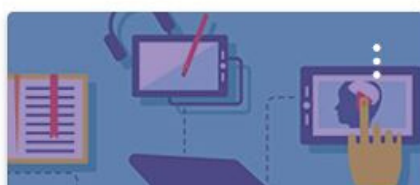
Dashboard



2020SP Intro. to Sociology
2020SP-SOCI-1010-1-1
Spring 2020

2020SP Career Survival
2020SP-EDUC-1020-1-1
Spring 2020

2020SP Student Success Strategie...
2020SP-EDUC-1010-DC-1
Spring 2020





AIHEC EXPERIENCE

Written and photographed by Donna Pike

There are 37 Tribal colleges in the United States and in Canada, AIHEC is a Native American held conference where a few chosen students from each Tribal College are chosen to attend. The main purpose of AIHEC is to influence federal policies on American Indian higher education.

I was very honored to have been asked to attend this conference. At first, I wanted to turn it down because honestly, I was scared. I have a fear of speaking in front of people. Knowing I had to speak to our congressman was even scarier.

When I first arrived at Washington D.C., we had a couple conference meetings that prepared us to speak to the congressman. AIHEC also set up a tour bus for us to go sight seeing and that was awesome! I got to see all the historical monuments, which was also amazing.

On my first day of presenting my speech on why Tribal Colleges are important, I was breathing heavily, and my heart was racing. My nerves got the best of me that day, and it was horrible. That night after I went back to my hotel room, I met with my uncle, Lynn LaPointe, he asked me to sit down and visit. We talked about 1:00 in the morning in the lobby of the hotel. We had some laughs about my dad, and we talked seriously about Native Politics and our tribe. He told me not be scared to talk in front of the congressman, because they are just people like you and me in suits. He gave me great advice and after that something inside me switched.

I went to my next congress meetings fearless and my nerves were left behind. Dr. Mike O. also was a big help when it came to public speaking. I got to know Dr. Mike. I came to find out that he has been a part of NICC for a while and, he cares for the NICC family dearly. He has done everything he can and still is to make NICC even more great then it all ready is. I remember when The NICC was so small fitting inside our tribal building. Now our college has its own building and classrooms with advanced technology. NICC has improved greatly.

Furthermore, Washington was not what I expected, it was like out of movie with people walking across streets in suits, ties, and grey/black dresses. Everyone looked so professional and sophisticated. I remember when I sat down to eat with people, I got nerves and tried to eat slowly with a napkin on my lap. When I went in for a bite, I missed my whole mouth and the fork hit the side of my cheek and I dropped my food back on to my plate. I had good moments, embarrassing moments, and scared moments, but at the end of the day I know I thrived, and it was an amazing experience.

Pictured top to bottom: View from the plane of the Washington Monument overlooking the Mall. Donna Pike taking a photo in front of the Capitol. The United States Capitol Building.



Meet Maunka Morgan, NICC's Native American Studies Division Head

Maunka Morgan is a man of many interests. From working on his doctorate in Business Administration, focusing on "Native Nation Institutional Sustainability" to working in business leadership roles for Ho-Chunk, Inc, Morgan understands the tie between education, business, and nation building. In this interview he details his past experiences while focusing on the future of NICC.

How did you first come to be with NICC?

MM: I began working for NICC in 2002. At that time, an Omaha site existed on 24th and St. Mary's Street. I was hired by Michael Oltrogge to work as the STAR Counselor, which was part of the TRIO Student Support Service Program.

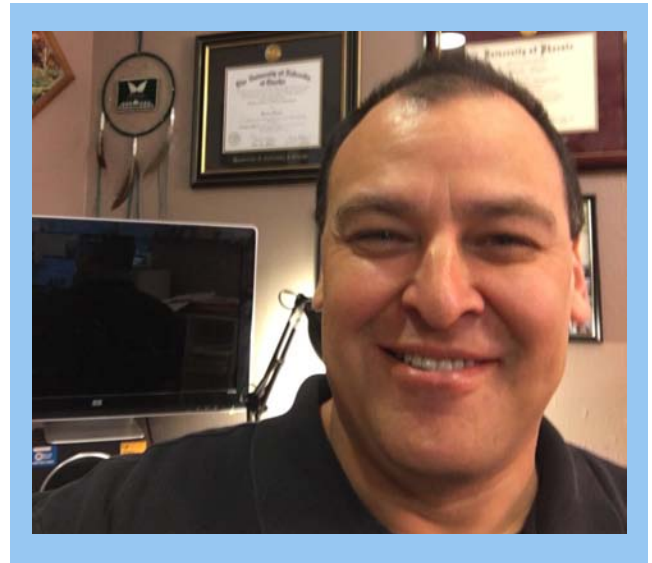
What is your favorite thing about being an educator?

MM: Having the opportunity to empower others by sharing my area of knowledge and experience with the hungry mind and intrinsically motivated spirit, the student.

What is one of your favorite memories at NICC?

MM: Encouraging my students to move on to the next level. More specifically, to see former student Lavada Pilcher go on to University of Nebraska Omaha to earn a bachelor. Also, to see one my student, Shirley Nitsch, graduate and earn her Master degree at University of Nebraska Omaha and to honor her achievement with a star quilt that I laid over her shoulder during the ceremony. Moreover, my late Hikoroke (Grandmother) Marjorie Big Fire was a graduate from NICC, and I clearly remember her Cha (deer) hide Associate degree proudly hung upon her wall.

Pictured below: Native American Division Head, Maunka Morgan all smiles at the office.



How has NICC grown since you first worked here?

MM: The college has a lot of tenured employees and to see employees still with the organization, since my first stint back in 2002, is significant growth in my mind. Further, having the South Sioux site is a sign of growth and the movement to push for its first bachelor program is a very exciting element of growth and evolution of the institution.

What excites you most about the future of the Native American Studies Department?

MM: The push to develop the program further in a strategic way and to help develop effective leaders that will be equipped and knowledgeable to serve their respective communities and nations.

Dakota Cultural Advisor, Rick Thomas, on Culture, Community, and Reflection

Rick Thomas is NICC's Dakota Cultural Advisor at Santee Campus (pictured raising the flag to the right). Here Rick shares his experience with knowledge gained from all walks of life and the importance of community, culture, and self-reflection.

As the Dakota Cultural Advisor, how did you first learn about your language, history, etc.?

Rick Thomas (RT): I first learned about my history, culture, and traditions after I returned from Viet Nam. I didn't know where I fit in. I learned from my nephew, who was learning to teach the language, as well as from singing traditional songs. I also learned from taking classes at Sinte Gleska University. I learned when I was the director of a drug and alcohol program from hearing people's life stories and connecting those stories to culture.

What are some experiences outside of NICC that have shaped your knowledge?

RT: When I co-developed the Red Road to Recovery, which is the only model for American Indians, nationally, I trained, attended lectures and witnessed new cultures nationally. I spoke to elders and youth. I worked in a psychiatric hospital in Kansas and learned from a psychiatric perspective.

What advice would you give someone wanting to know more about their native language and culture?

RT: I would encourage them to start at home, at community college, high school or community. It is being taught in most of the aspects of the reservation. Read, and watch videos.

What is your favorite thing about being an educator and cultural advisor both at NICC and in the Santee community?

RT: Being an educator and cultural advisor is rewarding in all senses. I know the people and what they need. As a visionary, I could see we need behavior health courses and creating Meology, a study of self, and utilizing the Red Road teachings.

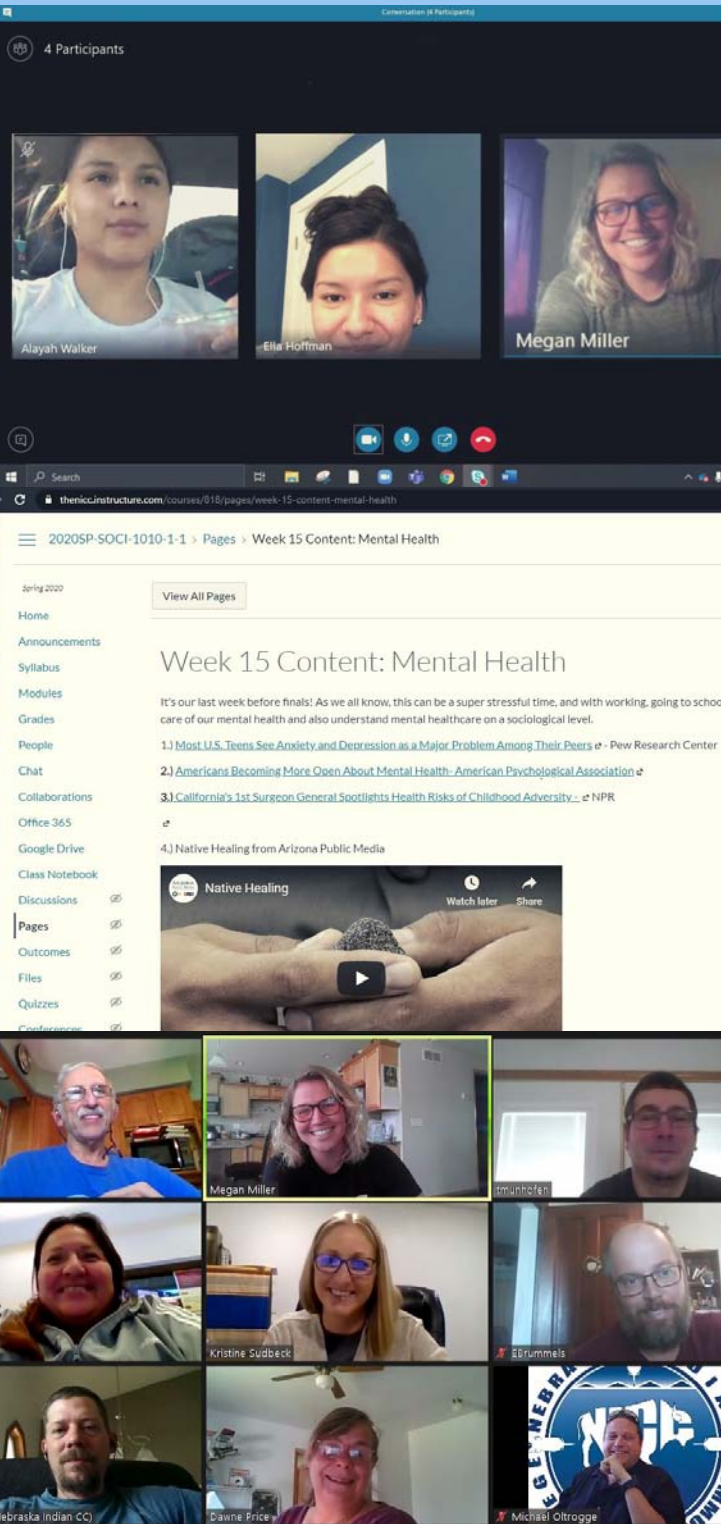
What are you most looking forward to about the Dakota Culture and Traditions course you're teaching this summer?

RT: Expanded awareness. I look forward to people who live a distance from here to want to take the course, all the way to California and Missouri. Being a disabled Viet Nam Vet is very rewarding, and that experience has helped build up awareness of PTSD and grief. These are other topics I like to teach.



Closed Campuses

Open Doors to Online Learning



In Spring of 2020, NICC's students and employees alike demonstrated one of the key factors in student success- adaptability.

In response to the Covid crisis, NICC transitioned nearly all courses online throughout the extended Spring Break. While NICC is no stranger to online learning (offering both online and blended courses each semester,) moving in-person courses online mid-semester is no small feat. Instructors adapted their curriculum and lectures to Canvas, Skype for Business, and Zoom, as well as ensured that their students were able to access these platforms.

NICC Faculty, Student Services, and staff worked together to get students connected with technology, internet access, and familiarity with online learning. This meant texts, phone calls, emails, social media posts, video tutorials, individual meetings, troubleshooting software downloads, having class virtually, loaning computers, and more. "Our instructors and student services have gotten really creative at opening communication with students," says Megan Miller, NICC's Resource Specialist/Community Educator. "As instructors, we've also been learning so much. We've been having Faculty Sharing Sessions, which have been helpful for all of us to improve our curriculum and also address the needs of our students. We're learning from one another, and we're also learning from our students."

Our students are adapting too. Many students now have familiarity with applications and programs necessary for continued education or employment. Miller adds, "So many of our students are not only getting through being a student during Covid, but they're thriving. They're so far ahead in technology and ability to focus and prioritize. They can adapt to anything."

Pictured top to bottom,: Intro. to Sociology Class meeting on Skype for Business; Intro to Sociology's Weekly Content, including videos, articles, and lectures on Canvas; NICC Employees meeting on Zoom).

NICC Adapts Front Door Procedure in Response to Covid



In response to the Covid, NICC has implemented a front door screening procedure. Even though Campuses have been closed to the public, NICC wants to ensure that all people at campus are following protocol. Each person coming into the building—employees, students, or contractors are being screened for fever, out of state travel, as well as a cough. This sign in sheet details checkins and outs, and monitors who is in the building. In addition, each campus is equipped with thermometers, gloves, disinfectant, Clorox wipes, and hand sanitizer. Employees are also encouraged to work from home if possible, as well as clean surfaces behind them if they must be on campus. In addition, masks have been both bought and donated from varying community members to help protect those not working remotely. NICC is working closely with both the Umonhon and Isanti tribes as well as abiding by CDC and other government regulation.

NICC VETERANS RAISE FLAGS IN HONOR OF MEMORIAL DAY



NICC Employees and veterans at Santee Campus raised the American flag, Nebraska flag, and POW/MIA flag (Santee Sioux Nation flag on currently on order) on Monday, May 18th in preparation for Memorial Day. These three flags were purchases by Business professor, Leland Henke (pictured on right). The Henke family has been donating flags to Santee Campus for several years. Henke is a Viet Nam veteran, who received the Bronze Star and Army Commendation. Henke's family also has a long history with the military including: grandson in the Airforce, son in the National Guard, brother in law in the Army, nephew in the Marines, and father in the Navy. Other NICC Veterans raising the flag include Hank Miller (left) in the National Guard and Rick Thomas (center) who served in 1966 as a United States Infantry Paratrooper in Viet Nam and was awarded the Purple Heart as well as has a Combat Infantry Badge.

Entrepreneurship Courses: From Classroom to Community

Entrepreneurship Accelerated Certificate of Completion has helped business-owners, current and future, prepare for their next steps. Jamie Good Bird, took Entrepreneurship in Spring 2020. She details her experiences from the classroom and its reach beyond.

Tell me about your business? What services do you provide?

Jamie Good Bird: Good Bird Made focuses on Native American clothing, Arts and Designs. Good Bird Made highlights are beading and sewing. A newly added feature is Good Bird Photography.

How did you get started with your business?

JG: Good Bird Made was founded through creating my own dance regalia and family members'. Upon outside requests from near and far, I was motivated to start my own business.

What made you want to take the Entrepreneurship course?

JG: I decided to take classes and noticed NICC was offering the Entrepreneurship course. I thought to myself, 'I want to expand my business adventures.'

How has your business evolved since taking the class?

JG: The Entrepreneurship class helped me become an independent self-sufficient provider for my family. I learned how to organize my personal branding, my creations, gained new connections to my network.

What are your goals for the future?

JG: My goals for Good Bird Made is to someday open a trading post so local and surrounding communities have access to arts, crafts, and supplies.



Where can people reach you if they want to get connected to your products/services?

JG: Currently I am reachable through Facebook as Wambdi Ohomni Kinye Win and webpage @GoodBirdMade.

Pictured from top clockwise: Good Bird Made beaded moccasins and bonnet, Good Bird working at her sewing machine, and a Good Bird Made ribbon skirt modeled. Photo credit: Jamie Good Bird/ Good Bird Photography)

CDA Courses Brings Added Credentials to Childcare Professionals

Pictured: Pearl Moniz-Tarin, CDA Student just completed all five online CDA courses this spring semester. Photo courtesy of Pearl Moniz-Tarin



Why were you first interested in getting your CDA?

Pearl Moniz-Tarin (PMT): I was a teacher's aide for Head Start in Macy. I started as a sub-teacher's aide, and over the years, I made my way up to a teacher's aide. In Oct. 2019, I was offered a job as an Early Head Start teacher for the infants/toddlers. I always wanted to work with babies and young toddlers. As a teenager, I helped raise my nephew and nieces. So I had that experience first hand... I love my job.

What is one of the most interesting things you learned while taking CDA courses?

PMT: The growth from birth to a year. I've learned it's the most important part of [development for] a baby.

How has NICC supported you on your journey?

PMT: NICC has been a good support going into these online classes.

What advice do you have for taking classes online?

PMT: Keep going. [Any CDA course is] definitely a good course!

What are your next plans after getting your CDA?

PMT: My plan after my CDA is to go for my Teaching Degree and pursuing my teaching career as much as I can.

What advice would you give anyone interested in pursuing their CDA?

PTA: Go for it. It will definitely not waste your time!

Science Department News

by Shelley Kosola

Greetings from the NICC Math and Science Department, and here's to another successful semester in the history books. Vincent Van Gough once stated that "Normality is a paved road; it's comfortable to walk, but no flowers grow". Change from that "normal state" has never been so eminent than it has been the last several years. Climate crisis and pandemics have taken science to some of their greatest challenges as fragmented natural cycles struggle to exist, leaving many unanswered questions. Our opportunity to learn has never been greater.

The NICC Science and Math Department engages in studies that give our students insight into critical details allowing them to become pieces of solutions. Continuation of the NASA NICC Environmental Monitoring Through Prairie Research project is one such way students actively take part. Student members of this team were Alex White, Estelle Farley, Kenneth Carufel, Brook Cayou, Leilani Blake, Inessa Lyons, Anthony Sharpfish, and Susan Morris. Faith Lyons Grant gave her time to the project as a volunteer. Mentors are Hank Miller and Dasha Weatherman with Lavonne Snake, Qudsia Hussaini, and Shelley Kosola at their perspective locations. Each student completed individual research on subjects of his or her choice pertaining to the prairie restoration projects / weather monitoring at the Santee and Macy locations. Spring soil tests and plant count data were taken.

February 21 found several members of the science team, Hank Miller, Lavonne Snake, and Shelley Kosola, headed to Ames, Iowa as advisors to the 3 Sisters Research Project being conducted by Iowa State University. Like-minded individuals and experts came together to discuss possibilities and lay out of how the project would take shape. NICC Alum, Anthony Warrior also graced us all with his delicious native cooking skills. Our ISU partners gave us tours of the North Central Regional Plant Introduction Stations (seed security station) and ISU's own sophisticated greenhouses. Before parting on Sunday morning, we all had brought something to trade with our newfound friends. This 3 Sisters garden research project has been postponed until next summer due to Covid.

The no till garden research at Santee shows great promise as soil tests continue to show beneficial factors of keeping the soil covered with living plants year-round. Unfortunately, due to lock-downs, the test garden will not have garden plants in it this year. The cover crops will remain growing as we gather plant growth and soil data. In the Fall, it will be mowed, and a new winter cover crop will be established.

Progress has also been made in the development of a safety program for our college's science labs. Qudsia Hussaini has developed this safety plan that will be ready for implementation come this fall. The protocol established from this safety program will ensure high standards of safety for everyone using our NICC science labs.



[Pictured left to right: NICC with ISU 3 Sister Garden Research Partners; North Central Regional Plant Introduction Station (NCRPIS)]



NICC's 2019-2020 Faculty of The Year Zeke Brummels

Written and photographed by Zeke Brummels, (pictured above) NICC's Division Head of General Liberal Arts and NICC's 2019-2020 Faculty of the Year

I first applied for my current position in 2014. It was a big deal. I had been back home from my big move to Ecuador for over a year, and I felt ready to settle down for the first time. A family friend had suggested that I might be a good fit for NICC, and surprisingly, I made it all the way to the final round of interviews... For days afterward, I began thinking about all the possibilities of the position. I remember the days long ache after I received the phone call that the position had went to someone else. Two and half years later, I was four semesters into adjuncting at Wayne State... I applied for a graduate assistantship at Wayne as well as applying for a section of teaching World History I at Nebraska Indian Community College. One institution said yes.

On Tuesdays, I taught in Macy. Students and staff were always walking by, but it was Marcia Robertson who first took a shine to me. She made it a point to stop in to make sure everything was working properly and to chat for a minute or two. It didn't take long for me to feel right at home. Marcia's maternal demeanor and the warmth of her personality disarmed much of the fear I had about being a non-Native in a Tribal College. Thursdays, I taught in South Sioux, whose urban vibe differed from the Macy Campus. I loved the contrast. Country on Tuesdays; fast food on Thursdays.

[I remember Dr. Kristine Sudbeck] stopped me in the hall and asked if I was interested in applying for the General Liberal Arts Division Head position. I had heard about the position but had dismissed the possibility because I knew teaching composition was at the center of the job. I told her I assumed I wasn't qualified and did a quick retelling of the failed application of 2014. As I finished the story, we had reached the front door of campus, and I was about to push my way through into the May sunshine. But before I could say goodbye, she mentioned with those twin tones of professionalism and optimism that everyone at NICC now know all so well, "Well, you should apply anyway."

Before NICC, I was like a disembodied floating head. I had some knowledge and some experience about some subjects. I was able to stand in front of a classroom and talk about the genres of Hollywood cinema or about Che Guevara. I could listen and mediate a conversation amongst students about those handful of topics, but teaching at Wayne State was like two or four seventy-five minute performances a week, followed by days of downtime and preparation for the next act. And then I got to NICC, and the expectation was to know as much as I could about as many topics as I could and communicate that to students from a bunch of classes. And teaching was just part of the job. There was advising, committee

work, tutoring, and anything else I could bring to the table including running a chainsaw. At Wayne State, my students were all between eighteen and twenty-one. At NICC, I had students, who were sixteen and students who were sixty. Instead of a student body overwhelmingly white, most of the time I was the lone non-Native in the classroom. It was overwhelming and awe-inspiring all at once.

At NICC, we are fond of saying everyone “wears a lot of hats.” Trying to figure out which ones I could jam onto my misshapen head took up the space between the other responsibilities my contract laid out. Yet, I never felt alone or isolated. Because the faculty and staff are so few in number, they protect and nourish and empower the more junior employees. You’re not just an ID number measured in credit hours and student count at NICC. The NICC family isn’t just lip service or a slogan to the people who have made it their professional livelihood. It’s part of the culture that’s bigger than any one person... My students at NICC shattered and fragmented what I thought of as an average undergraduate experience. It quickly became clear to me that my job, especially as a writing instructor was only to help students harness their life stories and get them down on paper. If you can show someone the power of their own story, that’s over half the battle. And the power contained in the stories of our students in NICC is boundless and infinite, if only we can bottle that feeling into empowerment.

I learn something every day from my students. Naming one thing wouldn’t just be anecdotal—it would irresponsible... My students have taught me:

1. the power of a set of genealogy scrolls.
2. about a tiny slice of the universe of indigenous culinary arts.
3. how to tell a story in circular fashion.
4. that self-identifying with a learning disability is an act of empowerment.
5. where to find the beauty and splendor of Big Elk Park.
6. how to manage a Skype call while serving children breakfast.
7. about the administrative structure of the Native American Church.
8. that there is no question LeBron James is better than Michael Jordan.
9. how to “do a perimeter”, which is faux-military jargon for walk around the campus prairie with Lani Moran-Samqua’s six-year-old son Wakonda.
10. the definition of student success is in the eye of the beholder.
11. the distance between community and nation is smaller than I possibly could have imagined.

Clearing my mind and sorting through all the meals and hand games and field trips and conferences on both coasts and small and large epiphanies in the classroom, these past three years have overwhelmed the rest of my prior memories. With each passing day, it becomes increasingly difficult to remember what life was like before my time here at NICC.

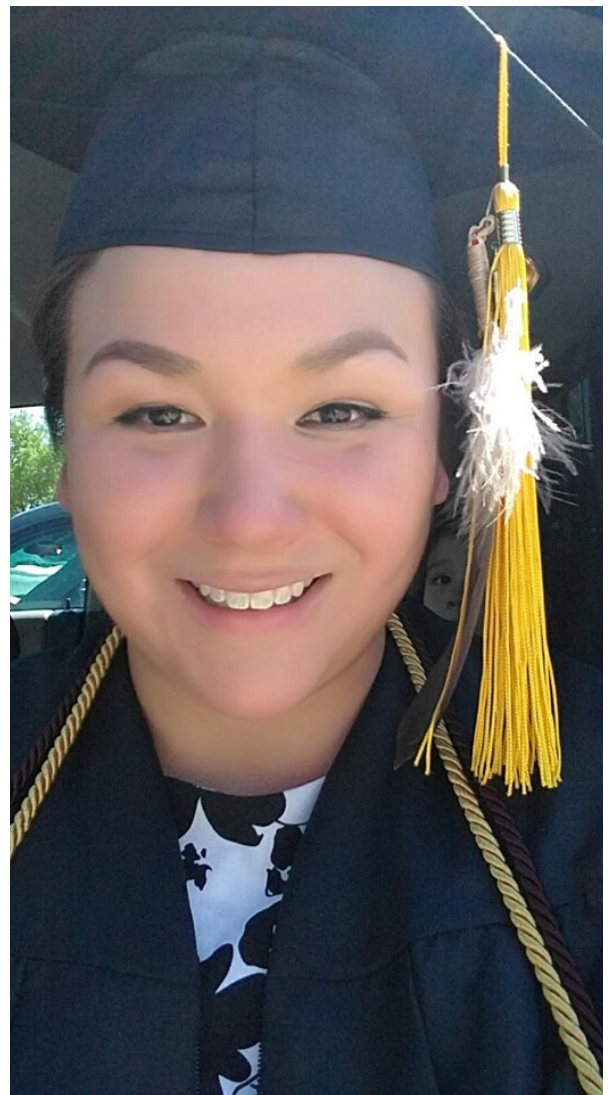


Pictured above (left to right): Brummels meeting with NICC staff on a Zoom meeting; Brummels working with NICC's Student of the Year Jennifer Ross (featured in last newsletter) in the archives.

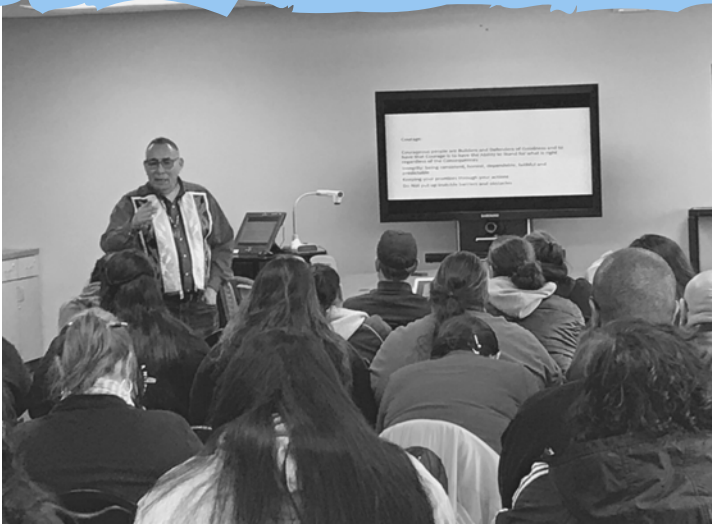
NICC Celebrations



Pictured clockwise from top: NICC Alumni and Wayne State College (WSC) transfer student, Christina Coffman received her BA in English Writing and Literature minor in Editing and Publishing (photo credit Christina Coffman); NICC's Shona Campbell earned her MBA from WSC this Spring; Shona and Parrish Miller Jr., NICC Alumni, welcomed Owen Patrick on March 6th. Owen weighed 8 lbs 13 oz and 20.5 inches long. Owen joins big sisters, Tilynn (14) and Frankey (8). (photo credit Shona Campbell)



NICC All Staff Meetings Highlight Proactive Stance on Issues in Indigenous Communities



NICC's All Staff Meetings for the Spring Semester have been directed at community need. From Terry Medina's Spiritual Empowerment Workshop, blending spirituality, work ethics, parenthood, culture, and community (pictured top right), to Connect's Postvention Suicide Prevention Training led by Donna Wolffe (more on following page), NICC is proud to help connect outreach and community.

On February 7th, 2020 Santee Campus hosted NICC's All-Staff Meeting. Open to the community, this event was led by Terry Medina (pictured at left speaking). Medina has worked as a probation officer for the Winnebago Tribe for many years, and is no stranger to collaborating with NICC and the Umonhon and Isanti tribes. From workshops on Fatherhood and Motherhood is Sacred to Spirituality Empowerment Workshops, Medina has stepped up to share his knowledge and experience on community issues needing healing. Medina's February 7th talk focused largely on parenting and setting examples for future generations. Medina shared the power of family to act as medicine for difficulties in life. From substance abuse to trauma,, Medina ties solutions to family, prayer, and community connection. His talk was well-received, providing much engagement, kind words, and blessings shared.

Median currently is hosting Fatherhood is Sacred on Zoom and in-person in Sioux City (following social distancing) in the month of June. For more information contact Terry at (402) 404-4181 or email brotherhood.is.sacred@gmail.com

Connect Postvention Training Brings Suicide Awareness and Prevention to NICC and Community

Suicide can be an especially difficult topic to discuss, and yet, it's prevalence in modern-day society both on the reservations and off is hard to ignore. Particularly for young people, suicide and underlying mental health issues have come to the forefront of our Native communities. All of NICC's campuses have been directly affected by death due to suicide, and early 2020 brought a direct call to address this problem in the Macy community.

The Northeast Nebraska Suicide Prevention Coalition brought its knowledge and lived experience to NICC's Macy Campus on March 6th from 9-4. Open to the public, the event trained NICC staff, tribal organizations, and community members on how to cope with suicide loss, discuss the topic openly, and also work toward prevention of those suffering. The Coalition hosted the Connect Training's Postvention: A Community Response after a Sudden Death or Suicide (Individual, Family, and Community Healing).

The training was led by Donna Wolff (pictured below) and Janelle Brock, who works with the Grand Island Veterans Association. Wolff works for the Ponca Tribe of Nebraska as the Training and Outreach Specialist. Wolff works with topics from domestic violence to mental health and trauma. Serving as the President of the Northeast Nebraska Suicide Prevention Coalition, Wolff is also a member of the Santee-Sioux Tribe. She shared examples of how mental health discussions are different within Native American communities

"Our people didn't have a word for suicide, because it didn't exist," she said. Wolff talked about traditional ways of supporting mental health including spirituality, talking circles, and community. Wolff shared her personal experience of losing her son, Zebulun, to suicide. Wolff discussed her own experiences as well as how to be supportive for families dealing with loss. Wolff also stressed the importance of ending stigma with the word 'suicide'. Wolff mentions that discussing suicide openly through a supportive lens can lead to prevention. The training also utilized an interactive exercise utilizing a story of a community affected by suicide. The exercise recounted the week prior to the person's death and individuals' interactions with them. This scenario brought to light that often suicide does not occur 'out of the blue' but rather we can notice warning signs by looking at the bigger picture of an individual's life and being proactive about seeking help. Wolff also encourages anyone struggling to reach out and learn more. Here are resources recommended by the Coalition:

Natl. Suicide Prevention Lifeline (24/7): 1-800-273-TALK

Native American Accessline: 1-800-729-9908

Native Youth Crisis Hotline: 1-877-209-1266

LGBT Suicide Helpline, Trevor Helpline: 1-866-488-7386

Morningstar Counseling: 402-327-9711



"Cry with one another. Our tears heal the community... Laughter and tears are medicine. Sweat and prayer."

- Survivors Anonymous

Nebraska Indian Community College's

Spring 2020 Graduation Rescheduled
to Saturday, August 15th

More Details to Come!





Riding to Crow Creek to honor the
women and to remember
the children

Love is the only dance
capable of transforming an
enemy into a friend.
"Author unknown"

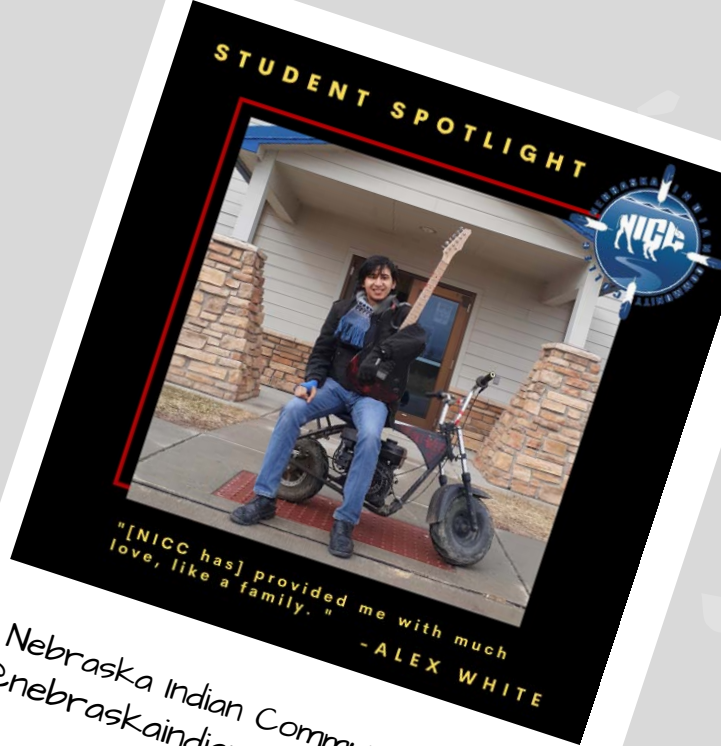
Wazuštecaša Wi
Strawberry ripening moon, June

Religion is for people who
are afraid of going to hell.
Spirituality is for those who
have already been there.
"Vine Deloria"

Anpetu Wakan	Anpetu Tokaheya	Anpetu Inunpa	Anpetu Iyamni	Anpetu Itopa	Anpetu Izaptan	Owanka Yužazapi
	1 Iwanpa 1934 A definition of Indian was made by the US Government. 1863 Dakota Women, children and elderly arrive at Crow Creek, SD.	2 Inunpa June 2nd 1924 All native Americans born in the U.S. granted citizenship. Yet Natives were not allowed to vote in all states till 1957.	3 Iyamni 1539 Having been in Florida for only a few days Hernando de Soto formally claimed Florida for the Queen of Spain.	4 Itopa 1876 This day marked the start of the Rosebud dance.	5 Izaptan 1836 Of the 407 friendly Seminole who left Tampa Bay on April 11th 1836 only 320 arrived in their new lands in Indian Territory (present day Oklahoma). 87 died en route	6 Isakpe June 6th 1879 General Terry sends message to General Miles to drive the Sioux back to Canada.
7 Isakowin 1494 The new world was divided between Spain and Portugal by the Catholic Church.	8 Isahdogan 1863 1,945 Winnebago arrive at their new reservation at Crow Creek, SD. 1874 On this day Cochise died.	9 Inapciwanka 1863 Sacajawea drank mineral water to cure an illness. 1942 The Aleuts are forced to leave islands in Alaska.	10 Iwikcemna 1859 The Comstock lode was discovered	11 Iake wanz 1866 June 11th The Dakota removed from Minnesota and having survived Crow Creek arrive at Niobrara River west of Niobrara township, near present day Maidens leap.	12 Iake nunpa 1755 Massachusetts posted its "scalp bounty". 1991 Oregon allowed Peyote to be used for religious purposes.	13 Iake yamni 1979 As part of the court case. The Sioux won money for the seizure of the Black Hills. Having other goals they declined the money.
14 Iake topa 1877 On their forced march from their old reservation to Indian Territory the Ponca arrived at the Otto Reservation. Taking pity on the Ponca the Otto gave them horses to help carry their people.	15 Iake zaptan 1864 Cherokee Troops under Cherokee Brigadier General Stand Watie captured the steamboat JJ Williams loaded with supplies for Union Soldiers. The fight took place on the Arkansas River	16 Iake sakpe 1805 Sacajawea drank mineral water to cure an illness. 1942 The Aleuts are forced to leave islands in Alaska.	17 Iake sakowin 1824 The office of Indian Affairs was started. 1954 The Termination Act was passed meaning no more federal help for Indians.	18 Iake sahdogan 1812 The War of 1812 was declared against the British.	19 Iake napciwanka 1865 The Choctaw warriors officially fighting for the confederacy surrendered.	20 Iwikcemna nunpa 1867 According to army records. Pawnee scouts fought with a band of Indians near the Black Hills in Nebraska. Two hostile Indians were killed.
21 Iwikcemna nunpa sam wanz 1870 Indians attacked a wagon train near Carson, Colorado. Five teamsters were killed. The cavalry attempted to locate the Indians but were unsuccessful.	22 Iwikcemna nunpa sam nunpa 1885 Sitting Bull visited Washington, D.C. with Buffalo Bill.	23 Iwikcemna nunpa sam yamni 1865 General Stand Watie and his Cherokee sympathizers surrendered. Stand Watie was the last Confederate General to surrender.	24 Iwikcemna nunpa sam topa 1876 General George Custer and the seventh cavalry made 28 miles on the days march. They saw more and more signs of a large concentration of Indians.	25 Iwikcemna nunpa sam zaptan 1876 General George Armstrong Custer along with members of the seventh cavalry were killed on this day which is now called the Battle of the Little Bighorn.	26 Iwikcemna nunpa sam sakpe. 1876 General Alfred Terry is informed of Custer's defeat.	27 Iwikcemna nunpa sam sakowin 1876 General Alfred Terry joined up with Major Marcus Reno. They proceeded to the scene of Custer's defeat and found him and all his command dead.
28 Iwikcemna nunpa sam sahdogan 1898 The Dawes Commission was authorized by an act of Congress (30 Stat.495) to provide membership rolls for the Cherokee, Choctaw, Creek and Seminole. These were to be used for the allocation of land and money.	29 Iwikcemna nunpa sam napciwanka 1906 The Anasazi ruins at Mesa Verde are declared a National park.	30 Iwikcemna yamni 1520 According to some sources Montezuma died possibly killed by other Aztecs. Other sources said he was stabbed to death by Hernan Cortes				



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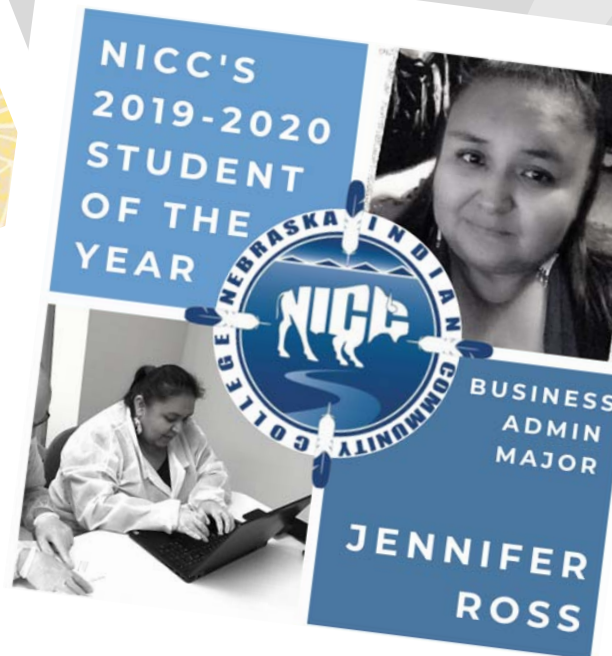
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NICC Students' Family, Friends, and Community,

Thank you for all the support you have given our NICC Students this semester. As our students continue to transition online, we know that school and home have never been intertwined more closely.

From helping create a quiet study space to encouraging your student when working on their finals, you have been a key part of your student's success. We appreciate all your support!



Pidamayaye/Wibthahon,

The NICC Family