



**2018 GLIFWC Biological Services Division
“ReCharge3- Towards Our Mission to Infuse Culture”
Kemp Field Station, Lake Tomahawk WI
August 21-23, 2018**

By
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Biological Services Division, Director

Final Report – 18-1

GREAT LAKES INDIAN FISH
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GLIFWC Biological Services Division Staff at ReCharge 3, August 21-23 2018

Biological Services Division Staff Present

(See photo above, staff from left to right.)

Dara Unglaube, Database Manager
Jenny Krueger-Bear, Division Administrative Assistant
Dawn White, Treaty Resource Specialist
Adam Oja, Wildlife Technician
Bill Mattes, Great Lakes Section Leader
John Coleman, Environmental Section Leader
Steve Garske, Invasive Species Coordinator
Aaron Shultz, Climate Fisheries Biologist
Sara Moses, Environmental Biologist
Mic Isham, Executive Director
Alex Wrobel, Forest Ecologist
Tanya Aldred, Wildlife / Climate Biologist
Esteban Chiriboga, Environmental Specialist
Adam Ray, Inland Fisheries Biologist
S. Ben Michaels, Fisheries Biologist
Butch Mieloszyk, Inland Fish Technician
Kia Hmielewski, Data Manager
Mark Luehring, Inland Fisheries Biologist
Travis Bartnick, Wildlife Biologist
Jonathan Gilbert, Director, BSD
Emily Nelis, TEK Specialist
Miles Falck, Wildlife Section Leader
Joe Dan Rose, Inland Section Leader
Ed White, Inland Fish Technician

Not pictured:

Ronnie Parisien Jr., Great Lakes Fish Technician
Peter David, Wildlife Biologist
Lisa David, Manoomin Biologist
Mike Plucinski, Great Lakes Technician
Ron Parisien Sr., Wildlife Technician
Hannah Panci, Climate Scientist.

Introduction

The Biological Services Division (BSD) of the Great Lakes Indian Fish and Wildlife Commission has held a series of gatherings during the past couple of years. Early on we struggled with what to call these gatherings. The word ‘retreat’ is often used to describe them. But, that word implies a going back or retreating. We wanted something to imply going forward, or charging ahead. Thus, the word ReCharge came about.

These gatherings, or ReCharges have had a couple of overriding objectives mostly involving developing a team-work approach to our jobs. We needed time to get to know each other and to appreciate our differences and strengthen our commonalities. We also wanted to explore different management styles for our BSD workplace that would encourage a team approach.

ReCharge I was held August 22-24, 2017 at Camp Jorn, Wisconsin (see Admin Report 17-04). At ReCharge I we explored differences in personalities types and examined our leadership style. The theme that emerged from ReCharge I was ‘shared leadership’. It is this theme that we worked on during the past year. ReCharge I also reinforced the team building aspect of these gatherings. We decided that this was an important function that should be continued and we decided to try to gather twice per year.

ReCharge II was held during the winter of 2017-2018 and decidedly low key. We held it at Lakewoods resort over a two-day period (February 7-8). The first day was activity day with ice fishing and skiing as the favorite activities. That evening we had Wesley B. come to tell us stories (as the season was appropriate for them). The final day we met as the BSD to assess how we were progressing with the new leadership style and team building activities. One of the recommendations coming from this self-assessment was that our ReCharge events needed to be more structured than our winter ReCharge II.

ReCharge III, the subject of this report, was held August 21-23, 2018 at Kemp Biological Station in Minocqua, Wisconsin. In response to the evaluation after ReCharge II, the ReCharge III gathering was more structured. The theme of the ReCharge was infusing Ojibwe culture into our science work within BSD (more about this on page 8). Respecting the different perspectives within the Team, ReCharge III was purposefully designed to first build an understanding of the importance of culture and language as critical elements in understanding Anishinaabe world view. Daily opening ceremonies, meals, and evening activities reinforced cultural traditions and values. Using a shared leadership approach, the Team members then engaged in structured activities to create strategies that would move the BSD towards meeting the goal of infusing Anishinaabe culture and traditional knowledge into their natural resource protection and enhancement activities.

The feedback received about ReCharge III was wholly positive. The location was ideal, Kemp Station is beautiful and we were not faced with all of the same strict rules that faced us at Camp Jorn. The facilities were great. The kitchen and dining area, including the outside picnic tables, made mealtime a time of getting to know each other and working together. This reinforced the team building aspect of the gathering. The meeting room was wonderful, with a view of Lake Tomahawk and an outdoor patio for break times.

The results are outlined in this report and offer a blueprint for the BSD moving forward. Especially important are the pages at the end (pages 14-21) that summarize our activities and the actions derived from those activities.

Acknowledgements

Once again we had great help for our ReCharge III. Cathy Techmann and her colleagues, Brian Gauthier and Annie Jones provided expert leadership in the development and facilitation of our activities. Wendy Makoons Geniusz gave an informative lecture on Ojibwemowin and helped us to understand some of the basics of the language. Joe Rose Sr., John “Goober” Johnson, Greg Johnson, Kekek Jason Stark and Melonee Montano provided input from tribal members as to how to infuse culture into our work as biologists/scientists. To all of these helpers we say chi miigwech.



2018 GLIFWC Biological Services Unit
“ReCharge3- Towards Our Mission to Infuse Culture”
Kemp Field Station, Lake Tomahawk WI
August 21-23, 2018
AGENDA

Prior to ReCharge3 Review, please review:

- GLIFWC’s 2010 Strategic Plan <https://data.glifwc.org/archive.bio/GLIFWC%202010%20Strategic%20Plan.pdf>
- Robin Kimmerer video: “The Fortress, the River, and the Garden” <https://www.youtube.com/watch?v=BSnJzvGDMVw>
- “Fruitful Collaborations” article <http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/fruitful-collaboration-western-science-and-native-ways-of-knowing>
- Traditional Knowledge-Western Science Model: see slide #9 of <http://www.nativescience.org/pubs/WIPCE%202005%20IKS%20Colloquium.pdf>

Day 1- Tuesday, Aug. 21

- 12 noon **Arrive at Kemp Field Station. Lodging check-in. (BYO lunch or eat prior to arrival)**
- 12:30 **Opening Ceremony**
- Reflections on “ReCharge1 & 2.”** Team and Jonathan
- “ReCharge3”-Why we are here?** Jonathan
- Towards Our Mission to Infuse Culture.** Council from invited elders, academics, TEK specialists, youth with team discussion.
- Setting the Stage: Case Study in Progress: State and Tribes’ Approach to the Elk Hunt.** Jonathan, Miles, Travis.
- BREAKS as needed**
- 6:00 **Campfire Cookout**
- Evening **Traditional Games**

Day 2- Wednesday, Aug. 22

- 7:30 **Breakfast @ Kemp: Team prepares**
- Opening:**
- Importance of Language.** Wendy Makoons- Director of American Indian studies and assistant professor of foreign languages, University of Wisconsin-Eau Claire
- BREAKS as needed**
- 11:30 **Lunch- Catered**

12:30 **Team Activity: Investigating Strategies for HOW to Integrate TEK/Culture Using a Medicine Wheel Framework.** Annie Jones, Brian Gauthier, Cat Techtmann UW Extension.

BREAK

Medicine Wheel Activity continues

Team Activity: “NEED-SHOULD-NICE”

Infusing Culture. Making Ricing Sticks and Processing Maple Syrup to Sugar
Open recreation, free time

6:00 **Dinner at Kemp**

8:30 Campfire, boat rides

Day 3-Thursday, Aug. 23

7:30 **Breakfast @ Kemp-** Team prepares

9:00 **Opening**

The “Big So-What”--Expanding the Circle. Annie, Brian, Cat
How will the Bio Services team support GLIFWC’s mission to “infuse Anishinaabe culture and values into all aspects of its mission?”

Letter to Future Self. Brian

Break, move out of lodging

Closing Ceremony

Talking Circle

Travelling Drum

12:15 **Lunch at Kemp Field Station-** catered

1:30 **Depart** for home

Day 1- Tuesday, Aug. 21

Arrive at Kemp Field Station at 12 noon. Lodging check-in.



Kemp Field Station located on beautiful Lake Tomahawk

Opening Ceremony

ReCharge3 opened in a good way with a pipe ceremony and smudge.



Reflections on“ReCharge1, 2 and“ReCharge3”-Why we are here?

Jonathan Gilbert-Biological Service Unit Director

As referenced in the introduction the theme of ReCharge III was how to infuse Ojibwe culture into our work as scientists. This overall theme comes from some very specific direction developed by GLIFWC and its member tribes in the 2010 strategic plan *Wii Gimawanjii'idimin Gaye Wii Nibawaadaanamin* (We will all meet together and we will dream). One of the four overarching mission statements in this plan is to “infuse Anishinaabe culture and values in all aspects of its mission”. That in itself is a clear direction. However, there is more. Within the plan several “Goals” were identified and strategies developed to address each goal.

The Natural Resources Goal says that GLIFWC should “*use the best science*”, but that should be “*consistent with the Anishinaabe world view*”. Finally, one of the strategies identified in the Natural Resources Goal is that the Anishinaabe world-view “*provides an important and much-needed contribution to resource management, ecosystem protection and respectful relationships*”. All of these statements in the strategic plan point us, as BSD employees, towards infusing Ojibwe culture into our work.

Okay, great! But what the heck does it mean to infuse Ojibwe culture into our work? How do we do that? This is not something in which any scientist at GLIFWC has had formal training. There is no standard operating procedure for this. We needed to develop our own way of infusing culture into our work. This task became the structure around which ReCharge III was built. You can see the results on the following pages.

It is clear that in order to approach the stated goal of cultural infusion each employee should learn about and understand as much as they can about Ojibwe culture. ReCharge III provided lots of directions to take this, from daily activities (e.g. word of the day) to long-term objectives (e.g. teaching lodge). Understanding various



ceremonies, being familiar with songs, catching a phrase or two in Ojibwe and are all part of this cultural understanding. However, it is important to remember that the members of the BSD come from a wide diversity of cultural backgrounds and belief systems. We want to be respectful to that diversity and appreciate the perspectives that everyone brings to the job. But we do need to bring an appreciation and integration of the Ojibwe cultural world view into our work. This is part of our job and we can approach it in this way.



Towards Our Mission to Infuse Culture

Council from invited elders, academics, TEK specialists included a panel discussion with Joe Rose Sr., John Johnson Sr., Greg Johnson, Kekek Jason Stark, and Melonee Montano on the importance of culture in natural resource management.



Bad River Tribal Elder Joe Rose shares his perspective on the Ojibwe worldview

Day 1 Campfire Cookout Dinner

Food provided an opportunity for gathering, working together, and sharing. ReCharge2 meals were planned and prepared by Team, with many food items donated by them members.



Day 2- Wednesday, Aug. 22

Breakfast @ Kemp: Team prepares



Importance of Language. Dr. Wendy Makoons Geniusz - Director of American Indian studies and assistant professor of foreign languages, University of Wisconsin-Eau Claire



Dr. Wendy Makoons Geniusz - Director of American Indian studies and assistant professor of foreign languages,

Dr. Makoons demonstrated how Ojibwemowin can be integrated to describe terms commonly used in the Biological Services Unit's science-based work

University of Wisconsin-Eau Claire helped the group understand the importance of language in understanding Anishinaabe world view. Using language, song, and a hands on craft activity, Dr. Makoons gave the group Ojibwe language resources they can integrate into their daily activities. At each step in the construction of making a duck from a cattail stalk she taught the Ojibwe words to the Waawaatesi (firefly) Song.



Activity: Investigating Strategies for HOW to Integrate TEK/Culture Using a Medicine Wheel Framework. Cat Techtmann, Brian Gauthier, Annie Jones, UW-Extension.

With a stronger background in culture and language, the Team was ready to strategize how it might integrate traditional knowledge, culture, and language into the Unit’s daily management. The UW-Extension Team designed an activity, based on the Medicine Wheel, to facilitate discussion and strategize actions.

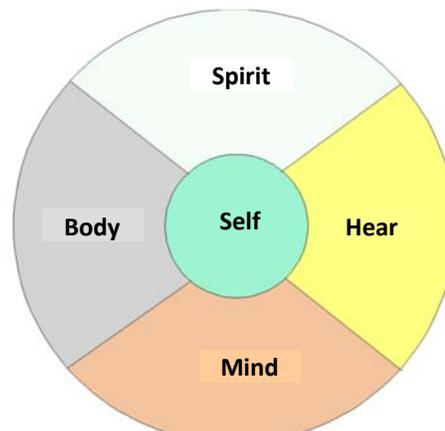
The activity focused on generating ideas in response to the Question: ‘**How do we infuse Ojibwe Culture into our science work?**’

This question relates to GLIFWC’s Goal for Natural Resources: “*Consistent with Anishinaabe world view, use the best science to manage, protect, and enhance Ceded Territory resources*” and strategy #4 to:

“Promote recognition that Anishinaabe knowledge and world-view provides an important and much-needed contribution to resource management, ecosystem protection and respectful relationships.”



Dr. Annie Jones introduces the Medicine Wheel Activity



Medicine Wheel framework for action inquiry

Starting with “Self” section of the Medicine Wheel, members were given 5 minutes to individually reflect on question “**How do we infuse Ojibwe Culture into our science work?** This was important to honor the different perspectives each person brings to the process. Members wrote down each of their beliefs, wishes, values, hopes, fears, and assumptions on post a notes considering: “*What am I bringing in*” at the start of this journey?” *What is important to me about situation and why do I care? What is my intention here? What gifts I do I bring to this situation? What concerns to I bring?* The post-a-notes were collected and responses were shared anonymously by facilitators.

Medicine Wheel Activity: BSD Member Reflections on the “SELF”

These reflections were summarized by facilitators at the start of this activity. The actual reflections contributed by BSU members are listed below.

Authentic
 Experience with other cultures
 Interest in the culture
 Finding time to incorporate culture into existing programs in a proper way
 I'm here to learn
 Open mindedness
 Open minded
 Open mind
 An open mind
 Curiosity
 Inquiring mind
 Experience and perspectives as a Native harvester
 Fish Clan working with fish
 A desire to facilitate increased awareness and respect for Ojibwe culture, traditions, and contributions to resource protection
 Concern that commonalities between cultures will be overlooked
 Spirituality, Anishinaabe teachings
 Ojibwemowin
 Concern: underutilization of culturally knowledgeable employees
 Patience
 Born & raised with Ojibwe culture
 Conveying science through stories
 Collaborating with other cultures
 Alternative perspectives on how to understand the natural world
 A lack of understanding of the Ojibwe world
 Why? This will improve our work
 Cross cultural experience
 Language and empathy
 Concern dictates from “culture cops”
 Concerns: Trying to accomplish goals and make a positive difference in the fact of the seemingly inexorable erosion of values and destruction of the environment by forces outside our control
 Healthy skepticism
 Bringing good intentions
 A commitment to the Seventh Generation
 Love for all of Creation
 Respect
 Pessimism and hope
 Humor sort of
 Humility
 Worry about judgement or assumptions
 Willingness to help bridge cultures
 It's not about me—service to others
 LOVE
 I love all: beliefs, people, cultures
 I bring love for all that we do. Very passionate about all of our work.
 Laughing is good-I bring my sense of humor
 Stories, Knowledge, Love & Respect of all the living beings/spirits we share our planet with
 Creativity and adaptability
 Concern for the natural world
 Importance: increase influence in environmental protection

Drawings:	A musky A smiley face
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The group was divided into 4 teams. Working together, each team brainstormed ideas in response to questions posed in each of the Spirit (Vision)-Heart (Connections)-Mind (Intellectual) sections in the Medicine Wheel. Each idea was written on colored post a note corresponding to that section. Teams shared their ideas as they posted them in the appropriate section on a large Medicine Wheel taped on the meeting room wall. Facilitators organized and consolidated responses with group consensus.

After ideas were posted within the Self, Spirit, Heart, and Mind sections posted on the large Medicine Wheel, team members review the input, before moving on to the Body (Action) section.

Each team was then asked to strategize specific actions in response to questions posed in the Body section of the Medicine Wheel, considering their own personal actions, group actions, and the systems and structures that will help the Biological Services Unit address the question of **“How do we infuse Ojibwe Culture into our science work?”** Teams shared and posted ideas.

At this point all sections of the large Medicine Wheel have been completed with post a note ideas from each team within each section.



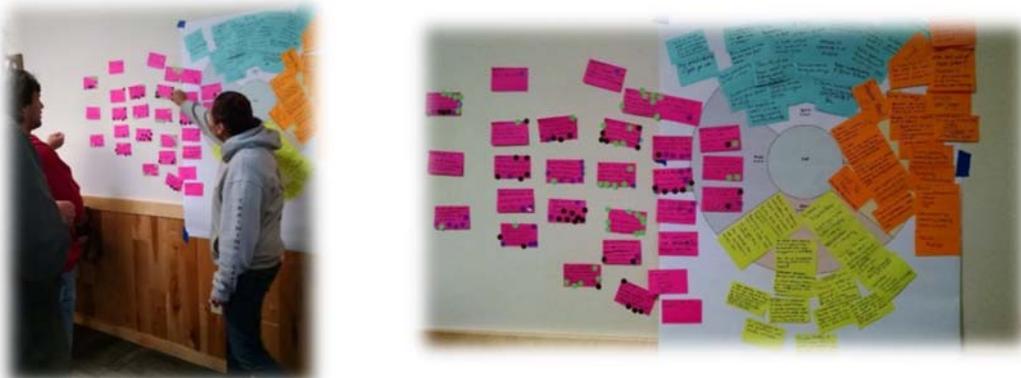
Teams brainstorming ideas in response to questions posed in the Medicine Wheel

Activity: NEED-SHOULD-NICE” Annie, Brian, Cat- UW Extension Team

With Action ideas generated, it was time to prioritize them according to these categories:

- 1) “What do we **NEED** to do”...
- 2) “What **SHOULD** we do”... and
- 3) “What would be **NICE** to do ...to **infuse Ojibwe Culture into our science work?”**

Each member received 6 colored adhesive dots (two dot colors per each of the three priorities) and used them to indicate their action item choices on the large Medicine Wheel.



Team members used colored dots to indicate their action priorities (left). The completed Medicine Wheel Activity showing input in each the Spirit-Heart-Mind sections, with prioritized ideas for “action” in the Body section (right).

Return to Self: The entire group rejoined to debrief by individually reflect on their experience and the final question in the Self section: *What lessons can I/we “take out” after examining the gifts of the Medicine Wheel?* These responses were not be written down, but will help participants in their final ReCharge reflections.

Activity: Infusing Culture--Processing Maple Syrup to Sugar with Maria Nevala, Bad River



The Team worked together in making maple sugar from syrup and enjoyed the sweet treat!

Day 2 Dinner at Kemp Field Station and Campfire.

Originally scheduled to be a dinner at a local restaurant, the Team had so many delicious leftovers that the decision was made to have dinner in camp.



Day 3-Thursday, Aug. 23

The Big “SO WHAT?”- Action Planning

Facilitators regrouped the priority action items identified in Day 2 back into Medicine Wheel based on if they related to Visioning (Spirit), Connections (Heart), Intellectual (Mind), or Participation (Body) related actions.

Members were divided into 3 teams to represent the Heart, Mind, Body priorities. Priorities identified as Vision (Spirit) were not included, but will be used in creating the “Visioning Activity” page 22. Each Team was asked to:

- 1) Re-write each of the action items in their section into “we will” statements.
- 2) Create 1-2 actionable steps applying “who, what, when, where, why, and how” format to identify timeline and responsibilities.
- 3) Identify one specific thing the Unit could do on “Monday Morning” to jumpstart putting these ideas within their section into action.



Sharing specific steps to address action priorities

The Action Planning results follow. See page 21 for a diagram of the entire Medicine Wheel Action Planning results.

SPIRIT

Note: Actions in this section will be used in creating a BSD vision statement. Priorities included:

- We will... individually... recognize what we don’t know and ask more questions even if we fear judgements
- We can raise concerns without being an expert in Anishinaabe culture
- We will... keep an open mind
- We will...be open and respectful
- Be yourself and be proud. Accept each other.

HEART

Actions in this section related to fostering connection, relationships. Priorities include:

- We will bring together biologists, managers, tribal reps, language experts, in order to engage in dialogue. “Turtle Lodge” in reference to Joe Dan’s idea
- We will make an effort to develop personal relationships with tribal members
- We will collaborate with others with deeper knowledge about Ojibwe culture to help us fill our knowledge gaps
- We will use animate terms for animate beings (he/she rather than “it”)
- We need to recognize that credibility is a 2-way street and how the lack of a broad perspective (from external agencies) may not seem credible to us. It’s not always about whether we are credible to them.

ACTION #1: Organize a teaching lodge

Who: Biologists, tribal reps, harvesters, language specialists, TEK specialists, knowledge holders

Why: Infuse culture, reciprocal education between cultural and science-based knowledge

When: Seasonally, discussion will focus on seasonal activities

How: Identify participants-ask tribal reps, TEK specialist from our own team

Where: Harvest camps, roundhouse, rotate from rez to rez

ACTION #2: Recognize credibility is a 2-way street and create opportunities to do so

Who: Co-managers (broad and narrowly focused)

Why: To foster cross-agency credibility and mutually credible people/perspectives

When: After teaching lodge

How: -Cultural sensitivity training for other governments
-Involving tribal members in inter-agency groups (i.e.) broadening partners to include other activities & people

Where: Wherever needed throughout the Ceded Territory

MONDAY MORNING: Continue learning cultural practices to help facilitate them

MIND

Actions in under this section related to learning, gaining knowledge. Priorities include:

ACTION #1 We will offer more cultural learning opportunities & provide more related resources for staff

- We will, as a BSD, make opportunities for staff Q&A with cultural knowledge holders
- We will as a BSD, generate a list of knowledge holders we can approach with questions on specific topics
- We will provide the opportunity to learn the process beyond the harvest & language & teachings

Who: TEK staff, elder's council with Bio staff to generate list of knowledge holders, then all staff utilize resources

What: Share and learn (see above)

Where: Where opportunities arise: office, camps, classes, harvest opportunities

When: Start now. When opportunities arise- seasonal

Why: Infuse culture into work

How: -Take advantage of existing opportunities (i.e.) elder meetings and create new ones to meet the goal of infusing culture into work
-Specifically: list of knowledge holders, committing time, organizer for Q/A opportunities (P+D)

ACTION #2 We will learn the cultural/traditional stories so we can pass them on

- We will make/devote ___ hrs./week to read/talk with knowledge holders
- We will attend Ojibwe language classes
- Individuals must commit themselves to learning and infusing culture into their work

Who: Those with recordings, transcripts
All staff effort (including interns, seasonal, temps)
Knowledge holders/teachers

What: Regular commitment of time and increased knowledge of Ojibwe culture (language, stories, techniques, knowledge)
Learn GLIFWC history, treaties, tribal histories

How: Gather and use existing recordings of interviews (brownbag)
Digitize for travelers
Controlled access
Learn songs
GLIFWC language table
History classes @ GLIFWC

Where: Office and digital media repository

When: Topics matching season & harvest at that time (i.e.) winter for stories

Why: Meet goal of infusing culture into work
Transfer knowledge beyond GLIFWC
Build our own confidence
Expand world view

OTHER ACTION ITEMS

- Onbase/searchable database
- How culture shaped regs
- Sacred Item history

Monday Morning: Word of the Day

BODY

Actions under this section related to physical action and applications. Priorities include:

- We will incorporate stories in our reports/management, maps, presentations, research, agendas
- We will participate in seasonal gathering/harvest activities in a good way
- We will participate in youth/educational camps/workshops annually
- We will take those stories/teachings and honor those beings we handle/study by doing it in a respectful way
- We will work to present more Ojibwe knowledge in popular press/social media
- We will start using language... more greeting each other, emails, start then grow
- Evaluate by: use of Ojibwe phrases in workplace and documents

ACTION #1 Participate in traditional harvest opportunities

Who: Jenny with talk with Peter and Lisa-rice; and with Travis for elk

What: Participate in rice camp; elk camp

Where: In the wild

Why: Experience traditional harvest methods

When: This fall

How: Distribute information on dates, times, and locations of camps
Plan a GLIFWC Ricing Day

ACTION #2 Work to incorporate Ojibwe stories and knowledge in presentations, reports, plans, and research agendas. MAPS! Minwaaajimo- Good Stories

Who: Everyone/Team with TEK, PIO, etc.

What: Determine what is available

When: ASAP

Where: Office

Why: Access to (good) stories for Mino-doodamowin

How: Develop teams to make stories available

OTHER ACTION ITEMS:

- Teaching Lodge
- Permission (work versus leave hours)
- Language Class
- Grants- for individuals on grants
- Professional development- how to include this in description

MONDAY MORNING:

- **Develop Team and Jenny will send email out about rice camps**

"Need-Should-Nice" and "Big So What" Action Planning Results



Letter to Future Self Activity- Visioning

Brian Gauthier-UW Extension

After reviewing the ideas contributed in the Spirit section of the Medicine Wheel, members were asked to envision or picture a vision in response to the question of “How will the Bio Services team support GLIFWC’s mission to infuse Anishinaabe culture and values into all aspects of its mission?”



ReCharge3 ended with a Visioning Activity. Writing down a vision makes the chances of it coming true significantly higher

Step One:

You have been away for 20 years from Great Lakes Indian Fish and Wildlife Commissions Biological Services. From a positive point of view write a letter to a friend, relative or acquaintance and describe how GLIFWC has integrated traditional Anishinaabe culture and values. into daily activities and projects. The letter should be based on your vision of how Biological Services has improved over the last 20 years. (This process should be creative and descriptive as possible think in a positive dream.)

Step Two:

Share your letter with the group. Look for common themes from the letters during a group discussion. These themes are the start of a group/division vision statement for accomplishing the goal of infuse Anishinaabe culture and values into all aspects of its mission. This information can be used to assist in developing goals and objectives and developing a vision statement for the department. Discuss the following:

- Are there common ideas?
- Clarify-what did individuals have in mind?
- Are there common threads that can be developed into a project or initiative?

This activity will be continued when the Team returns to GLIFWC

Closing Ceremony

Joe Dan Rose offered a Traveling Song.

Lunch & Depart for Home



A list of Resources cited in this ReCharge follows:

Resources

- GLIFWC's 2010 Strategic Plan
<https://data.glifwc.org/archive.bio/GLIFWC%202010%20Strategic%20Plan.pdf>
- Robin Kimmerer video: "The Fortress, the River, and the Garden"
<https://www.youtube.com/watch?v=BSnJzvGDMVw>
- "Fruitful Collaborations" article <http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/fruitful-collaboration-western-science-and-native-ways-of-knowing>
- Traditional Knowledge-Western Science Model: see slide #9 of <http://www.nativescience.org/pubs/WIPCE%202005%20IKS%20Colloquium.pdf> "Fruitful Collaborations" article <http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/fruitful-collaboration-western-science-and-native-ways-of-knowing>
- Online Ojibwe Language Program live or archived classes for <https://www.uwec.edu/academics/college-arts-sciences/departments-programs/languages/academic-offerings/all-languages/online-ojibwe-language-program/>



UW Extension resources: Cat Techtmann, Brian Gauthier, Annie Jones

*Chí Múigwech to All Who Shared their
Knowledge and Perspectives*