



## What is “Christ’s Kaleidoscope”?

It is a new group of Northern Great Lakes Synod people who are passionate about leading our Synod’s efforts to see others through the eyes of Jesus. The Kaleidoscope Challenge for Lent 2023 focuses on resources that educate and deepen cultural competency regarding racial equity, our indigenous neighbors, and the LGBTQIA+ community.

The Year 2023 is a year where we as a synod focus on Love. This Lenten Kaleidoscope Challenge puts love into action as we make the effort to see others more clearly. The goal is greater awareness and deeper understanding. In Lent of 2021, congregational leaders, clergy, and others joined in our synod’s first Racial Equity Challenge. For all who participated, this study was challenging, life-giving, and essential. As people of faith who desire to follow Jesus’ command to love, we are blessed to engage in this work to better understand others and all for whom Christ died. We invite you on this journey with us as we move forward together.

Our thanks go out to the people who compiled these resources for us to learn and grow with for these 40 days:  
Pastor Bre Kinnunen, Lutheran Campus Ministry Pastor at Northern Michigan University

Pastor Bruce Thorsen, Bethany, Ishpeming

Vicar Melissa Salminen, Intern at First, Gladstone

Sam Brink, Intern at Fortune Lake Lutheran Camp

Pastor Jared Howard, Faith Lutheran, Calumet

Pastor Dave Van Kley, Retired

Thank you for your interest, your participation, your willingness to learn, and most of all, the actions you take to follow Jesus’ command to love.

May our eyes be opened to see others through the eyes of Jesus.

Yours in Christ,

Bishop Katherine Finegan



# Christ's Kaleidoscope

Lenten Challenge, 2023

**Bias** February 23 - February 27

**Racism** February 28 - March 6

**Our Indigenous Neighbors** March 7 - March 20

**Gender Identity and Sexual Orientation and Inclusion** March 21 - April 3

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## 1. Thursday, February 23

We begin our study by looking at ourselves, what we think, and how we process the world around us. It is important to remember that everyone has bias and while it doesn't make us bad people to be biased, we are called to find healthy ways to respond. Before we go any further, let us learn more about our own bias.

**Read:** Understanding your biases an article written by Rose Miyatsu about research and practices of Washington University in St. Louis professors Calvin Lai and Clara Wilkins, explain the roots and consequences of bias and how we can potentially reduce it.

<https://psych.wustl.edu/news/understanding-your-biases>

**Watch:** 12 Cognitive Biases Explained - How to Think Better and More Logically Removing Bias for a deeper dive into biases. [https://www.youtube.com/watch?v=wEwGBIr\\_RIw](https://www.youtube.com/watch?v=wEwGBIr_RIw)

## 2. Friday, February 24

**Project Implicit** is a 501(c)(3) non-profit organization and international collaborative of researchers who are interested in implicit social cognition. One of their research tools is a series of "tests" that not only aid in this organization's research but also helps you uncover your own bias. You can learn more about this organization and take a few tests on their website. <https://implicit.harvard.edu/implicit/takeatest.html>

Take note of the results. Did anything surprise you?

Want to learn a bit more about the Project Implicit test? Watch this short PBS video.

<https://www.pbsocial.org/shows/independent-lens/clip/independent-lens-implicit-bias-test>

## 3. Saturday, February 25

**Watch:** What do you do when you realize you have a bias, even against yourself? Kristen Pressner is the Global Head of Human Resources at a multinational firm, and a tireless advocate for, and promoter of, women in the workplace. In this enlightening talk, Kristen explores how we can recognize our own hidden, irrational biases — and keep them from limiting us. [https://www.youtube.com/watch?v=Bq\\_xYSOZrgU](https://www.youtube.com/watch?v=Bq_xYSOZrgU)

Choose one of these movies or series to help open up more opportunities to see bias alive and at work in the world.

**When They See Us:** A four-part Netflix series by Ava DuVernay about the wrongful incarceration and ultimate exoneration of the "Central Park Five." (four 1+ hour episodes)

**Becoming,** a Netflix documentary following Michelle Obama on her book tour (1 hour 29 minutes)

Don't have time or don't have Netflix, watch this video and learn more about how bias works in our society through one of these options.

Dushaw Hockett is the founder and Executive Director of Safe Places for the Advancement of Community and Equity (SPACES), a Washington, DC-based leadership development and community-building organization dedicated to bridging the gap between what people imagine and what they achieve. <https://www.youtube.com/watch?v=kKHSJHkPeLY>

or view these series of videos from PBS called **Implicit Bias**. Below the video are all the other clips that help in our bias conversation. <https://www.tpt.org/pov/video/pov-implicit-bias-check-our-bias-wreck-our-bias/>

#### **4. Sunday, February 26**

*Reflection, catch-up, and/or your first gathering with a Zoom group*

#### **5. Monday, February 27**

*Reflection, catch-up, and/or your first gathering with a Zoom group*

### **Racism** February 28 - March 6

#### **6. Tuesday, February 28**

This week, we turn more directly into race and how racism plays a negative role in our society no matter your cultural and/or racial background. There may be videos in the coming weeks that make you feel uncomfortable but remember that growth can come from struggle and it is our commitment to do this work on ourselves that will hopefully shape our churches and this world into more loving and accepting places.

**Watch:** Racism is COMPLICATED! Which is why, understandably, talking about racism is not an easy task. It's hard to know how to approach the subject no matter who you are. So today on Decoded we're talking about 5 things everyone should know about racism. A bit of a "Racism 101," if you will.

<https://www.youtube.com/watch?v=8eTWZ80z9EE>

**Watch:** The difference between being "not racist" and antiracist There is no such thing as being "not racist," says author and historian Ibram X. Kendi. In this vital conversation, he defines the transformative concept of antiracism to help us more clearly recognize, take responsibility for and reject prejudices in our public policies, workplaces and personal beliefs. Learn how you can actively use this awareness to uproot injustice and inequality in the world -- and replace it with love.

[https://www.ted.com/talks/ibram\\_x\\_kendi\\_the\\_difference\\_between\\_being\\_not\\_racist\\_and\\_antiracist](https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist)

**Watch:** Racism makes our economy worse -- and not just in ways that harm people of color, says public policy expert Heather C. McGhee. From her research and travels across the US, McGhee shares startling insights into how racism fuels bad policymaking and drains our economic potential -- and offers a crucial rethink on what we can do to create a more prosperous nation for all. "Our fates are linked," she says. "It costs us so much to remain divided."

[https://www.ted.com/talks/heather\\_c\\_mcghee\\_racism\\_has\\_a\\_cost\\_for\\_everyone?referrer=playlist-talks\\_to\\_help\\_you\\_understand\\_r&autoplay=true](https://www.ted.com/talks/heather_c_mcghee_racism_has_a_cost_for_everyone?referrer=playlist-talks_to_help_you_understand_r&autoplay=true)

If you didn't view it last week. Here is a short video about the call Heather McGhee took that she references in her talk. <https://www.tpt.org/pov/video/pov-implicit-bias-make-friends-tackle-bias/>

## 7. **Wednesday, March 1**

**Watch:** What it takes to be racially literate. Over the last year, Priya Vulchi and Winona Guo traveled to all 50 US states, collecting personal stories about race and intersectionality. Now they're on a mission to equip every American with the tools to understand, navigate and improve a world structured by racial division. In a dynamic talk, Vulchi and Guo pair the personal stories they've collected with research and statistics to reveal two fundamental gaps in our racial literacy -- and how we can overcome them.

[https://www.ted.com/talks/priya\\_vulchi\\_and\\_winona\\_guo\\_what\\_it\\_takes\\_to\\_be\\_racially\\_literate?referrer=playlist-talks\\_to\\_help\\_you\\_understand\\_r&autoplay=true](https://www.ted.com/talks/priya_vulchi_and_winona_guo_what_it_takes_to_be_racially_literate?referrer=playlist-talks_to_help_you_understand_r&autoplay=true)

**Read:** Often people in the UP believe they can turn a blind eye toward racism as many of our communities lack cultural diversity. However, racism has been and continues to be an active part of our communities.

Read: Black Americans in Michigan's Upper Peninsula – Part One <https://ruralinsights.org/content/black-americans-in-michigans-upper-peninsula-part-one/>

and Part Two <https://ruralinsights.org/content/black-americans-in-michigans-upper-peninsula-part-two/>

What strikes you as you read this history?

## 8. **Thursday, March 2**

Watch: Finding Myself in the Story of Race. Debby Irving

<https://www.youtube.com/watch?v=oD5Ox5XNEpg>

Debby Irving wrote “Waking Up White” after coming to terms with her own white privilege and the sheltered, economically privileged, and predominantly white environment of her childhood and adult life. Here you'll find her TEDx talk about her journey in understanding race, racism, and white privilege.

If you have a little more time, you can check out an interview Debby Irving gave in 2020 about her life and her book, “Waking Up White” <https://www.youtube.com/watch?v=p-OZdosqCeQ> (5 mins)

Read: Peggy McIntosh, Article: “White Privilege: Unpacking the Invisible Knapsack”

[https://nationalseedproject.org/images/documents/Knapsack\\_plus\\_Notes-Peggy\\_McIntosh.pdf](https://nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf)

In 1989, Peggy McIntosh wrote an article titled, “White Privilege: Unpacking the Invisible Knapsack.” Even thirty years later it is still considered a primer in understanding white privilege.

## 9. **Friday, March 3**

Racism doesn't only manifest itself in the individual. America has a history of building systems that act to keep people in cycles of poverty and incarceration

**Watch:** Segregated By Design, [segregatedbydesign.com](http://segregatedbydesign.com). Examines the forgotten history of how our federal, state and local governments unconstitutionally segregated every major metropolitan area in America through law and policy.

If you have AppleTV+ and want to learn more about how housing policy influenced the creation of black neighborhoods check out Season 2, Episode 5 “Sag Harbor” of the show “Home”

<https://tv.apple.com/us/show/home/umc.cmc.5xjrgobl5l5i1ypamtayue9>

**Watch:** In the United States, two institutions guide teenagers on the journey to adulthood: college and prison. Sociologist Alice Goffman spent six years in a troubled Philadelphia neighborhood and saw first-hand how teenagers of African-American and Latino backgrounds are funneled down the path to prison — sometimes starting with relatively minor infractions. In an impassioned talk, she asks, “Why are we offering only handcuffs and jail time?” <https://www.youtube.com/watch?v=-2Dj9M71JAc>

## 10. Saturday, March 4

Systemic Racism, Racial Bias, and Racial Inequality are vast topics with more material available than what we have time to cover during this study. It is our hope that this small journey into race gave you a better understanding of the issues plaguing not only our world but many of our churches as well. Please take the time and seek out more educational opportunities as you move forward in your journey.

If you have time this weekend, here are a few other films and series you can view to expand your knowledge and understanding of Racism in our country.

Netflix: “13th” Documentary by Ava DuVernay about the connection between US Slavery and the present-day mass incarceration system.

Paramount+ “The Color of Fear” A film about the state of race relations in America as seen through the eyes of eight North American men of Asian, European, Latino and African descent. This documentary was made in 1994, are these issues still relevant and talk about today?

Don't have time to sit and watch? Try one of these podcasts in your car or play while doing your daily routine.

Collective anti-racism, NPR's The Point. Dr. Ali Michael, Dr. Eleonora Bartoli, and Jenna Chandler-Ward explain their latest thinking about what it means to be an anti-racist in thoughts, actions, and engagement with others. Additionally, they address the role of white educators, parents, and administrators in anti-racism. <https://www.capeandislands.org/show/the-point/2022-08-02/the-practice-of-anti-racism>

Robin DiAngelo and Resmaa Menakem: Towards a Framework for Repair, On Being. Work that those in white bodies need to do in themselves and with each other, in service to everyone else regarding whiteness, white supremacy and repair. <https://onbeing.org/programs/robin-diangelo-and-resmaa-menakem-towards-a-framework-for-repair/>

## 11. Sunday, March 5

*Reflection, catch-up, and/ or gathering with a Zoom group*

## 12. Monday, March 6

*Reflection, catch-up, and/ or gathering with a Zoom group*

## Our Indigenous Neighbors March 7 - March 20

## 13. Tuesday, March 7

We begin these two weeks of emphasis on equity with our indigenous neighbors with a review of the history of native people on this continent.

**Watch:** “We the People.” In this Ted Talk (17 mn), Mark Charles challenges us to come to grips with what those three words actually say and how our constitution, the doctrine of discovery, and legal precedent has fueled white supremacy and racial inequity in our country. Many of his book's themes are passionately and convincingly presented here.

<https://www.bing.com/videos/search?q=Mark+Charles+TED+Talk&&view=detail&mid=F213411EA38461919442F213411EA38461919442&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3F%26q%3DMark%2BCharles%2BTED%2BTalk%26form%3DVDMHRS>

For more from Mark Charles, here is a list of resources:

Book--**Unsettling Truths: The Ongoing, Dehumanizing Legacy of the Doctrine of Discovery.** By Charles and Soong-Chan Rah. A challenging and important book about the

Doctrine of Discovery and the history and continued effect of colonization and white supremacy on indigenous people in the United States. Written largely by Charles, a theologically trained man of Navajo and Dutch Christian Reformed descent, it is readable, well researched, eloquent, and a passionate cry for change.

Article—**Mark Charles on the Doctrine of Discovery and care for the environment.** This short article introduces the reader to the work of Mark Charles, who from both a native and a Christian perspective, challenges us to see the story of America in a radically different light. The piece also contains two short video clips in which Charles talks about the importance of having a relationship with God as the Creator and how rare this is in our culture, even among Christians. He also speaks about two simple practices that help give him hope for the future.

[Doctrine of Discovery: A conversation with Mark Charles — Faiths4Future](#)

Articles--**Mark Charles.** A collection of short articles from the 2012-2016 in *Sojourners* magazine by Mark Charles exploring the disconnect between religion, government, and culture--and the experience of Indian people.

[Mark Charles | Sojourners](#)

If you wish to learn more about the story of Indian people in the United States, there are many resources for you to read over time. Here are a couple of books worth reading.

Book—**Indigenous Continent: The Epic Contest for North America.** By Pekka Hämäläinen. Hämäläinen is a history professor at Oxford University, but don't let that scare you away. His work is very engaging as well as incredibly well researched. To quote a review from Harper's: "In Hämäläinen's first two books, he explored notable peaks of Native power, as many recent histories do. But now, with **Indigenous Continent**, he stitches them into a sustained counterpoint to the conquest narrative. Five hundred years of North American history appear in his telling not as the story of colonization, but of a fierce and unsettled continent, bristling with possibility . . . You cannot read **Indigenous Continent** and retain the belief that Native societies quickly and permanently collapsed. Hämäläinen's book not only exposes settler boasts of continental conquest as self-serving fictions; it rejects the entire settler sense of what constitutes American history. It is stand-everything-on-its-head history, offering the thrills of a sharp perspectival flip." --Daniel Immerwahr I have not read this book—however, I did read his earlier book, **Lakota Empire**, and found it to be superb.

Book—**The Wisdom of the Native Americans.** By Kent Nerburn. This short book consists entirely of quotes from consequential native figures in American history, including the great speeches of Chiefs Red Jacket, Joseph, and Seattle.

#### **14. Wednesday, March 8**

In order to begin to understand a people, you need to listen to their stories in their own words. Here are stories from the Ojibwe and the Potawatomi, our neighbors here in the Northern Great Lakes Synod.

**The Story of the Ojibwe and Potawatomi People.** Many of the Indian people in northern Wisconsin and the UP of Michigan call themselves the Anishinaabe (the human beings).

Historically they migrated west from the mouth of the St Lawrence to the Great Lakes area, in part because colonization pushed other tribes west and in part because of prophecies of a new land awaiting them. Near the rapids of the St Mary's River at Sault Ste Marie, they formed the Three Fires Confederacy, consisting of the Ojibwe, the Odawa and the Potawatomi people.

The Ojibwe settled mostly in the Lake Superior region, in Ontario, Upper Michigan and Wisconsin, while the Potawatomi and Odawa migrated south and east, to eastern Ontario and lower Michigan and to Indiana, Illinois, and southern Wisconsin. Most of the bands within the Northern Great Lakes Synod are Ojibwe, while the Hannahville community west of Escanaba and the Forest County reservation near Crandon, Wisconsin are Potawatomi. Each of these tribes lost their land via cessation treaties and forced government removals. Many Ojibwe people were pushed west into Minnesota, Manitoba, and North Dakota, while Potawatomi people were marched to Kansas and Oklahoma.

Here are two 30 mn videos from Wisconsin PBS. The first is a visit with Eddie Benton-Benai, an Ojibwe elder from what is now northern Wisconsin. Herein, he describes the cultural and religious traditions of the Ojibwe people, along with the nation's history. It is a story filled with sadness, but also with hope.

[Tribal Histories | Ojibwe History | PBS](#)

The second video consists of a visit with two Potawatomi men from the Forest County Community, who share their history and the importance of maintaining their language and culture in a world where racism and white privilege continue to dominate.

[Potawatomi History | Tribal Histories - Bing video](#)

***Want to know more, here are other resources.***

***Watch: The Seven Teachings of the Anishinaabe (Ojibwe) people.*** This short video was prepared as a primer for people interested in becoming tribal leaders. It details the 7 Grandfather/Grandmother teachings that should guide the life of an Anishinaabe person.

[\(773\) The 7 Teachings – YouTube](#)

***Watch:*** A deep dive into the history, culture, and religion of the Ojibwe people. It takes about an hour, but is comprehensive and helps illustrate just how differently Indian people look at the world, at time, at family, at nature.

[\(811\) Waasa-Inaabidaa Episode Two - Making Decisions the Right Way - YouTube](#)

Book-- **Fire Keeper's Daughter.** By Angeline Boulley. This is a young adult novel written by a woman who is an enrolled member of Sault Ste Marie tribe of Chippewa Indians. It is a coming-of-age story, a story of a young woman's struggle to claim her native heritage in a secular and largely white world, and a crime thriller about drug trafficking and sexual abuse in the UP of Michigan. It also will teach you about Ojibwe language and traditions. A New York Times bestseller published in 2021. Boulley was formerly the Director of the Office of Indian Education at the U.S. Department of Education.

Book--**Native.** By Kaitlin Curtice. A Potawatomi woman raised in the Evangelical world who continues to identify as a Christian while also claiming her traditional cultural and religious tradition as an Indian person. The book details her story, her struggle, and what it teaches all of us. This is a prophetic book that will challenge you! Highly recommended!

## 15. **Thursday, March 9**

Following up on yesterday's histories, here are the stories of two tragedies that befell the Ojibwe and Potawatomi people at the hands of US policy, guided by the Doctrine of Discovery.

**Watch: Sandy Lake Tragedy.** This video tells the story of events leading up to and following the Sandy Lake tragedy in 1850. Upon ceding possession of lands in Michigan and Wisconsin to the US, the Ojibwe secured the right to live on the land in perpetuity, as well as the right to hunt, fish, and gather. They also were to receive annuity payments on an annual basis. However, during that period, the US resident and Indian agents colluded in an attempt to force removal of the Ojibwe from their land in the Upper Peninsula and northwest Wisconsin westward to Minnesota.

During the fall of 1850, annuity payments were not provided at Madeline Island, leading approximately 5000 Ojibwe to travel to Sandy Lake, Minnesota, where they were promised food, shelter, and the payment of the annuity owed them. The payment was delayed and about 400 Ojibwe people died in the cold waiting as winter closed in or in attempting to travel home. Later, Ojibwe leaders undertook the long journey to Washington, and managed to see the new president. The meeting resulted in the treaty of 1854, which again stated Indian rights to the land and its resources.

<https://www.youtube.com/watch?v=u6VaiLfy3CE>

**Watch: Trail of Death.** A very short video from Kansas tells one story of the "Trail of Death," the forced removal of Potawatomi from lower Michigan and Indiana to Kansas and Oklahoma. There are more detailed videos available, but they are either dated or very long.

[Pottawatomie Trail of Death - Bing video](#)

## 16. **Friday, March 10**

**What are Treaty Rights and why are they important?**

**Watch:** This video begins with the Ojibwa creation story and focuses on the land and water uses guaranteed by the US government as various lands were ceded in nineteenth century treaties. The history of colonization, genocide, and displacement of Indian people is a shameful national story for Americans. Treaty rights are about the only thing that indigenous people have retained, yet their legitimacy is often under attack. For example, over the course of our lives here in the Northern Great Lakes Synod, we have seen protests—sometimes violent—by white sportsmen and women contesting spearing rights on inland lakes and netting on the Great Lakes. It is important that we recognize that the treaties with indigenous people remain in place. They are rights, not privileges. And the care and use of land, water, and the creatures that depend on them are fundamental to Ojibwe life and tradition.

[\(795\) Ojibwe Treaty Rights: Connections to Land & Water - YouTube](#)

For more information, see the following:

Article—**Ojibwe Treaty Rights.** The following article (and other links on the same page) describes the story of treaties affecting northern Wisconsin and the central/western Upper Peninsula of Michigan—and how they have been ignored over the years—as well as more recent efforts to enforce treaty rights.

[Ojibwe Treaty Rights | Milwaukee Public Museum \(mpm.edu\)](#)

A thorough review of how the US government came to exercise authority in Indian country, how the understanding of Indian tribes as sovereign nations came to be, and why it is so important for our relationships with Indian people.

[\(811\) Tribal Nations The Story of Federal Indian Law - YouTube](#)

**Book—The Murder of Joe White: Ojibwe Leadership and Colonialism in Wisconsin.** By Erik Redix. In 1894 Wisconsin game wardens Horace Martin and Josiah Hicks were dispatched to arrest Joe



White, an Ojibwe ogimaa (chief), for hunting deer out of season and off-reservation. Martin and Hicks found White and made an effort to arrest him. When White showed reluctance to go with the wardens, they started beating him; he attempted to flee, and the wardens shot him in the back, fatally wounding him. Both Martin and Hicks were charged with manslaughter in local county court, and they were tried by an all-white jury. A gripping historical study, *The Murder of Joe White* contextualizes this event within decades of struggle of White's community at Rice Lake to resist removal to the Lac Courte Oreilles Reservation, created in 1854 at the Treaty of La Pointe. While many studies portray American colonialism as defined by federal policy, *The Murder of Joe White* seeks a much broader understanding of colonialism, including the complex role of state and local governments as well as corporations. All of these facets of American colonialism shaped the events that led to the death of Joe White and the struggle of the Ojibwe to resist removal to the reservation. Also highly recommended.

## 17. **Saturday, March 11**

**Colonization and Decolonization—Where do we fit in as Lutherans?** Next week, we will focus primarily on our response to the story of boarding schools, the trauma it has produced, and the continuing pain of loss as unmarked graves are discovered and the struggle to identify victims is undertaken. Today, we begin the discussion of our role as non-native Christians in the genocide, displacement, and marginalization of Indian people and their tradition. What is our involvement, past and present, as Lutheran people—and what we can do to become better neighbors?

**What is Decolonizing?** What is decolonizing? Decolonization is an action-driven ideology that incorporates truth-telling with the process of cultural reclamation in order to reverse the negative impacts of colonialism. It's a journey that invites you to explore your own roots while simultaneously taking inventory of the systems of colonization under which we all live today with the sole intention of deconstructing those systems so that they can be rebuilt in just and inclusive ways.

There are many ways to think about this, including such practical steps as making a land acknowledgment before every meeting or activity in which you participate: for example, “we live on the ancestral, traditional, and contemporary lands of the Ojibwe people.” However, that is just a starting point. What would it mean to provide reparations to Indian people? Not only for us as a nation, but for us as church communities and even as individuals? Since land and the care of the land is central to indigenous culture, can/should land be returned to the tribes? If so, where and how? What about paying “rent” for using lands that were occupied by native people? How does our system of government, our national ideals and culture, the way we practice our Christian faith contribute to the oppression of indigenous people? Is there implicit, if not explicit, bias and racism at work in us? Can we as non-Indian people who confess Christ Jesus as Lord also be about the work of “decolonization?” What would that look like?

**Please select from the following resources below:**

**Watch: In their words**--This short video features indigenous voices from the Native American Studies department at Northern Michigan University, explaining what that term means to them. Note the differences/similarities in each perspective. There are companion clips on Decolonizing Food and Education which are also interesting.

<https://www.youtube.com/playlist?list=PL-ELA7pUpBkV1PeTWywEbpG7X4TegrEE5>

**Read: Adopting the Native View**--The following short article provides a survey of what is meant by decolonization for non-native people and takes a quite radical stance on what that might mean.

<https://unsettlingamerica.wordpress.com/2017/10/11/decolonization-meaning-what-exactly/>

**Read: What about the ELCA?** Many Christian traditions, including Roman Catholics, Episcopalians, Presbyterians, and Methodists have had more contact historically with Indian people in North America than have Lutherans. Still, have you ever wondered about the history of

Lutherans and the Lutheran Church with native communities across what is now the United States? In this short, but very helpful piece put together by the Northeastern MN Synod, you will find that story told in new ways.

[https://www.togetherhere.org/files/ugd/c541f3\\_2d3920f5ebf942a2a36f49ab240dd9f4.pdf](https://www.togetherhere.org/files/ugd/c541f3_2d3920f5ebf942a2a36f49ab240dd9f4.pdf)

**Read: Repudiating the Doctrine of Discovery**—the resolutions passed in 2016 by the ELCA assembly and in 2021 by the NGLS Assembly can be viewed here.

[Repudiation Doctrine of DiscoverySPR16.pdf \(elca.org\)](#)

[DoctrineofDiscoveryRepudiationResolution9SynodAssembly2021.pdf \(nglsynod.org\)](#)

**Read: Living Lutheran October article—Churchwide Assembly.** Did you see the article in The Living Lutheran on the liturgy used during ELCA Churchwide Assembly that included drumming, a confession based on the repudiation of the doctrine of discovery, a prayer to the four directions, and more? Check it out on page 10 of the October issue! Parts of this liturgy will be used at the NGLS Assembly this spring.

[Living Lutheran : October 2022 \(royle.com\)](#)

### 18. **Sunday, March 12**

*Reflection, catch up, and/or gathering with your Zoom group*

### 19. **Monday, March 13**

*Reflection, catch up, and/or gathering with your Zoom group*

### 20. **Tuesday, March 14**

**Buried Secrets: America’s Indian Boarding Schools on NPR’s Reveal**—a gripping account of how Indian boarding schools ripped children away from their families, stripped them of their culture and language, and exposed them to various kinds of abuse. Boarding Schools functioned under the dictum: “destroy the Indian and save the person.” But in fact, Indian children languished in these schools and lost their very identity. Some died while being held in these schools and many were unceremoniously buried in unmarked graves, still being uncovered across North America. For survivors, a life marked by PTSD, alcohol abuse, unemployment, and chronic disease often followed. Studies show that even biological genetic effects are passed down from parent to child following experiences like this. The trauma is not just personal, but generational.

Most boarding schools were run by churches in the US and financed by the US government. The last of these schools operated into the 1960’s. Today, native people are seeking justice, not only in the form of apologies, but in the form of reparations—recognition that the cost to Indian people has been and continues to be great. Along with that, they seek the discovery of all unmarked graves on boarding school grounds, along with the identity of people buried there and the cause of their deaths.

**Listen:** This two-part series examines in particular the Holy Rosary Mission which later was renamed the Red Cloud Indian School on the Pine Ridge Indian Reservation in western South Dakota.

#### **Part 1**

<https://podcasts.google.com/feed/aHR0cDovL2ZlZWRzLnJldmVhbHJhZGlvLm9yZy9yZXZlYWxwb2RjYXN0/episode/cHJ4XzE0OV8xZDc5NTA3Zi1iMjA3LTRiNTYtOGMwNC0xOTZmNDY0MDQ2Yjk?hl=en&ved=2ahUKEwjutvyT4YD7AhUeBDQIHSpWCnYQieUEegQIChAI&ep=6>

## 21. Wednesday, March 15

### Buried Secrets, Continued

#### *Listen:*

<https://podcasts.google.com/feed/aHR0cDovL2ZlZWRzLnJldmVhbHJhZGlvLm9yZy9yZXZIYWxwb2RjYXN0/episode/cHJ4XzE0OV81NzU4ZmRmZi1hMDBiLTQ1ZWItOTMyNS1mNGEyM2YyOTg1M2M?hl=en&ved=2ahUKEwjutvyT4YD7AhUeBDQIHSpWCnYQicUEegQIChAF&ep=6>

## 22. Thursday, March 16

### What is Intergenerational Trauma?

**Read:** This article, from Mary Annette Pember (on Ojibwe woman from Red Cliff) in *Indian Country Today*, details the meaning of “intergenerational trauma,” how the traumatic experiences of one generation live on in the next, not only through social and cultural factors, but also through genetics. In the course of this article, she details the experiences of Indian people in boarding schools on the Bad River reservation in northwest Wisconsin and in Alaska.

<https://amber-ic.org/wp-content/uploads/2017/01/ICMN-All-About-Generations-Trauma.pdf>

## 23. Friday, March 17

**More on Boarding Schools and Intergenerational Trauma**—Consider watching, reading, or listening to one of the following:

**Watch: In Their Voices**—one of the four videos here consists of native voices from NMU’s Native American Studies program talking about what intergenerational trauma has meant in their lives.

<https://www.youtube.com/playlist?list=PL-ELA7pUpBkV1PeTWywEbpG7X4TegrEE5>

**Watch: The Unspoken History of Boarding Schools**—This 2016 video from NPR traces the history of boarding schools in the United States and their devastating impact on native people and their culture, an impact that continues to this day. It focuses primarily on the experience of Navajo people in the four corners region. Toward the end of the video, other issues are raised, including controversy over indigenous mascot names, the newer, native run Indian schools which seek to nurture and strengthen native culture, and the legacy of native Americans serving in the military. Although a moving and comprehensive piece, many indigenous people might find this video too mild in its critique, too gentle in its call for change, and too optimistic about native people fitting in with American culture. What are your thoughts?

[Utah History | Unspoken: America's Native American Boarding Schools | PBS](#)

**Read: Federal Report on Boarding Schools.** This report was released by the Department of the Interior, in cooperation with other agencies, during the summer of 2022. Approximately 100 pages long, it is a comprehensive, though preliminary, description of the location, purpose, practices, and consequences of the Indian Boarding School era in the United States. It is unsparing in uncovering the truth and points forward to the work that remains.

[Federal Investigative Report, Volume 1 - Google Drive](#)

## 24. Saturday, March 18

Please choose from among the following two resources:

**Read: Are you ready for a challenge?** This lecture by Professor (now Professor Emeritus) George (Tink) Tinker of the Iliff School of Theology is a well-argued and passionate criticism of the idea that indigenous people can or should be assimilated into mainstream American culture. He traces the history of American colonialism, buttressed by the Christian story, in the genocidal killing, displacement and marginalization of

Indian nations, while calling for a radical reimagining of theology and public life. You may not agree with everything he says, but you will come away from reading with a new perspective.

[TinkTinker.AmericanIndians-Conquest-theChristianStory-andInvasiveNationBuilding.pdf](#)

**Father Jacque Marquette and the return of his remains.** This video, produced cooperatively by the Cedar Tree Institute in Marquette and the Museum of Ojibwa Culture in St Ignace, describes the story of Fr Marquette's life and mission, as well as the complicated history of his burial and the removal of his remains on two separate occasions, before his bones were finally laid to rest in a native ceremony at St Ignace during the summer of this year. The story of Christian mission to native Americans is indeed a complicated one. While faith in the Triune God was passed on to Indian people, it was a colonized sort of faith, that denied native people of central elements of their life and culture. A mixed blessing, for sure, and more and more indigenous people, especially young people, are decrying the destructive character of missionary activity. Yet, much good was accomplished, too, through groups like the Jesuits, who took seriously what it meant to walk with native people. What are your thoughts about all of this? Is there a path forward for the Church in its relationship with Indian nations? If so, what is it?

[The Return on Vimeo](#)

**And finally:**

**Read:** Would you like to be part of an ELCA initiative to understand more fully how we as Lutherans participated in the Boarding School tragedy and can embrace being part of the healing process of discovering and telling the truth about it? Here is an opportunity to be engaged!

[Truth and Healing - Evangelical Lutheran Church in America \(elca.org\)](#)

## 25. **Sunday, March 19**

*Reflection, catch-up, and/or gathering with a Zoom group*

## 26. **Monday, March 20**

*Reflection, catch-up, and/or gathering with a Zoom group*

## **Gender Identity and Sexual Orientation and Inclusion March 21 - April 3**

Website for resource links: <https://lentenchallenge2023.weebly.com/>

### **Overview and Introduction:**

Over the past few weeks, the challenge moved us to examine the inclusion of our siblings of color and our Indigenous siblings. Now, the turn is to our siblings in a community often pushed aside and hidden because it hits too close to home. Many in our churches have family members, friends, or acquaintances who identify within this community. Often these siblings are seeking ways to be their authentic selves without the fear of harm. In John 13:34, “[Jesus] give[s] a new commandment, that you love one another. Just as I have loved you, you also should love one another.” There are no qualifiers in the commandment. Over the next few days, we explore ways to include our LGBTQIA siblings within our congregations and communities by looking at the basic background information to dispel the myths providing the basis for the “othering”, hatred, bigotry, and hurt caused to our beloved siblings. Examining the Word used to harm and support, science and health, the basic terminology, and opportunities to learn more and provide inclusion this challenge during Lent continues as we open our minds and hearts to where God is leading each of us. “By this everyone will know that you are my disciples, if you have love for one another.” (Jn 13:35).

## 27. Tuesday, March 21:

Today begins by looking at language used for God and for one another.

(Pr. Bre Kinnunen) I was in college heading out for a near month-long trip into the mountains, to live in a small community called Holden Village to study environmental ethics. Holden Evening Prayer originated there and is used in many of our congregations. The content of the class way beyond me, but much of my learning that month came from the experiences I had, the way of living I witnessed, the huge snowflakes that fell, the clean air I breathed, the simple fun we had, the wholesome food we ate, and the relationships we made. It was when we were traveling to our destination that I heard someone refer to God as Mother for the first time. It touched me. Deep, deep within me.

My journey of exploring expansive and inclusive language for God began during those travels and continues. I am not an expert in this by any means, just a fellow traveler sharing what I've learned along the way. We realize that for some this is not new material, and for others, this may stir up some deep uncomfortableness. Thank you for your bravery and open heartedness. This is a brave journey, and we trust that Jesus will meet you on the way.

Here are options for today's devotional:

- 1) You may listen to this hymn: Bring Many Names ([Text](https://www.youtube.com/watch?v=Aj7Ms2Z35Tc)) <https://www.youtube.com/watch?v=Aj7Ms2Z35Tc>
- 2) You may read more about Scriptural Images for God, which is a resource taken from our new hymnal, "All Creation Sings." [Link Here](#)
  - a. Are there 2 or 3 examples that speak to you?
  - b. Meditate on one or more of these for a few minutes
  - c. Share your insights with a friend.
- 3) A closing prayer:
  - d. God of infinite manifestations, free us of shame that confines and judgment that destroys. Bring healing to the wounds of being told we are too big or too feminine or too young or too old or too queer. Ground us in the truth that sets us free: We are the work of a Divine hand--the holy lives in our flesh. Wherever we struggle to believe, meet us there. In Christ we pray. Amen  
*Prayer written by Rev. M Jade Kaiser, enfleshed*

## 28. Wednesday, March 22:

Today we begin with the basics and an introduction to the LGBTQ Community.

When the term LGBTQ+ is used, often hurtful terms are referenced by those who do not understand. Used to harm a community misunderstood. A great way to start any learning experience is to go back to the beginning to make sure everyone is on the same page. This is the opening of a lesson in school, even if it was many moons ago. This may be review. It may be new information. After you watch the shorter video and review the terminology sheet, you are officially done for today. If you want to dig deeper, check out the additional resources later in the week. This journey is designed to expand understanding. For some the initial video will stir up uncomfortableness to be sat with until tomorrow. For others, explore and expand in areas that peak interest.

**Watch: Osmosis Video:** This video is a basic introduction for the healthcare community. It combines science and society focused on inclusion. One term that may be new and used often is SOGI which stands for Sexual Orientation and Gender Identity. The video offers a lot of information and may be overwhelming. For new, if this is new, focus on the basics. Like any community, it is wide and diverse. Focus on the multiple Identities, Pronouns, Misgendered, and what SOGI Data contains. . <https://www.youtube.com/watch?v=xCMmZUu07IQ> (7 minutes)

**Read: Terminology Sheet:** This is an overview and a great resource. <https://www.verywellmind.com/what-does-lgbtq-mean-5069804>

**Watch:** “Why is Gender Identity so Important” with Rikki Arundel. NOTE: This is a lecture that is not censored. If you are easily upset with discussion of sex in any and all forms such as identity (male/female), the biological identifying factors, and the act this video will push your boundaries. It also addresses gender as a social construct. “Pinkification” of toys is addressed along with boys vs girls toys.

<https://www.youtube.com/watch?v=IFBU7h7fqLc>

### 29. **Thursday, March 23**

Today we look more into the background of the LBGTQ+. It is OK to not know! Ask and Learn.

**Watch:** This Ellen History Video: **Wanda Sykes Takes Us Through the History of LBGTQ+**. This animated video is straightforward about history and addresses the modern movement and “why now?”.

<https://www.youtube.com/watch?v=wkwzWDOCEDCo> (4.5 minutes)

**Read:** This is a timeline for LBGTQ History in the United States: <https://www.slcc.edu/lgbtq/docs/lgbt-history.pdf>

**Watch:** This AARP video is “A Living History of the LBGT Movement Since the 1800s”. This is not the history taught in high school but is needed to be heard and learned. (5.5 minutes)

<https://www.youtube.com/watch?v=Q1D65SxzojI>

### 30. **Friday, March 24**

As Christians, we are taught to look to the Scriptures for guidance as they are God’s Word. Interpretation of the scriptures varies among denominations. Scripture is used to support someone’s view on a topic. All too often it is also used to harm another person. This often happens to the LBGTQ community. Three Scripture passages will be examined in depth. Two have been used to harm the community and one used to affirm.

Today: A Hebrew Bible Scripture that has been used and is harmful to the LBGTQ community.

The Story of Sodom and Gomorrah  
Genesis 19:1-29

Please use the [Link](#) to access the PDF for the study.

### 31. **Saturday, March 25**

**Read:** This website for California teachers, has a timeline for history including good background for the LBGTQ community. <https://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/>

**Watch: Stonewall Documentary:** In New York City, the Stonewall Inn uprising began the public movement for LBGTQ rights in the United States. On the 50<sup>th</sup> Anniversary, NYU created a documentary which will live in the archives. <https://www.youtube.com/watch?v=31CX1Y0cen8> (28 minutes)

**Read: Milestones of Gay Liberation:** The catalytic impact of the Stonewall Inn uprising was made possible by the Civil Rights movement of the 1960s, and a lengthy legacy of LBGTQIA+ advocacy already established in the United States.

<https://www.pbs.org/wgbh/americanexperience/features/stonewall-milestones-american-gay-rights-movement/>

**When We Rise:** Cleve Jones’ memoir as a gay liberation activist living through the early days of the AIDS epidemic in San Francisco. This engaging and interesting text provides cutting insight into the impetus for gay liberation in the 1970s and 1980s.

<https://www.hachettebooks.com/titles/cleve-jones/when-we-rise/9780316315418/>

### 32. Sunday, March 26

*Reflection, catch-up, and/or gathering with a Zoom group*

### 33. Monday, March 27

*Reflection, catch-up, and/or gathering with a Zoom group*

### 34. Tuesday, March 28

Today we look at Sexual Orientation Gender Identity (SOGI) and real stories from those who lived inauthentically because of fear.

**Read:** A guide from WebMD on Sexual Orientation Gender Identity (SOGI) [Link Here](#)

**Watch: “Growing Up Transgender”** with Monique Schafter. This talk started from the independent film *In My Shoes* (waiting on permission to view). This is the experience of two young people in Australia.

<https://www.youtube.com/watch?v=0iCHu68OjUU> (20 minutes)

**Watch: Not Another Second: LGBT+ seniors share their stories (Official Film).** This 14 minutes video is focused on senior citizens and their experiences in coming out in the United States. Powerful stories of beloved humans who could not be their authentic selves because of the stigma attached.

[https://www.youtube.com/watch?v=q43kBuC\\_ups](https://www.youtube.com/watch?v=q43kBuC_ups)

### 35. Wednesday, March 29

Today’s focus is on gender identity and pronouns.

**Watch:** This short clip (37 seconds) helps to with understanding **“Gender Identity vs. Sexual Orientation”** <https://wnmu.pbslearningmedia.org/resource/fp19.lgbtq.sexgen/gender-identity-vs-sexual-orientation/>

Check out this website for more information and bookmark it for future reference.

<https://genderspectrum.org/articles/understanding-gender>

**Watch:** The resources for us in the religious communities are not plentiful. However, educational videos from different areas like healthcare or education are very applicable to the church setting, if not vital. This final video today is called **“Ask Me: What LGBTQ Students Want their professors to Know”**. What if our congregations on the welcome cards had preferred name/pronoun options? What if, as leaders, the risk was taken to ask rather than guess or assume? What if it was routine in introductions to ask for a preferred name or pronoun? Were you ever called a nickname you did not like? Imagine if this happened every single day. Let us create a loving supportive environment for all siblings.

<https://www.youtube.com/watch?v=rnbnF8QAnsY> (11.5 minutes)

### 36. Thursday, March 30

Today we look at a New Testament Scripture that has been used to harm the LGBTQ community in the past. Click the Link to bring up the PDF document for the study.

New Testament Scripture Used to Exclude  
**Romans 1:22-27**

Please use the [Link](#) to access the PDF for the study.

### **37. Friday, March 31**

Today the focus is another New Testament text used to affirm and include LGBTQ siblings. click the Link to bring up the PDF document for the study.

#### New Testament Scripture Used to Affirm and Include **Matthew 22:34-40**

Please use the [Link](#) to access the PDF for the study.

### **38. Saturday, April 1**

Today is anything but April Fool's Day. Today we are gifted to hear (read) stories from members of the Northern Great Lakes Synod. Three stories are shared today, but they are only tip of the iceberg where stories are concerned. The multitude of stories in our Synod of family, friends, and community members are valuable but can only be shared by the individual. It is their story. They have the right to share their story or not to share. This is a brave and holy place for these stories to be shared. Members of the LGBTQ community are affirmed and persecuted for sharing stories. An ally is a sibling who walks alongside, listens, and commits to learn. You are invited to read the stories and reflect on your story through this journey Lenten Study.

Sharing Their Story 1—[Pastor](#)

Sharing Their Story 2—[Church Musician](#)

Sharing Their Story 3—[Ally](#)

### **39. Sunday, April 2**

*Final reflection, catch-up, and/or gathering with a Zoom group*

As you prepare for the final cohort session, we ask you to consider a few questions to help form our journey forward.

1. What surprised you about this overall study? What surprised you about each segment?
2. What did you agree with in each segment of the study?
3. What did you disagree with in each segment of the study?
4. What else do you want to know? What resources would help you on your journey?
5. What are your next steps? How can this next step be supported?

### **40. Monday, April 3**

*Final reflection, catch-up, and/or gathering with a Zoom group*

### **41. Optional Tuesday, April 4**

Learning to be an ally to those in the LGBTQIA+ can seem to be a daunting task. This resource from the Human Rights Campaign highlights some ways in which anyone can learn to be an ally. How might allyship take form in your life?

[https://www.glaad.org/files/GLAAD\\_MissingVoices\\_factsheet.pdf](https://www.glaad.org/files/GLAAD_MissingVoices_factsheet.pdf)

<https://reports.hrc.org/being-an-lgbtq-ally>

When finished, consider look the additional resources page on the website created for this section of the study. It will stay active and will be updated as new resources are found. At least through the summer of 2023 and the next study. [Link Here](#)



## 42. Wednesday, April 5

Where does the journey continue in the coming days, weeks, months, and years?

Keep expanding your comfort zone by pushing toward and leaning into the uncomfortableness of the unknown or misunderstood.

The Northern Great Lakes Synod has many resources available for you to continue your journey. From books, to studies, to links you can find a path for a small group. Access these resources at <https://nglsynod.org/> through the resource page or use this link to go directly to the resource page. <https://nglsynod.org/anti-racism-resources/>