SPARKS! IGNITION GRANTS FOR MUSEUMS AND LIBRARIES
Oklahoma & Ohio Exchange White Paper

1. Administrative Information

Institution:	Ohio History Connection (formally the Ohio Historical Society)
Project Title:	Oklahoma & Ohio Exchange
Award Amount & Total Project Costs:	$24,941.00 / $52,764
Start & End Date:	October 1, 2013 – September 20, 2014
Project Director:	Molly Uline-Olmstead
Formal Partners Organizations:	Eastern Shawnee Tribe of Oklahoma

2. Project Summary

In a 2011 interview Glenna J. Wallace, Chief of the Eastern Shawnee Tribe of Oklahoma discussed her first visit to the Shawnee homelands in Ohio,

> I knew so little that I couldn't even plan where we should go or what we should do. When [tour guides] would ask, 'What counties do you want to visit?' or even, 'What people do you want to connect back to?' I could not give that answer. Very few, if any people in my tribe could have. Oklahoma is still our homeland, nevertheless there is still a part of the heart that knows my elders, my ancestors, my history, did not come just from Oklahoma; they came from Ohio. I want to connect with that.

The Indian Removal presents unique challenges for teaching and learning about both American Indian history and contemporary American Indian life. For American Indian people hoping to connect with the sites of their ancestors there a knowledge barrier resulting from years of displacement and the hiding of one's heritage for fear of discrimination. For those teaching about American Indian history there is a clear break in the late 1800s after the massacre at Wounded Knee where American Indian history fades and the historical record becomes murky. When addressing contemporary American Indian life, stereotypes still abound. To address these problems the Ohio History Connection (OHC) implemented *The Oklahoma & Ohio Exchange*, an innovative and collaborative project with the Eastern Shawnee Tribe of Oklahoma (ESTOO) and Ohio and Oklahoma K-12 teachers. Our goal is to establish protocols and models which can be translated from this project to other museum and diaspora population partnerships that hope to forge relationships with educators in diaspora populations.

This neglect, both tacit and deliberate, of American Indian history and a denial of that history to American Indian and non-American Indian students, is a situation that has only begun to be repaired. The history is muddied and complicated and includes tribal schools aimed at assimilation; tremendous loss of American Indian life and with that life, oral history; and an

effort in American Indian communities to protect their children from discrimination by encouraging them to hide their heritage. *The Oklahoma & Ohio Exchange* highlights how each partner, museums, schools, and Federally Recognized Tribes, can utilize their strengths to share this woefully neglected history.

Museums have an opportunity to dispel myths, facilitate experiences that lead to authentic understanding, and help our education community access quality resources and information. While museums align educational programming to the academic content standards, they are not beholden to them and are able to fill in gaps that schools cannot due to time constraints and parameters set by those same standards. Schools have direct contact with students and can plant seeds of inquiry and interest in a topic that might not be fully addressed by the standards but is still essential to understanding our history. Federally Recognized Tribes, like ESTOO, have a desire and passion to share their story and ensure that both museums and schools present a story that is more fully representative and culturally aware.

The Oklahoma & Ohio Exchange has set the groundwork for a curriculum and exchange program by building knowledge bases and connecting teachers trying to make an elusive past relevant or unpack a complex contemporary perspective using primary source materials, heritage sites, and first-person experiences. This work will serve as a model for other museums or educational institutions seeking to develop a relationship with a diaspora population that dispels myths, fills in gaps, and honors that population's rich history.

3. Process

OHC proposed a three phase project to be completed by a team composed of OHC staff, members of ESTOO, and six K-12 teachers (three from Oklahoma and three from Ohio). The timeframe, goals, and objectives of the project did not change. There were changes in personnel. The following introduces the project team, explains the changes in personnel, and describes the timeline and objectives.

Ohio History Connection: Project Director Molly Uline-Olmstead was the central contact and administrative coordinator of the grant. She coordinated grant activities including project team meetings and curriculum development, managed the grant budget, and maintained communications with the Project Team. She remained with *The Oklahoma & Ohio Exchange* for the duration. Sharon Dean began the project as the Curatorial Advisor but left OHC shortly after the project began. Her role had been to consult on collections materials and assist with tribal communications. Stacia Kuceyeski who was originally the Curriculum Advisor stepped into Ms. Dean's position. She has ample experience with collections and tribal partnerships from her over ten years at OHC. Kate Bruck took on the role of Curriculum Advisor. Ms. Bruck trained as a teacher and utilized that training to work directly with teachers to identify resources and help translate those resources into a classroom ready curriculum.

American Indian Community Members: Chief Glenna J. Wallace of the Eastern Shawnee Tribe of Oklahoma has been a partner on many OHC initiatives and originally sought the relationship

with OHC in 2009. She is committed to reclaiming the history of her community and equipping both Oklahoma and Ohio teachers with the tools and information to teach that history. She served as a resource for tribal information and experience and as the point of contact for the Eastern Shawnee. Richard Zane Smith, Artist-Craftsman and Wyandot Language Instructor started with the project, attending the first meeting in Oklahoma. At that meeting he shared his wealth of experience in reclaiming, preserving, and teaching language, artmaking, and tribal traditions. After consulting with Chief Wallace the team decided that in order to best address the objectives of the grant, we would ask Mr. Zane Smith to take a less active role and invite Judy Brown and Cheryl Barnes, members of the Eastern Shawnee Business Committee to join the team. Both women are tremendous advocates of the Eastern Shawnee effort to preserve and promote tribal history and culture. They attended the second team meeting in Mr. Zane Smith's place.

K-12 Teachers: The six teachers worked to identify resource needs; translated the materials and resources into hands-on, rigorous classroom activities; and helped plan the exchange program. Nanci Butler, Amy Obhoff, and Michael Meldon, represented the Ohio team and stayed with the grant for its duration. Janet Smith, Lindsey Cole, and Carla Lyons, Oklahoma teachers and principal at Wyandotte Public Schools were the counterparts to the Ohio teachers. Carla Lyons bowed out of the project due to health concerns and was replaced by a fellow Wyandotte Public School teacher, Carolyn Johnson.

Photograph of project team in front of a canal boat at Johnston Farm and Indian Agency, Ohio History Connection partner site, Piqua, Ohio, June 6, 2014.

The Oklahoma & Ohio Exchange has three objectives addressed in three phases. During Phase One (Assessment and Research Phase October 2013-February 2014) we focused on our first objective: **to develop methods to connect a diaspora population with the sites and material culture from its history in order to better prepare educators to teach that history.** OHC and the evaluation team at the Pacific Institute for Research and Evaluation (PIRE) utilized its broad network of Ohio teachers as well as a list of Oklahoma teachers procured through the Oklahoma Department of Education to conduct a Needs Assessment Survey. The survey assessed teachers' current understanding of Native American history and experience, the availability of resources, and the types of resources teachers felt would help them to teach American Indian history and experience. Based on the results of the survey, the OHC team researched key resources and scholars that could fill those gaps including primary and secondary source materials that contextualize and enhance understanding of both contemporary and historic American Indian experiences. The team compiled those resources

into a digital portfolio of information that they shared with the team of teachers. The Needs Assessment results and a bibliography of resources are described below in the Project Results section.

Phase Two (Curriculum Writing Phase March 2014-May 2014) addressed the second objective: **to formulate a model curriculum for museums to partner with educators and diaspora populations.** The teachers reviewed the materials compiled by OHC team and used those materials to generate teaching strategies that draw on American Indian history, experience, and pedagogy. We began this work with a two-day in person meeting in Oklahoma in March 2014 with Ms. Uline-Olmstead, Ms. Bruck, the six teachers, Chief Glenna and Mr. Zane Smith. On the first day of the meeting we visited sites in northeastern Oklahoma that are important to understanding the contemporary Eastern Shawnee experience including portions of the Removal Trail and Picher, Oklahoma, the site of devastating mining practices throughout the 21st century. On the second day the team discussed the results of the Needs Assessment and used these results to brainstorm potential curriculum strategies and decide on an organizing principle for those strategies. In the evening the group attended a social gathering and stomp dance at the Seneca-Cayuga tribal center. These site based experiences, discussions, and the social gathering were essential for helping the Ohio teachers understand the context of contemporary American Indian life and for providing the Oklahoma teachers with a new perspective on their community. The results of these discussions are included in the Project Results section.

Photograph of Rabbit Dance taken by Amy Obhoff at the Social Gathering and Stomp Dance, Grove, Oklahoma, March 29, 2014

The third phase of the project (Exchange Planning Phase, June 2014-September 2014) addressed the third objective**: to establish an exchange program for Ohio K-12 teachers and Oklahoma K-12 teachers to share resources and experiences about teaching the historical and contemporary Native American experience.** June 6-7 the Oklahoma team including the three teachers, Chief Glenna, Ms. Brown, and Ms. Barnes joined the Ohio team in Columbus, Ohio. Similar to the Oklahoma experience, the days were split into site visits and curriculum planning. The team visited Fort Ancient, a pre-contact earthworks site in southwestern Ohio and Johnston Farm and Indian Agency, the historic home of Indian Agent John Johnston in Piqua, Ohio. These two sites presented teachers with a view of the extended history of American Indians in the Ohio River Valley. On the second day the team met at OHC in Columbus, Ohio to discuss the strategies and challenges present in creating a curriculum and exchange program. The evaluation team from PIRE also attended the meeting and led a collaborative effort to

design a rubric based on the organizing principles and against which curriculum materials could be measured. Finally, the team looked at a sample curriculum created through collaboration between the Miami Tribe of Oklahoma and OHC (http://teachmyaamiahistory.org/). The team agreed that future funding should be sought in order to complete a similar resource for ESTOO. The team was assigned sample items to demonstrate the types of materials that would fulfill this resource. Following the June meeting, the teachers completed their sample curriculum items and the OHC team compiled these materials for a future grant proposal. These items are described in the Project Results section.

4. Project Results

All of the items listed in this project results section can be accessed through this google drive link: https://drive.google.com/open?id=0B9vWd8ZLm0nINXhYVUdRakF5NFk&authuser=0. The Needs Assessment, Rubric, List of Resources, and Sample Lesson Plans are attached in Appendix A, B, C, and D respectively.

Needs Assessment and Guiding Principles: Based on the Need Assessment the team identified the following Guiding Principles as important components of quality. More detail on how these criteria were selected and would be evaluated is provided below. For each criterion, different groups of expertise are needed. This includes ESTOO; content experts from universities, historical centers, etc.; teachers from the grade level(s) the curriculum is designed for, state Department of Education personnel; and others with specific knowledge of the topic. The full report prepared by PIRE is attaches in Appendix A and is also located in the google drive.

Is based on current historical knowledge**.** The curriculum should be reviewed by at least three individuals with extensive knowledge of this content area to determine the degree of historical accuracy. (8) of the qualitative responses highlighted the importance of current and accurate information and an additional (6) responses emphasized the need for specificity as it pertains to the individual tribes and ways to contextualize those tribal experiences. The quantitative data also showed that teachers in both states felt that they only had between a fair and good understanding of American Indian history (2.85 out of 4) emphasizing the need for a curriculum based in current historical knowledge.

Addresses current standards and reflects current policy and regulation. Someone from the Ohio and Oklahoma Departments of Education should review the curriculum to make sure the curriculum is aligned to current state standards. (31) of the qualitative responses referenced the academic content standards and grade level relevancy specifically and the importance aligning curriculum resources to the standards that teachers are required to meet.

Content is adaptable to multiple audiences. To make sure the curriculum meets the needs of the varied targeted audiences, the curriculum should be reviewed by teachers of Native

American students, low income students, gifted students, students with disabilities, and other potentially impacted subgroups. (20) qualitative responses emphasized the need for more sources and variety of sources that could be adapted to multiple audiences including early childhood, college level, gifted students, community groups and students with special needs. The responses also reflect a need to scaffold sources for multiple grade levels.

Stereotypes are recognized, addressed, and understood**.** Personnel knowledgeable of the impacted cultures should review for negative or positive stereotypes in the curriculum. (23) of the qualitative responses addressed the issue of stereotypes focusing on the importance of highlighting personal experiences and point of view, that information is current and accurate, and that it help to address culture and heritage.

Curriculum is well organized and easy to access. The curriculum should be reviewed by teachers likely to use the curriculum, with instructions to locate materials and resources throughout the curriculum including electronic texts, physical texts, accompanying materials and resources (primary sources), graphic novels, etc. When asked to rate their level of accessibility to American Indian resources (110) respondents reported that there were some resources that are easy to find and (82) reported that there are some resources that are difficult to find. Only (15) reported that there were many resources available that were easy to find. (35) qualitative responses support this frustration and many point to the need for a centralized, reliable curriculum that contains all the supporting materials.

Vocabulary. Teachers review of the curriculum, as well as computer software to determine grade level of text. (129) teachers responded that reading, writing, and literacy were essential skills their students needed more experience with. (19) qualitative responses emphasized the need for resources to be grade level appropriate.

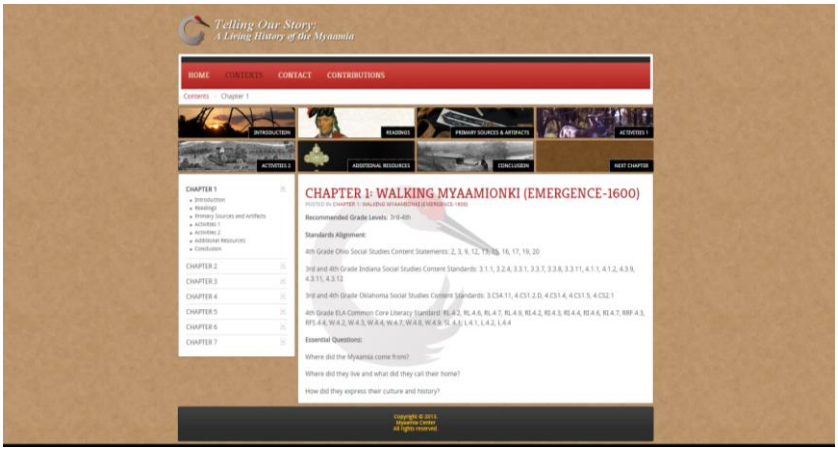
Connection to states and local communities. Tribal elders, OHC staff not directly involved with the project, and other local experts review the curriculum to determine how well it is connected to state and local communities. (17) qualitative responses highlight the need for local connections to American Indian history and contemporary experience. This is reflected in the quantitative data as well. When asked to rank their level of agreement with the following statement on a scale of 1-4 “When I teach about American Indian history, I typically utilize local American Indians as expert presenters for my students,” Oklahoma teachers reported a 3 and Ohio teachers reported a 1.82. Both groups also reported low knowledge of American Indian history in their community; 2.11 and 2.09 respectively.

PIRE and the team used each of these principles to design a 3 point rubric, attached in Appendix B, against which sample curriculum materials and future work can be measured. The rubric is also in the google drive.

Resources: OHC staff compiled a collection of resources for the teachers to access. A list of sources is attached in Appendix C. This list and the sources can also be found in the project google drive with a list describing each source. There are a combination of presentations, videos, books, and other readings.

Curriculum Design and Samples: Teachers used the guiding principles, collected resources, and rubric to create sample curriculum materials. Each Ohio teacher created a lesson plan and/or reading. The Oklahoma team worked as a team to create a single lesson. These materials are attached in Appendix D and accessible through the google drive. They represent the types of materials that an online curriculum will contain. For example, *Breaking Down Stereotypes* is a high school level lesson for a sociology class encourages students to consider the diversity of contemporary American Indian experiences. The lessons also address a variety of skills that teacher identified in the Needs Assessment as skills that students need more experience with: critical thinking and decision making; historical empathy and understanding other time periods and cultures; reading, writing, and literacy; and independent research skills.

These activities anchor the curriculum content. In addition the curriculum would feature primary sources from OHC's collections and other collecting institutions like the National Archives and Library of Congress when available and appropriate and videos similar to the Glenna1 and Glenna2 videos referenced above. The variety of materials would make the curriculum accessible to a variety of ages and learning styles. The curriculum would be paced chronologically starting with pre-contact and continuing to the present and would follow the pacing of the Ohio and Oklahoma content standards. This would allow teachers to address the standards and historical content through the lens of the Eastern Shawnee experience. It was agreed that an online format similar to Telling Our Story: A Living History of the Myaamia (http://teachmyaamiahistory.org/) would be the most cost effective and accessible.



Screen Capture of Telling Our Story: A Living History of the Myaamia

Exchange Plan and Next Steps: In order complete the materials for the curriculum OHC plans to apply for a National Endowment for the Humanities Digital Humanities Implementation Grant. These grants are designed to fund the implementation of innovative digital-humanities projects that have successfully completed a start-up phase and demonstrated their value to the field. We feel this project fits the grant criteria in that it implements new digital modes of scholarly communication that facilitate the dissemination of humanities scholarship for various audiences and new digital tools for use in educational settings.

OHC will continue to work with the grant team (teachers and Eastern Shawnee representatives) to complete the curriculum materials and expand the team bringing in additional Ohio and Oklahoma teachers. The grant team would collaborate to plan the size of the curriculum and the content it should cover. After establishing a schedule for writing lessons and readings, collecting primary source materials, and creating videos, teachers would partner to ensure the quality of materials. Teachers would team up with Ohio and Oklahoma teachers working together on a team and would participate in a virtual exchange piloting the online curriculum by team teaching lesson plans using video conferencing software.

Questions and Recommendations: There are questions that still need answering in order for this curriculum and ones like it that forefront a diaspora population to gain traction. Because these populations are not typically part of the mainstream social studies curriculum the project will require tremendous buy in from teachers, administrators, and tribal members. Based on the Needs Assessment results we know that there is a desire for these resources but that desire is still a few steps away from true buy-in and adoption. We need to develop strategies to acquire that buy in and adoption at the school level, seeking the support of administrators and even state departments of education.

This work also requires authentic relationships built upon trust and transparency between schools, diaspora populations, and museums. These relationships require time, face to face communication, and shared experiences and values. In order to pursue similar projects, museums must be willing to forge those extended relationships. While OHC has firm relationships with the Eastern Shawnee Tribe of Oklahoma and Ohio teachers, we will need to establish relationships with Oklahoma teachers. This will take time and the help of our existing Oklahoma team including the teachers and tribal representatives.

Finally, there was considerable discussion about the content standards themselves. The team has a vested interest in advocating for American Indian representation in the next round of standards revisions. While this is outside the scope of federal grant monies it is an action that the team felt personally responsible for and plans to address in 2020 when that round of revisions is forecasted to occur. This underscores the need for passion and commitment to the population and history that projects like this address.

Appendix A: Needs Assessment

IMLS SPARKS: The Oklahoma and Ohio Exchange Needs Assessment Results

The Pacific Institute for Research and Evaluation (PIRE) conducted a needs assessment of social studies and history teachers in Ohio and Oklahoma. The survey assessed teacher's current understanding of Native American history and experience, the availability of resources on these topics, and the types of resources teachers felt would help them to teach Native American history.

1. Please rate your level of agreement with each statement.

Respondents were asked to rate their level of agreement with the statements listed in Table 1. The overall average score from the Oklahoma and Ohio respondents was 3.04, just above "Agree" on a four-point scale. Ohio respondents had a slightly lower average score than Oklahoma. The range of average scores for both states ranged from a low of 2.41 (*When I teach about Native American history, I typically utilize local Native Americans as expert presenters for my students*) to a high average of 3.50 (*It is important to teach American History through the lens of minority groups like Native Americans*).

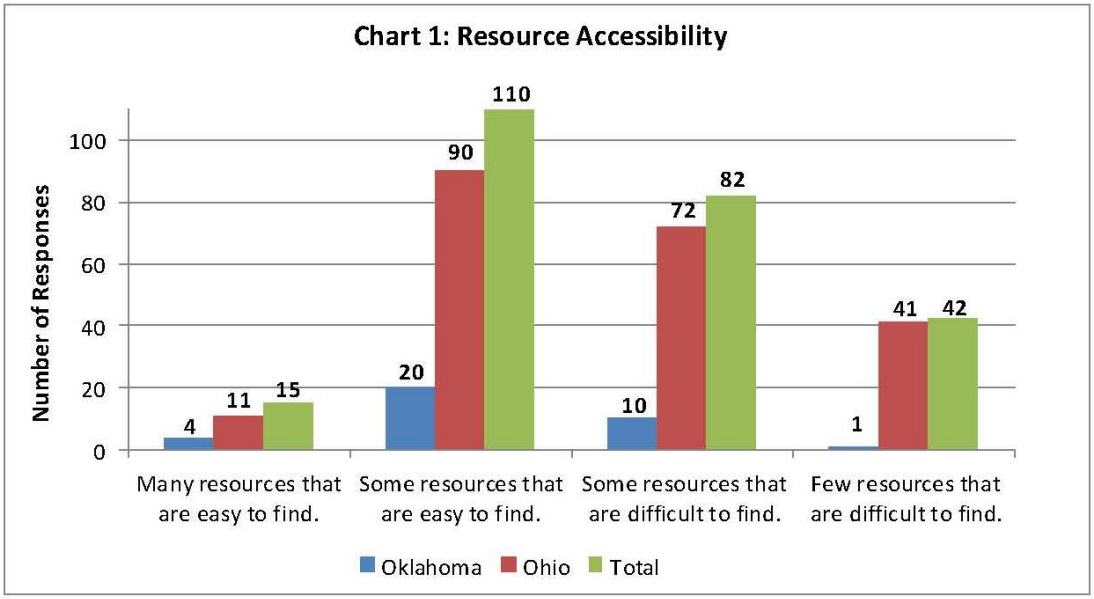
Table 1: Level of Agreement

	Oklahoma (N=36)	Ohio (N=229)	Average (N=265)
It is important to teach American History through the lens of minority groups like Native Americans.	3.47	3.53	**3.50**
I would like to have additional resources about teaching Native American history.	3.40	3.35	**3.37**
I would benefit from a resource that focuses on Native American history through a specific tribe.	3.26	3.27	**3.26**
I would benefit from teacher professional development about Native American history focusing on an Ohio or Oklahoma tribe.	3.23	3.29	**3.26**
I know who to contact in my community to find Native Americans who can serve as expert presenters for my students.	3.20	1.72	**2.46**
When I teach about Native American history, I typically utilize local Native Americans as expert presenters for my students.	3.00	1.82	**2.41**
Average	**3.26**	**2.83**	**3.04**

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

2. In preparing for lessons about Native American history in Ohio and Oklahoma I find that there are...

Participants were asked to rate their level of accessibility to Native American resources. The results are presented in Chart 1 on the next page. The majority of respondents (110) felt that "some" resources were easy to find, while only 15 respondents thought that "many" resources were easy to find.



3. I consider my knowledge of Native American history to be...

Teachers were asked to rate their knowledge level of Native American history. Respondents rated their *general knowledge* of Native American history (2.89) slightly higher than their knowledge of Native American history in their *local community* (2.81). Ohio respondents reported higher levels of knowledge of Native American history in general and in their local community than their peers in Oklahoma.

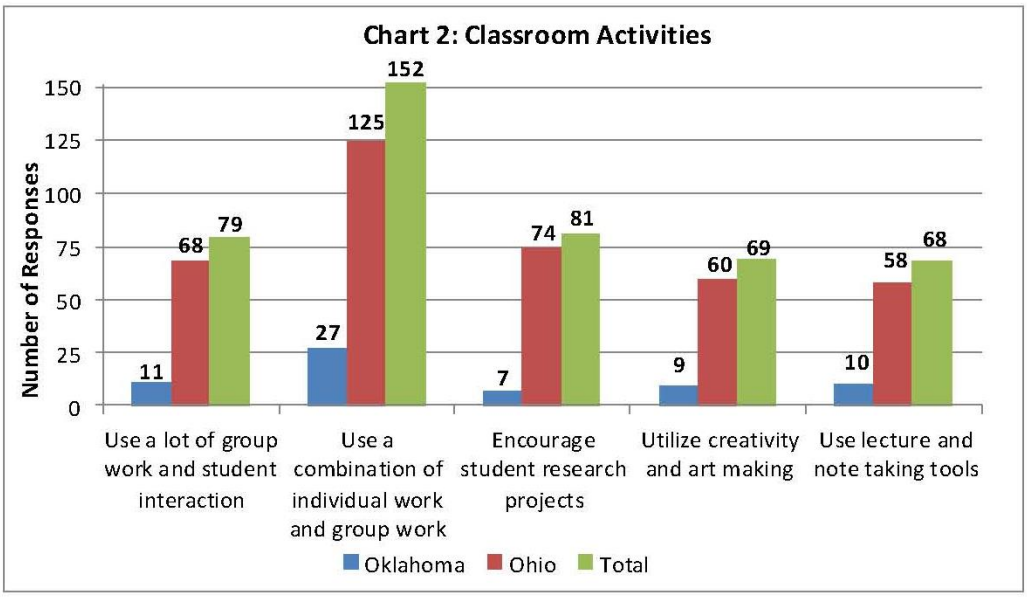
Table 2: Knowledge Level of Native American History

	Oklahoma (N=36)	Ohio (N=229)	Average (N=265)
I consider my general knowledge of Native American history to be:	2.11	2.59	**2.89**
I consider my knowledge of Native American history in my local community to be:	2.09	2.91	**2.81**
Average	**2.10**	**2.75**	**2.85**

Scale: 1 = Poor. I touch on Native American history in the classroom but do not feel comfortable going too in depth; 2 = Fair. I have a basic understanding of major events and figures in Native American history; 3 = Good. I have a good understanding of major events and figures in Native American history; 4 = Excellent. I have a comprehensive understanding of Native American history.

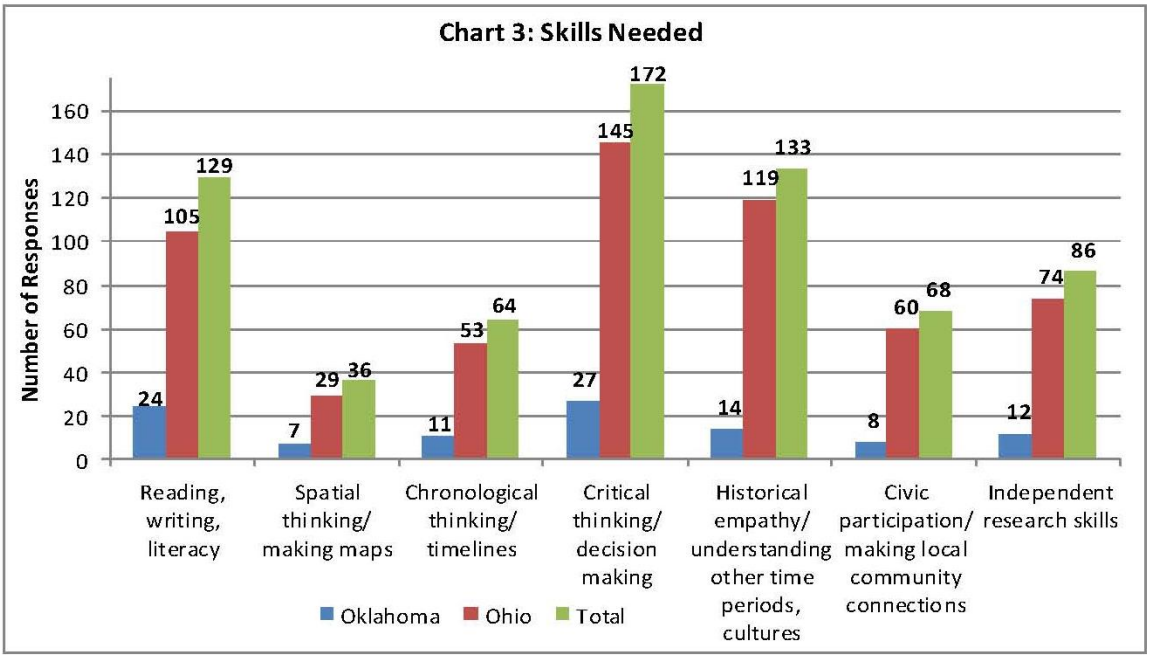
4. When I teach I like to use activities that (select the top two):

Participants were asked to rate the top two activities they prefer to use when teaching. The results are presented in Chart 2 on the next page. The majority of respondents (152) preferred to "use a combination of individual work and group work," followed by 81 respondents that "encouraged student research projects."



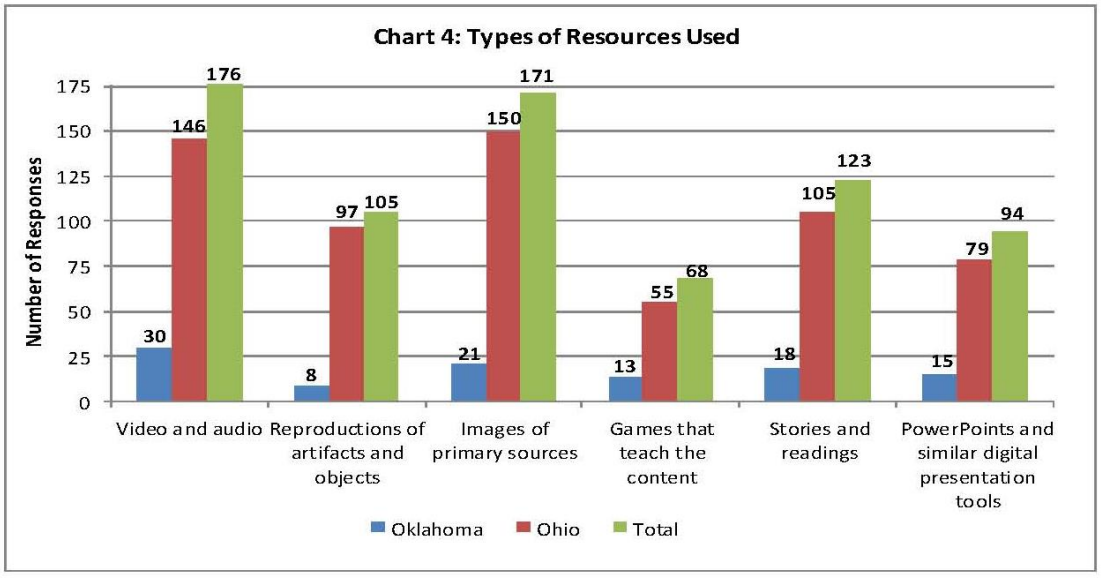
5. I feel my students need more experience with the following skills (select the top three):

Teachers were asked to rate the top three skills they feel their students need more experience with. The results are presented in Chart 3. The highest rated skill needed was "critical thinking and decision making (172), followed by "historical empathy and understanding other time periods, cultures" (133). The third highest rated skill needed was "reading, writing, and literacy" (129). The ranking of priorities for skill development were similar between respondents from the two states.



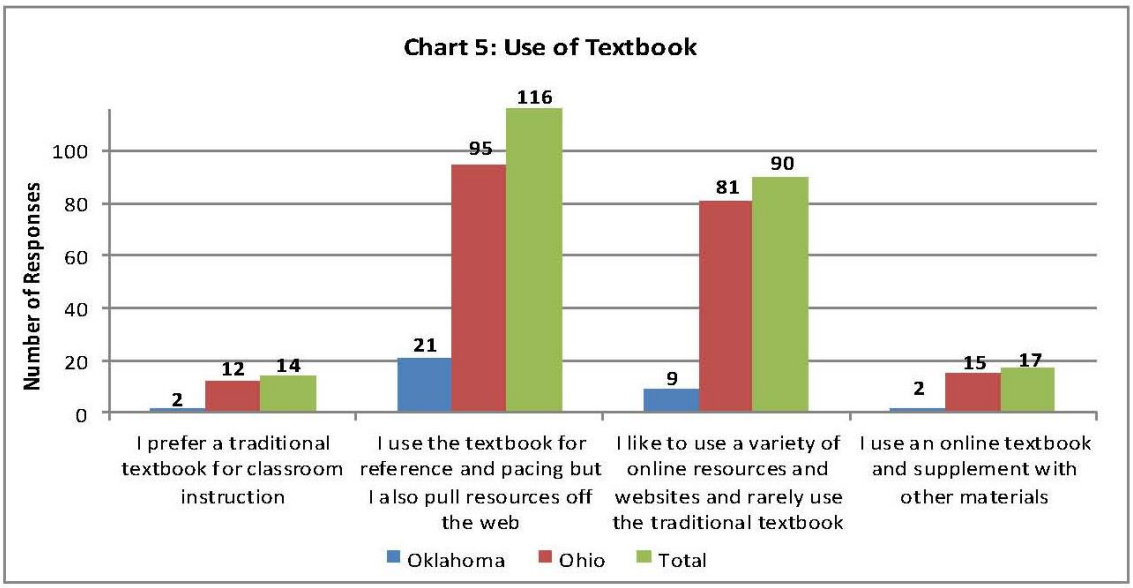
6. I enjoy using the following types of resources in the classroom (select the top three):

Teachers were asked to rate the top three resources they use in the classroom. The results are presented in Chart 4. The top three resources for teachers in both states were video and audio (176), images of primary sources (171), and stories and readings (123).



7. Select the option that best applies to you.

Teachers were asked about their use of the textbook. The results are presented in Chart 5 on the next page. The majority of respondents from both states (116) *used the textbook for reference and pacing but they also pull resources off the web*, while only 14 respondents *preferred a traditional textbook for classroom instruction*.



8. Please tell us how you might use a curriculum that focuses on Native Americans in Ohio and Oklahoma. What would a model curriculum bring to your classroom that you do not already have?

Participants were asked to list how they would use a curriculum that focuses on Native Americans in Ohio and Oklahoma and what it would bring to their classrooms that that they did not already have. Tables 3 and 4 summarize the teachers' comments for this question. The actual comments of participants are listed under each of the categories below. It should be noted that many of the comments by participants included more than one key idea. Some comments were repeated more than once; those comments are listed once in the table below with the number of occurrences in parentheses following the comment.

Table 3: Using a Curriculum that Focuses on Native Americans - Oklahoma Responses

Resources/Materials (4)

- A combination of written resources, game formats, video and internet resources.
- Utilizing other texts such as "Bury my Heart at Wounded Knee" to give the Native perspective to teaching Native American History.
- Finishing the textbook material early because of state testing. I would have two months that I could teach Native American history. I could use Native American history to encourage and educate the students about our culture why we are here, how we got here, and the great things our ancestors have succeed with in their lives.
- I would use the model to compare current documents to, build from, rearrange, or select portions for implementation. The intent for implementing the curriculum is that districts, schools, and/or teachers will be able to easily craft unit and lesson plans by being attentive to the focus of Native Americans. In addition, the targeted student learning objectives that elucidate what students need to know and be able to incorporate in their learning about what has taken place within the Native American culture and what the future holds for our people.

Native American Experiences/Contributions (3)

- Help local students understand the hardships Native Americans faced and overcame to prosper in today's world.
- It would bring a better understanding of the experiences of Native Americans. If a curriculum was well thought out/presented, it'd be beneficial for my classroom. I am a Native American teacher, and I believe more resources are needed to be at my disposal to properly teach about Native Americans.
- Contributions to American history by Native Americans that may not be well-known. The impact of Native Americans with respect to current issues for our country and the world.

Tribes/Groups (3)

- Maybe a new way of connecting the tribes from the two states and how they relate. If coupled with the right resources, it could bring insight on how the two sites/tribes are connected.
- A comprehensive curriculum would include information about all tribes native to Oklahoma and their accurate history. It would include grade appropriate text for 3rd- 5th grade students with non-fiction reading resources.
- I would use the curriculum to design Native American cultures and tell my kids about the different types of American Indian groups in our area and other areas designated for Oklahoma and other areas as well. I really would like to design a module over the Eskimo's, and the Indian tribes from Arizona/New Mexico/Oklahoma/Texas/Kansas.

Table 3: Using a Curriculum that Focuses on Native Americans - Oklahoma Responses (*Continued*)

Point of View (2)

- Traditionally history has been told by the conquering people and there are many examples of American Indian history being incorrectly told or deliberately changed to fit the invaders own view. I would like to teach students about American Indians as told by the American Indians. However, this info is not always easy to obtain.
- I would like to have personal stories about Indian Removal and have the students write a letter to either the US government or a lost family member from the perspective of the Native American. Map that show the different tribes that are native to our state/ area and those that were forced to relocate. I would also like to have some type of craft that represents a local native tribe and a relocated tribe to show the differences in their culture. I currently do not have any formal curriculum focused on Native Americans in my classroom other than what is in our textbook, but I will credit that our textbook as more information about Native Americans than many other I have used or looked at.

Miscellaneous (4)

- As an added resource for Oklahoma history and United States history.
- I would like my teachers to integrate it into humanity classrooms as well as traditional history courses.
- The Geography of where Native Americans came from, to where they are located now. Their customs, dress, traditional food, etc. and how it has changed today and why. History of various Native American tribes with a timeline to show students they have always is in the Americas and how they progressed to this point. The battles they had to fight just to survive and why some tribes are non-extience today. I feel we need to teach students the old ways and difference between them from years past relating them to now also what will the predicted outcome for the future will be. Students need to know the History of all beings that walked and walk this world to make them realize a bond does exist between various races. It helps to open their knowledge base and to think critical and analyze various Native Americans lives.
- We have a very high percentage of Native American students attending our school and I teach all students grades 6-11. We discuss Native American movement and treatment all the way from colonial period, Jeffersonian period, Jacksonian (Trail of Tears) and Plains removals and relocations, being last to be given citizenship in 1924, to what is happening today. Any good model curriculum would help build better foundations for discussions and critical thinking in our classroom.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses

More Resources/Primary Sources (20)

- More resources.
- We need a textbook that teaches the new standards.
- Primary sources and artifacts with opportunities for students to interact with Native Americans.
- Primary sources for ancient Native American societies (I only teach a limited number of lessons in my AP World class so my need for information is very narrow for the areas of Ohio and Oklahoma).
- It would bring resources and people to my classroom that I do not currently have access to.
- It would give me resources on contemporary issues and Native American communities today.
- It would provide a template I could adapt to my course and new ideas to incorporate into my classes.
- We have not purchased any new resources in history for about 10 years...many internet sites listed are out of date. Very little information about Native Americans in our history book, so many significant events are misunderstood.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

More Resources/Primary Sources (20) - Continued

- I would like to have a pre-made unit ....pre-tests, lessons, activities, projects, post-tests. That would be a very beneficial thing!
- I work with gifted students and am always looking for activities and materials that extend beyond what is being taught in the regular classroom.
- I work at the Ohio Resource Center (OSU) where we review and provide digital resources for educators. We need more resources highlighting the Native American perspective throughout American History.
- I teach 1st grade to homeless children. Many believe all the Indians have died away long ago with the pilgrims. I would love hands on real life people and materials that bring Native American life, past and present, to life. I am bored and disappointed in the typical feather headband and pony bead necklace making activities I am supposed to present.
- I teach at the university level. Additional materials on Ohio and Oklahoma history will help me to teach U.S. history and Native American history courses more effectively. Short articles and primary sources would be a help.
- I'd tie it into the existing curriculum and use any supplemental materials.
- As a kindergarten teacher, I would like more resources for early childhood/elementary education.
- I am not sure because we have no resources available to us now.
- I am responding to this survey as a district superintendent and not as a teacher. Our history teachers may have another view. I do believe that additional resources and partnerships related to Native Americans are very important as a part of understanding our nation's history and understanding how we shape our future.
- This may sound a bit demanding, but the best things we used to have access to were the trunks from the Ohio Historical Society that could be shipped to the school. They included recreated artifacts, lesson plans, images, videos and such. Same with online resources, the best are completed packaged like those found on the Library of Congress American Memory site (Point of Entry being the one I use the most).
- This curriculum might dovetail nicely with literature groups that center around Blue Jacket and Second Bend in the River (Tecumseh). Our essential question is "How does where you live affect how you live?" So it would be helpful to see shelters, ceremonies, transportation from various regions of the U.S. I don't have too many primary sources.
- I would love primary sources and activities that would bring the history of our local Native Americans into my student's lives.

Grade/Content Relevancy (19)

- We have a major unit that focuses on how Indians were impacted as the US expanded west and how this also affected their civil rights.
- I would want the students to understand the struggles and the innovative thinking that went on with the Native Americans. I would like more information on the mound builders.
- In third grade we study local Native Americans, like the mound builders. I would love an atlatl for my room to demonstrate hunting. I have artifacts from the Ohio Historical Society such as the Adena man and others. These are wonderful to bring this era alive for the students. I would like a History Alive model to teach Native Americans. That would be great.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

Grade/Content Relevancy (19) - Continued

- When we discuss effigy mounds in Ohio History, I have each student create their own effigy mound out of whatever material they choose. They then bury 6 "artifacts" that represent them in the mound. We switch mounds with the other class and each student digs up the artifacts, takes notes, sketches the artifacts and finally writes a report on what they have learned about the culture that created the effigy mound.
- I would use this curriculum in conjunction with western expansion and the role they played in this.
- In covering the westward expansion it would add to my material. We cover Sand Creek Massacre, Custer's Last Stand and if I had more info I would be willing to add things in.
- Ohio Studies texts are all about westward expansion and growth of the state under white settlers. The native tribes are represented as an obstacle to these goals. There is gratuitous mention of their leaders and lifestyle, but once they are gone, they're gone! The Native Americans disappear from the map and from the retelling of history. This is where my own resources become the text and where we could use some help. I'd use the curriculum to teach point of view and the use of primary evidence in research.
- Specifically I teach the Trail of Tears, Indian difficulties in the Northwest Territories, Indian issues during westward expansion, would teach more if I had more
- Indian removal, i.e. Oklahoma is a large part of our Indian removal policy. Students need to be aware - Ohio, the old Northwest is an integral part of westward expansion, War of 1812, etc. and needs to be taught from different perspectives.
- I would certainly use it in teaching about the Indian Removal Act 1830. Also the reservation system and changes to it, like the Dawes Severalty act.
- Most of my resources are depressing. They mostly focus on the destruction of the American Indian culture. I wish I had access to resources that examined the success of the culture in spite of removal.
- Although I feel the teaching of Native American history/removal, Ohio's curricular focus is not extensive in this area. 4th grade focus is cooperation and conflict between Native Americans and settlers. I see lessons of removal fitting here, but no time for in-depth analysis. 5th grade is cultural practices and products of Native peoples from 15 different regions in the Western Hemisphere.
- I would use it as a supplemental resource to broaden student knowledge of the early republic's westward expansion in the early 19th century. Likely use the Shawnee (moved from OH to MO and OK) as a sort of case study.
- I would like for the students to have enough resources at their grade level (primary grades) such that they could visualize what our local area was like when Native Americans were living here. I would like to be able to have more information about individual tribes so I wouldn't have to generalize about tribal regions so much. Currently, we teach about Eastern Woodland, SW Indians, Plains Indians, etc.
- I work with 5th graders who now focus on early peoples in SS and wonder if this content would be more appropriate for 4th grade's focus on Ohio History (if they still do).
- I currently do not use much in the way of Native Americans in Ohio. I tend to focus on the early history of Native peoples, and then specific subjects like the Indian Removal Act and the Trail of Tears. I would appreciate any model unit that is flexible and adaptable to my classroom environment.
- I teach Ohio history in fourth grade and would use a Native American curriculum when talking about early Indians of the 1700's and the French and Indian War.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

Grade/Content Relevancy (19) - Continued

- Depends on the course - APUSH could use any Native American history. 10th grade U.S. would focus on 20th century Native American history.
- I would like more information about the removal experience (statehood era). This would help me to supplement the material in the traditional text, online text, and websites related to what happened to the tribes in the 1800's and how this impacted settlement, inter-mingling of Indian/European settlers, fill in the historic timeline of events, and provide further information for student research/discussion.

Content Standards (12)

- Hopefully resources that match the new revised content standards for Ohio - 4th grade.
- Due to my state's standards, I would need material related to the Natives in our area as well as material on the Indian Removal Act and the Trail of Tears.
- We teach about Native Americans through our United States History classes but because of the State Standards, it is more of a focus at the eighth grade level (We teach US History to 10th graders). Some of our teachers do take the time and review Native American history as a review from the 8th grade. What we could use is a better way and resources to infused Native Americans through-out US History not just at the start of the country becoming a nation.
- The content standards for 9th and 10th grade social studies in the state of Ohio only briefly include Native American history. I feel as though the eighth grade curriculum would have more benefit with this type of information.
- It would raise awareness of Indian cultures, but state standards make it increasingly difficult to teach content about Native Americans. A model curriculum would be difficult to implement with our current state standards (which shamefully seem to omit Native Americans in general).
- I would use it to teach the New Ohio Learning Standards for prehistoric and historic Indians, and for primary/secondary resources to create historical narratives.
- I would use the curriculum given if my grade level approved it. We would then add to it with what we currently have to teach the Ohio Revised Standards.
- I would have to make sure it follows the Ohio 5th grade Social Studies Academic Content Standards.
- I need assistance implementing the Common Core standards as they apply to Native American studies.
- A model curriculum would be beneficial as long as it was in line with the national standards for what the students need to know by the end of the tenth grade year. This model should build a foundation for that knowledge and by doing so at the state level; students should be able to better understand the material.
- I taught Ohio History for 12 years until it was moved to 4th grade in Ohio. It should be a high school level course but we teach it in the elementary because the younger kids can so better grasp concepts of freedom, democracy, discrimination... We do our young people a dis-service by not teaching them about local history. The new standards, Common Core, and state/federal government are doing more to dumb down education, and students, than anything this country has ever seen.
- A lot!! Right now in Ohio it's all about the OGT, which has no Native Americans objectives in it. I would use it in my honors U.S. History class which I spend about a week on, mostly because of lack of material and time.
- There doesn't seem to be much time with core requirements that typically ignore Indian history.
- I have very little time to devote to teaching Native American - Ohio specific information- in my classroom due to standards.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

Locally Related (11)

- More access to localized history to make the experience for students more relatable.
- I think that you need to focus on what is in the local Indian tribes and study their history with the assistance of local, state and national perspectives.
- I would use the curriculum to help implement Ohio Content Statement 3: Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.
- My students have heard of Sioux tribes and chiefs like Sitting Bull, and they know about Shawnee tribes and many have seen the "Tecumseh" play in Chillicothe, but probably take Ohio tribes for granted, and think they know all about them, which they don't.
- I might use a curriculum that focuses on Native Americans in Ohio during my unit on Ohio history, or as supplemental work. The model would definitely increase rigor.
- I currently do a project in which 8th graders research a region and create a poster describing life before and after contact with Europeans. I would like to be able to teach lessons with more local connections and a little more in depth.
- It would be awesome to have a model curriculum that focuses on Native Americans in Ohio and Oklahoma- especially because I focus on teaching the Trail of Tears. But I do find it to be very difficult to find resources- especially videos teaching the Trail of Tears. I would use a curriculum that focus on Native Americans in Ohio and Oklahoma during my unit on Andrew Jackson.
- I would like to use a curriculum that focuses on Native Americans in Ohio so that students could make more meaningful connections to the material. This model curriculum would allow me to go into greater depth with students. Another benefit is that I would learn more material to better instruct.
- Having something that is relative to their geographical location can help students better understand the content. By focusing on Native Americans from my state students will be able to build a better foundation of knowledge on the subject because less time will be spent on locations, geographical facets, and even timeline, due to their prior knowledge of the state.
- It would be wonderful to have a list of resources, both scholarly and for student use that focuses on Native American history in the local sense...what I mean is-too much focus is paid to Native American experiences on the macro level with little to know attention on the local/micro level. This relegates Native Americans; it seems to me, to only one space/role to occupy in social studies classes-that is "what once was". I would love to have stories that directly connect to the local. Making the Native American experience one that has continued, not something that ended in the 1800's is very important to me. I am not sure it is important to those that wrote Ohio's Learning Standards for 8th graders. In Ohio there are only two standards for 8th graders (eighth graders take American History 1492-1877) that address Native Americans. Both of these focus on what once was, making the Native American experience something that rests in the past but does not connect to the present. I would caution folks putting together opportunities to do something more with the role Native American studies might play in Ohio to not pigeon hole this work into the elementary level. If there is anything else I can do let me know. D. Goss Chardon Middle School 8th Grade American History Social Studies Dept. Chair dwight.goss@chardonschools.org.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

Locally Related (11) - Continued

- Possibly more information about the local history of Native Americans in our community and the interaction between the Native Americans and the settlers that moved in, how the government forced the Native Americans off their land that their ancestors had previously occupied, how it affected those Native Americans, and what their descendants are doing today. How did they adapt after the Indian Removal Act forced them to the West, did they learn to assimilate and fit into the white man's culture, how do they make a living today, and in what ways are they keeping their heritage alive. While I believe that having expert Native Americans in the classroom to talk about their history and culture is a great oral history, I would like these experts to be able to validate and authenticate what they present to the class. The reason I say this is that sometimes information, especially from minority groups, at times tend to be biased. I also believe that the Native Americans from an overall perspective got a raw deal from our government, however, there were atrocities committed by both sides and nothing can alter the events that have occurred. Our nation's growth depended largely on forcing the Native Americans from their hunting grounds and homelands which unfortunately almost led to the extinction of the Native American culture. This is truly one of greatest tragedies in America's history.

Culture/Heritage (9)

- Greater understanding of culture and diversity.
- Cultural traits, words, and impact.
- We need to teach our students how Native Americans used resources in their areas to meet their basic needs and develop cultural characteristics.
- I would utilize this curriculum in a variety of ways especially diversity. This curriculum would bring a deeper perspective in American History and I also could use it in American Government (treaties, legislation, and presidential treatment).
- A model curriculum would blend the understanding of the culture and history with literary studies, both historical and contemporary.
- It would bring a chance to learn about another culture. I would like a curriculum that was interactive and involves role playing and immersion into the Native American culture.
- It appears to me that as our curriculum is changing less and less focus is on Native Americans. We need to study these cultural groups. Our students need to know about past Native Americans that lived in our area and the Trail of Tears etc.: I am not proud of some of the things that happened but they need to know the truth and teachers need to be teaching it. I am probably one of the few teachers that include local history in my class. I also use genuine artifacts, not copies, and my students are very interested in Ohio History. I have quite an investment in some of my artifacts and my students love to see them and get their hands on some of the not so expensive ones! I know that technology is important but History is sure getting squeezed out of the curriculum.
- As a visual art specialist, I would utilize a curriculum that honors and promotes positive cultural heritage and traditions. I would love to see a curriculum that presents chronological historical overviews, timelines that correlate alignment accurate information and facts. Historical information that is conceptual and awakens the minds of readers. Factual information that does not illustrate stereo typical viewpoints or misconceptions of indigenous people. There is a need to focus upon the uncharted lines of history such as the inter-marriage of Cherokee Indians and African-Americans. This happens to be my own personal heritage. As my grandmother's name is listed on the Baker list in North Carolina.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

Culture/Heritage (9) - Continued

- At this point, I have resources that communicate the meta-narrative of Native American removal and mistreatment, but have little real knowledge of the lifestyles, habits, and treatment of the Native American tribes from the western Ohio region (their home area). Anything that increases their knowledge of our local tribes would be great!

More Focus/Structure (9)

- There needs to be more emphasis on the subject. I know many teachers that teach US History and Native Americans are skimmed over or not taught at all.
- We don't really teach about Native Americans in high school, so it would be helpful to have something to reference so students will at least be aware of Native American contributions. In other states where I lived, there was always emphasis on specific tribes that lived there. In Ohio I never hear about any tribes.
- More curriculum resources would help me better frame the Native American experience in U.S. history; would help me add depth and texture to the Native American perspective.
- Model curriculum would provide organization and focus instead of hodge-podge of info.
- A model curriculum would provide a more focused base for instructing students.
- It would bring a greater understanding of Native American history by providing a different perspective than students are used to.
- Ohio has a curriculum that touches too lightly on Native Americans from Ohio. A model curriculum would help fill that gap.
- A model would bring structure and make it easier to assess and implement.
- Coherent curriculum would be nice, instead of pulling from many different sources.

Current/Accurate Information (8)

- Current, accurate knowledge about Native American Indians.
- More information and a better understanding of Native Americans in Ohio.
- Ohio's Native Americans are underrepresented in the text. In order to present information to elementary students I need to reword info found on the web. I've had students create podcasts on Ohio's Native Americans, but it was a challenge due to age-appropriate resources.
- Most of the resources are very dated and do not have the new things that we have learned from research about Native Americans. They are also often filled with biases that while not intended, they are really not appropriate. I had an archeologist come to class that just studied Native Americans and he was so much better at telling the stories of how people really lived and he had evidence!
- Mostly help with modern Native Americans. I know of no local sources. Primary sources would be great also.
- One of my standards is to tell about life for the Historic Native Americans today. There is one paragraph in our books about it. I would like to be able to accurately share information with my students about what life is like today for them.
- An understanding that Native Americans are modern people and not stereotypical figures wearing headdresses and living in teepees.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

Current/Accurate Information (8) - Continued

- It would bring me more current and relevant teaching styles to what the Content standards need to have. I am using a book that is falling apart and has nothing but worksheet after worksheet in it. It is very hard to try and teach this topic with no support from anyone. Our curriculum director is no help and is only focusing on reading. I get 30 minutes to teach Social Studies and that is it. I feel like this is why kids hate Social Studies because all we do is read a book and fill out a worksheet. I try to bring up pictures and do visual models to discuss but they are hard to find and are not always relevant to the topic we are discussing.

Integrate Other Subjects/Existing Curriculum (7)

- Our curriculum has little in it about Native Americans so anything would be an improvement. I teach Reading/Language Arts so I could use resources in poetry, civics, parallel Native American history with US history, etc.
- It would be useful to have curriculum like this to either base an entire elective history course on, or to be able to incorporate units of Native American history into our existing curriculum.
- I would like to include it in my regular curriculum as a unit for US history.
- I would use the curriculum to focus student attention upon specific case studies within the broader context of U.S. History.
- I teach art, and base lessons on art and artists that capture the experience of Native Americans: portraits by Joseph Henry Sharp, sculptures featuring Native Americans like the Portage Path Trail markers in Akron, or the Battle of Fallen Timbers Monument, etc. I would look for information that talks specifically about NAs that lived in my students' region, and what happened to them after the battle of Fallen Timbers, and the Treaty of Greenville.
- We spend time each year talking about the Holocaust and studying it through the eyes of survivors. It is also important that students realize what genocide is. We never look at Native American genocide nor do we talk about what our government did to wipe out the indigenous people of North America. It would be good if we could talk about this more openly and teach students that our indigenous peoples have contributed a lot to shaping our nation's history of making bad decisions about how to "relocate" or "help" those in need of assistance. My students are always surprised to find out that there are great Native American thinkers, artists, and speakers. We still tell their story in the light of attempting to gloss over the fact that there was a rich and varied culture throughout North America before the White man arrived. More time needs to be spent addressing this in the same light we speak about other genocide.
- A model curriculum I would like to use would incorporate Science with the Social Studies. There is a Great Explorations in Math and Science guide that is called Investigating Artifacts. In this Science guide the students learn the strategy used when completing an archeological dig. It would be cool to use model artifacts as some of the items the scholars would locate in their mock dig site. Then the scholars could begin to piece together a narrative from the artifacts depicting what life was like way back when for Native Americans. I would want a model curriculum that integrates all the content areas. In reading we learn cause and effect. So I would want questions where the scholars compare and contrast and then also site the evidence for the causes and effects for what has happened in history to the Native people.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

Background Knowledge/More Specific (6)

- More specific features to individual groups. Hopefully, a further understanding on diversity.
- Our history text is limited in offering detailed information to help us connect with Native American history in our area although we know it was an important part of our past. We rely on internet resources and local tourist sites such as Mound City to supplement our instruction. We would like our students to have a more personal understanding of the past that developed our present.
- What specific tribes are native to these areas? How many are still there? How many were forced to move there as part of the Trail of Tears?
- I would like to highlight a before and after snapshot of what their lives were like. What life was like for them when they were able to live with outside interference, how they lived while their lives were being interfered with and how their lives change as they were forced out or "relocated."
- I think a model curriculum would allow me to expand the content in my classroom and give students more in-depth instruction on the specifics and impact of Native American culture.
- A model curriculum would hopefully provide contextualization for the larger history of the time period while maintaining the importance of the specific Indian tribe that is focused on in the lessons. I would use the curriculum to supplement more information about the formation of the system of government in this country and how that directly and indirectly effected the population of Native Americans in positive and negative ways. This will bring a larger group of individual stories to the students and will allow them multiple perspectives on the same issue from the different individuals.

Personal Experiences/Point of View (6)

- Personal experiences and pictures to bring to life the story of the Trail of Tears and other issues that Native Americans have faced.
- Point of view.
- The ability to show history through the lens of the oppressor.
- A model curriculum would bring more resources from a different context, especially actual Native Americans; I do not have resources from their point of view.
- A model curriculum on Native American history from Ohio would help me show students that history has many variations from the point of view of various individuals and groups.
- To supplement the current curriculum. Especially to teach the Native American point of view of what happened in history. Unfortunately there are few to no questions on the OGTs and end of course exams about Native Americans and up to 50% of a teacher's evaluation depends on how the students score on the OGT and end of course exams. If the OGTs and end of course exams had questions about Ohio or any Native Americans all Ohio teachers would include Native Americans in their courses.

More Hands-On (4)

- It would be great to have more activities to use.
- Hands on materials.
- We have unit studies to be both intriguing for the children, but also the adults involved. By focusing all aspects of school through a certain topic, there is much greater retention and interest. We would use a curriculum that focuses on Native Americans in Ohio to have a better understanding of the life experience of those individuals living during that periods and where their families are today. I would incorporate field trips and hands on experiences. Having a prepared curriculum on the subject matter, would save a lot of preparation time. Thank you for your willingness to explore this avenue.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

More Hands-On (4) - Continued

- My wish is to use movies/videos, hand-on activities, PowerPoint presentations, and storytelling to teach my students about Native American cultures...especially in the Lima, Ohio area. I teach in a Juvenile Detention Center. I teach grades 7 (sometimes as low as 6) through 12, often in one class or group of students. As such, I often have to Ping-Pong with lessons for the different grade levels in a single class. It would be nice to utilize a hands-on curriculum, but I have to look at safety and security before I allow any students to handle any objects (could this object be used as a weapon, etc.?). My students love watching movies, and enjoy documentaries about specific people, places, or things. They tolerate PowerPoint presentations, but they don't appreciate taking notes on any of the information. My classroom is 1/4 of a gym, shared with another teacher, with only a portable partition between us. This precludes my love of storytelling and hands-on activities, as the students get too loud and disturb the other class.

Government Policies/Current Events (4)

- I would use this curriculum when discussing policies.
- I would use a focus on Native Americans in Ohio as they relate to government policies and the issues of sovereignty in the area of Government.
- I would use it to enhance the understanding of our region-culture, history, political influence. I would incorporate it into current events/legislation that affects Native American groups in my region (and US as a whole since I currently teach American Government).
- I would use curriculum materials that focus on Native Americans as part of a unit that looks at minority groups in the state and nation.

Miscellaneous (7)

- I'm teaching this right now in my classroom. I just spent several hours researching and trying to provide a timeline that the students could understand. They are confused with Columbus' arrival to the New World, the Mayflower/Pilgrims, Jamestown and where the prehistory Native Americans fit in with the 5 Ohio tribes and so on. American Revolution. I have several nice children's books that I was able to purchase for our school, with money from the THINK History grant. They thoroughly enjoyed the interviews of the Native Americans on the DVDs I have. I know that they would love to get more involved. Some have visited the Pow Wow that is held at our City Park. A model curriculum would provide me with a sequenced presentation of the material without the time spent in trying to piece it all together myself.
- I teach very little on Native Americans as there is little in the curriculum on Native history or culture. If I taught an Ohio history class however, I would think a model curriculum for a unit on native history and culture in Ohio would be very helpful as there isn't much in the traditional the text books.
- I am very interested in what you are trying to accomplish, but I ask you to understand that history is, shamefully, not a priority in today's education system. Hence, your first hurtle will helping us find the time to teach history cannot overstate this. I think a model curriculum would tie things together. It would tell me what I don't know that I don't know.
- I can use it in the classroom when discussing Western movement in the late 19th century. Also focus on their contribution during the World Wars and Civil Rights Movement.
- The majority of what I teach is from reconstruction through present day, so the Native American impact from Ohio is far less in that period that in earlier periods, so I do not have a lot of opportunities to include native Americans into my lessons, though I do discuss their impact in wars, as code talkers.

Table 4: Using a Curriculum that Focuses on Native Americans - Ohio Responses (*Continued*)

Miscellaneous (7) - Continued
• I teach in New York State, but would find materials on Natives in OH and OK to be useful as I teach Native American history.
• I teach in Brooklyn, New York but I could use information about Native Americans in the West. Oklahoma is a key location for understanding the relationship between the US government and Native Americans. Ohio is important for understanding land disputes. A model curriculum would help lead to a better understanding of these two major important issues.

Appendix B: Rubric

Rubric for Judging the Quality of the Sparks Model Curriculum

Criteria	1	2	3
Is based on current historical knowledge	No connection to existing research.	Some connection to existing research.	Strong connection to existing research.
Addresses current standards	No connection to existing standards.	Addresses at least one social studies standard.	Addresses social studies standards and standards in at least one other content area.
Content is adaptable to multiple audiences	Curriculum can only be used for a specific grade.	Curriculum can be adapted across grades.	Curriculum can be adapted across grades and outside of school settings.
Stereotypes are recognized, addressed, and understood	Stereotypes are reinforced.	Content provides information in a manner that could be considered stereotypical.	Curriculum addresses thoroughly the stereotypes
Curriculum is well organized	Curriculum is not well organized	Some aspects of the curriculum are organized and easy to use, but not all.	Curriculum is organized and easy to use.
Vocabulary	Vocabulary used in the curriculum is not appropriate for the intended audience.	Some vocabulary used in the curriculum is not appropriate for the intended audience.	Vocabulary used throughout the curriculum is appropriate for the intended audience.
Easy to access	Only accessible in one medium	Accessible through 2 media	Multiple places to access
Reflects current policy/regulation	Does not address current policy/regulation	Meets some aspects, but not all aspects of current policy/ regulation	Meets all aspects of current policy/regulation
Connection to states and local communities	No, to little, connection to states and local communities.	Some, sporadic connections to states and local communities made throughout curriculum.	Connections to states and local communities consistently made throughout curriculum.

Implementing the Rubric

To determine the quality of the curriculum developed, SPARCS teachers identified the constructs on the left hand column of the rubric as important components of quality. More detail on how those constructs would be evaluated is provided below. For each construct, different groups of expertise are needed. This includes tribal elders; content experts from universities, historical centers, etc.; teachers from the grade level(s) the curriculum is designed for, state Department of Education personnel; and others with specific knowledge of the topic. Feedback can be gathered through an interview process or a structured worksheet.

Is based on current historical knowledge. The curriculum should be reviewed by at least three individuals with extensive knowledge of this content area to determine the degree of historical accuracy.

Addresses current standards. Someone from the Ohio and Oklahoma Departments of Education should review the curriculum to make sure the curriculum is aligned to current state standards.

Content is adaptable to multiple audiences. To make sure the curriculum meets the needs of the varied targeted audiences, the curriculum should be reviewed by teachers of Native American students, low income students, gifted students, students with disabilities, and other potentially impacted subgroups.

Stereotypes are recognized, addressed, and understood. Personnel knowledgeable of the impacted cultures should review for negative or positive stereotypes in the curriculum.

Curriculum is well organized. The curriculum should be reviewed by teachers likely to use the curriculum, with instructions to locate materials and resources throughout the curriculum.

Vocabulary. Teachers review of the curriculum, as well as computer software to determine grade level of text.

Easy to access. What format(s) is the curriculum available in? Electronic, physical textbook, accompanying materials and resources (primary sources), graphic novels, etc.

Reflects current policy/regulation. We need to spell out specific policies or regulations impacting the curriculum. Then have experts, likely someone from the Ohio and Oklahoma Departments of Education should review the curriculum to make sure the curriculum meets current policy/regulations.

Connection to states and local communities. Tribal elders, OHC staff not directly involved with the project, and other local experts review the curriculum to determine how well it is connected to state and local communities.

Appendix C: List of Resources

American Indian Classroom Activities Webinar and PowerPoint (see google drive): This PowerPoint corresponds to a webinar and describes ways to incorporate American Indian history and experience into the classroom. Watch the webinar here: http://creativelearningfactory.adobeconnect.com/p5h4o1t3d23/

Telling Our Story: A Living History of the Myaamia - http://teachmyaamiahistory.org/ This is a curriculum resource built by OHC in collaboration with the Myaamia Center - http://myaamiacenter.org/ and used as a model for future curriculum design.

Defining Historic Indians of Ohio (google drive): This is a brief reading from the Ohio as America 4th grade e-textbook published by Ohio History Connection meant to give a quick overview of some of the major tribes that were living in the Ohio territory prior to statehood up until 1830.

World the Shawnees Made Steve Warren (google drive): This PowerPoint corresponds to a presentation Steve Warren gave at the 2013 Native Americans in the Midwest Bridging Cultures at Community Colleges Conference. View the recording of his talk here: http://youtu.be/xT9fZryIZic

Glenna1 and Glenna2 (google drive): Glenna1 is an interview with Chief Wallace in which she discusses her experience visiting Ohio. Glenna2 is a video of Chief Wallace discussing the tradition of Powwow.

Native Americans in the Midwest: Bridging Cultures at Community Colleges - http://www.bccc-nam.org/: This is the project website for this NEH grant containing conference recordings, readings, archival materials about Ohio River Valley tribes including the Eastern Shawnee.

The World the Shawnees Made by Steve Warren, published 2014-Examines Shawnee migrations from 1400-1795 and how those migrations helped to define them as a people. Copies were made available to the participating teachers.

Shawnees and Their Neighbors by Steve Warren, published 2009-Traces the transformation in Shawnee sociopolitical organization over seventy years as it changed from village-centric, multi-tribe kin groups to an institutionalized national government. Copies were made available to the participating teachers.

Appendix D: Sample Lesson Plans

SPARKS! Lesson Plan | Shawnee Close Reading | HS US History

Ohio Academic Content Standards	Ohio's New Learning Standards: Social Studies HS, American History, HTS 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. HS, American History, HTS 3. Historians develop theses and use evidence to support or refute positions. HS, American History, HTS 4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
Objective	Students will be able to describe some cultural patterns of the Shawnee Indians.
Materials	2pager How To 2pager Wikipedia Article 2pager Eastern Shawnee Colbert Nation, Wikiality - http://thecolbertreport.cc.com/videos/z1aahs/the-word---wikiality Computers Iphones and recording equipment
Bell ringer	Ask students to describe Wikipedia. Is it a reliable source? Why or why not? What parts of it are useful? Show student the Colbert Nation clip Wikiality and ask them to explain why it might be important to read all documents closely.
Instructional Strategies	1. Lead students through a close reading of 2pager Eastern Shawnee from Wikipedia (2pager How To). 2. Class will discuss the 2pager. 3. Students will choose a 'current issue' from the list on the 2pager that you would like to research. The students will then be grouped according to the issue they chose. 1)The Native American Graves Protection and Repatriation Act (NAGPRA) 2) Non-Official/ Recognized Tribes in Ohio and elsewhere 3) Loss of a lot of History and Culture. 4) History and Culture not taught in school curriculums 5) Tar Creek Environmental Disaster 6) Native American stereotypes in American culture and media 4. Student group will research the issue facing the Easter Shawnee and brainstorm ideas for helping alleviate the issue or to bring attention to it. (Proposed legislation, Youtube video, Letters to lawmakers, Letters to decision-makers, Community event, School program, etc) 5. Student group will then submit a proposal of their solution. 6. Student group will discuss their proposal with teacher. Once approved, the students will take action on their proposal/solution.
Assessment	Students will complete their proposal and present it to the class.

2pager How To

Have the students **'read actively'** at least three times. That means that they read with a pen, pencil, or highlighter in hand. They underline, star, or mark anything that stands out. They circle any word that they do not know and write the definition in the margin. They should also take notes in the margin on their second time through (ask questions, dig deeper, draw pictures, etc...). This should be done every time they read.

While you want to stress that there are no 'rules' to how they mark their readings, let them understand that sometimes you may guide their notes and highlighting.

Add the following to make more interesting:

- Number the paragraphs. Have the students **summarize** the sections on their own after they actively read it. You may also 'chunk multiple paragraphs. This makes readings seem more manageable and creates for easier discussion.
- Put the students into groups of 2. After the passage is actively read, have the students put together the best summary for the first section. Give them about 3 minutes and then pick 3-4 groups to send up to the board and write down their 1-2 sentence summary. The class will vote on the best and discuss why it is best. Repeat.
- **Fact Throw**. Have the students actively read a section quietly. Give them a set amount of time- approx 5 minutes. Have them underline either all the facts that they find, or give them certain criteria. Then, as a class, call on students and ask them to repeat a fact from the section they just read. Let everyone know that they are going to be called on at least once. If they are not called on for this section, let them know they will be called in the next.
- **Term Throw**. Have students read a section and define all of the words they do not know. More time for this one. Use method above. If you know the major terms of the text, you will understand the main ideas of the reading.
- Create **questions** to the 2pager that are 'tied' to the reading. That is, they need to find the answers in the passage. Then add extensions to the questions that allow them to analyze or explain them- use higher level thinking skills.

2pager Eastern Shawnee
From wikipedia

The Eastern Shawnee Tribe of Oklahoma is one of three federally recognized Shawnee tribes. They are located in Oklahoma and Missouri. The tribe holds an annual powwow every September at their tribal complex.

Government
The headquarters of the Eastern Shawnee Tribe are Wyandotte, Oklahoma, and their tribal jurisdictional area is in Ottawa County, Oklahoma. Currently, there are 2,801 enrolled tribal members, with 904 of them living within the state of Oklahoma. Glenna J. Wallace is the elected chief, currently serving a four-year term. The Eastern Shawnee Tribe issues its own tribal vehicle tags. Membership to the tribe is based on lineal descent, that is, the tribe has no minimum blood quantum requirements.

Economic development
The Eastern Shawnee operate their own housing authority as well as the People's Bank of Seneca, Missouri; the Eastern Shawnee Print Shop; Red Stone Construction Company; Four Feathers Recycling; Longhouse Management, as well as two casinos, a bingo hall, a gas station, a truck stop, and an off-track wagering facility. Their annual economic impact is estimated by the Oklahoma Indian Affairs Commissions to be $164,000,000.[1]

History
The Eastern Shawnee Tribe of Oklahoma is an Eastern Woodland tribe, who were once nomadic. They originally came from Ohio, Virginia, West Virginia, Western Maryland, Kentucky, and Pennsylvania. In the late 18th century, European-American encroachment crowded Shawnee lands in the East, and one band migrated to Missouri — eventually becoming the Absentee Shawnee. Three reservations were granted to the Shawnee in Ohio by the 1817 Treaty of Fort Meigs: Wapakoneta, Lewistown, and Hog Creek.

After the Indian Removal Act of 1830 passed, another Shawnee band, who lived with Seneca allies near Lewiston, Ohio, relocated to Indian Territory in the July 1831. They would become the Eastern Shawnee Tribe. Another band, who would become the Shawnee Tribe, relocated to Kansas in August 1831.
The US federal government carved out a 60,000-acre (240 km^2) reservation for the United Nation of Senecas and Shawnees from Cherokee lands in 1832. A treaty was negotiated between the US and the Seneca and Shawnee in 1867, which made portions of their land available to other tribes and split the Seneca and Shawnee into separate tribes. The Eastern Shawnee organized as a federally recognized tribe under the 1936 Oklahoma Indian Welfare Act.

Flag
The tribe's flag displays their tribal seal on a red field, with the name of the tribe in black letters. The seal, resembling a warrior's shield, features a Florida panther. Besides exhibiting the qualities of ingenuity and fierceness, the panther represents Tecumseh, whose name means "panther" in Shawnee. A spear bisects the seal and below is a swan, which represents peace, harmony, and beauty. The four eagle feathers represent the four directions, but originally were five feathers, representing the five original clans of the Shawnee.

SPARKS! Lesson Plan | Identity | Grade 4 Social Studies

Oklahoma Academic Content Standards	Content Standard 2.1: Identify the major Native American groups and their ways of life in each region including traditional housing and economic activities, customs and storytelling, viewpoints on land usage and ownership, and their contributions to American culture and history.
Essential Question and Objective	What are some local resources to enrich the lives of students and their Native American Heritage? Students will know resources available for students to learn more about Native American Heritage. Students will be able to share the information obtained with their classmates.
Materials	• Eastern Shawnee website - http://www.estoo-nsn.gov/ • poster board • scissors • glue • colors/paints • magazines • Internet access • Books • Magazines
Bell ringer	Show students the Eastern Shawnee website and ask them to talk about the types of activities and information on the site. Ask students if they have ever attended any similar events and what they were like.
Instructional Strategies	1. Students will work in small groups to make a poster depicting information using specific local resources. Students will use their research into these sources to learn more about Native American Heritage. 2. Suggested resources would include-local museums, pow wows, tribal leaders, stomp dances and books. 3. Students will have to work in groups to create an oral presentation of their poster.
Assessment	Suggestions for Formative Assessment: *Poster boards 25% Content 25% Presentation 25% Oral Presentation 25% Group participation

SPARKS! Lesson Plan | What's In a Name? | Grade 5 Social Studies

Ohio Academic Content Standards	Ohio's New Learning Standards: Social Studies, October 2013 Grade 5 Content Statement 8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
Objective	Students will be able to describe some cultural patterns of the Shawnee Indians.
Materials	White Bead Ceremony by Sherrin Watkins. Illustrated by Kim Doner. (The Greyfeather Series) Council Oak Books, Tulsa, Oklahoma. 1994 • Multiple copies (1 per student group) Poster board • 1 sheet for each student group Markers
Bell ringer	Read the book aloud to the class.
Instructional Strategies	1. Modeling & Guided Practice: As a whole class, discuss the book. What is the importance of the naming ceremony? Why did it not happen when Mary was born? Why will it take place now? What can we learn about the Shawnee people from this story? 2. Independent Inquiry: Break the class into groups of 3-5 students. Give each group a copy of the book. Give them time to reread it together, and make a visual display of all the information they can gather regarding the Shawnee people from the book.
Assessment	Each group should share their poster with the class, discussing what information about the Shawnee people they learned from the book. Posters should then be displayed in the classroom.

SPARKS! Lesson Plan | We Are Not Alone | HS Modern World History

Ohio Academic Content Standards	Modern World History – Content Statement 9: • Industrialization had social, political, and economic effects on Western Europe and the World. Modern World History – Content Statement 11: • Imperialism involved land acquisition, extraction of raw materials, spread of Western values, and maintenance of political control.
Background Information	In this lesson, students will explore the experience of Native Americans of the Ohio Territory during the Age of Imperialism and the First Industrial Revolution in comparison with the experiences of other native populations around the world. Students will build on their knowledge of the Native American experience from 7th and 8th grade and look at topics within a global context. Students should already be familiar with the following topics: -Causes of the British Industrial Revolution. -Important inventions. -Causes of imperialism.
Materials	-Preferred textbook for background information. -The Economies of the British North American Colonies in 1763. www.sjsu.edu/faculty/watkins/colonies1763.htm -Computers/tablets/smartphones (whatever may be available to you and your students).
Bell ringer	Pose the following question to students and give them ample time to answer it individually: Why would a nation wish to colonize? Then discuss student responses. Do not judge responses, simply allow students to share their thoughts.
Instructional Strategies	3. Individual: Using an internet based device, have students examine the tables of colonial exports from 1763 from the SJSU website. Students should take notes on what exports they believe were the most important to the British. (If internet access is not available for each student, the teacher can always print out the tables from the website). 4. Discuss the importance of these exports in the scheme of the First Industrial Revolution. 5. Collaborative groups (no more than 4): Students will brainstorm reasons why American settlers would wish to break the Proclamation of 1763. 6. Prediction: What effect might the Industrial Revolution and the breaking of the Proclamation have on the following groups? Use the attached graphic organizer. a. The British government. b. American colonial merchants. c. Native tribes of the Ohio Territory.
	The Big Picture: In groups, compare and contrast the effects of the Industrial

	Revolution and Imperialism on the following groups using a Venn diagram (assign student group one of the following): a. Native Americans and Indians (from India) b. Native Americans and Africans c. Native Americans and the native populations of Central and South America.
Assessment	Discuss the findings of each group as a class.
Exit Slip	How did Imperialism and the Industrial Revolution impact native populations around the world?

SPARKS! Lesson Plan | Breaking Down Stereotypes | HS Sociology

National Council for the Social Studies Standards	Thematic Strand: Culture: • Apply an understanding of culture as an integrated whole that explains the functions and interpretations of language, literature, the arts, traditions, beliefs and values, and behavior patterns. • Demonstrate the value of cultural diversity, as well as cohesion, within and across groups. Thematic Strand: Global Connections • Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
Background Information	By this point, students should have built and understanding of the past Native American experience. This lesson aims to bring their knowledge base into the present. For many students, Native American tribes are the past, not the present. These native populations have not disappeared, but are doing amazing things!
Materials	• Tedx: Surviving Disappearance, Re-Imagining & Humanizing Native Peoples: Makita Wilbur http://tedxtalks.ted.com/video/Surviving-Disappearance-Re-Imag;search%3Atag%3A%22TEDxSeattle%22 • Library and internet research materials.
Bell Ringer	Pose the following question to students and allow them time to answer. Then discuss their responses as a group without judgment: What do you think of when think of American Indians?
Instructional Strategies	1. Discuss the historic stereotypes of Native Americans and their culture. Why do these stereotypes exist? 2. As students what they believe the present Native American experience is and allow students to discuss this topic in groups. Discuss these as a class and write them on the board. 3. View the Makita Wilbur Tedx Talk. Have students take notes and reactions about the stories and images that Ms. Wilbur displays. 4. Discuss student reactions. 5. Show students the Project 562 website. 6. Revisit the question, what is the present Native American experience? Have students thoughts changed? 7. Individually have students expand on their knowledge by choosing one of the following categories about modern Native Americans to research: literature, visual art, music, performance art. Student will develop a presentation that includes the pieces that they find and their reactions to it. How did researching these pieces change their attitudes toward Native Americans?
Assessment	Cultural Presentation – Allow students to create a presentation of their choosing: PowerPoint/Prezi, creating a website or blog, poster, etc. As with any research project, the presentation should include a works cited page or slide.