

Charting Paths: Co-Creating the Future of Education in Museums

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Embrace the present,
share the past and
transform the future.

**Spark
discovery of
Ohio stories**



OHIO
HISTORY
CONNECTION

Agenda for today

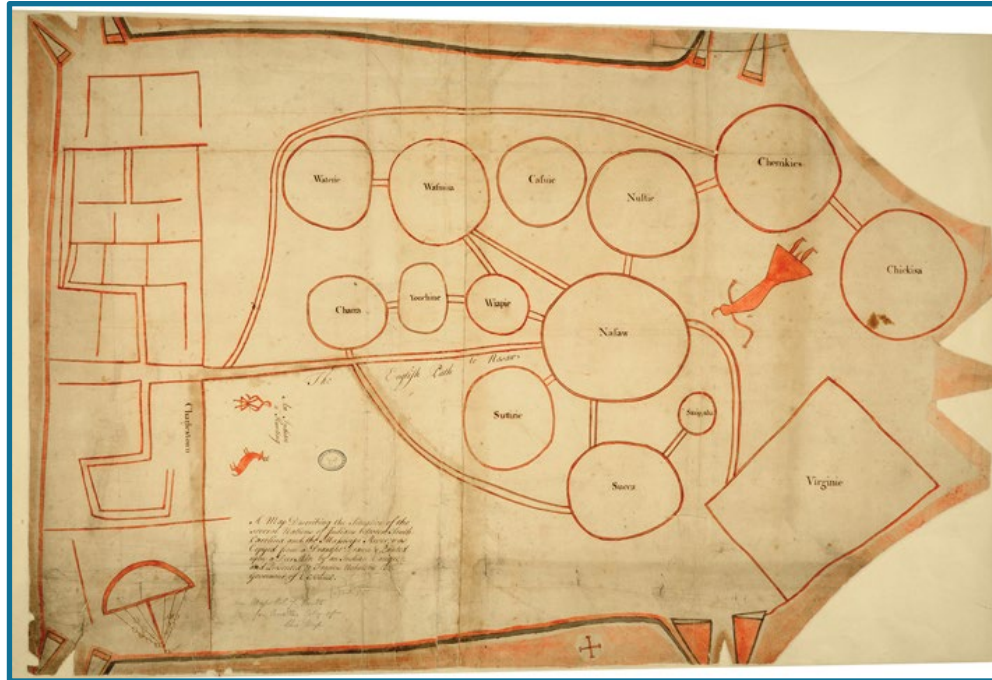
Learn about our work and how we engage with Native people and nations

Case study: the United Stories of America project of the Ohio History Connection

Pros and Cons of the Co-Creation process

Main takeaways

NATIVE MAP VS NON-NATIVE MAP



Catawba Deerskin Map of Charleston and the surrounding area, Library of Congress, 1721.



Map of Charleston, Library of Congress, 1711.

How does each map emphasize a group's values and goals?

TEACHING AMERICAN INDIAN HISTORY

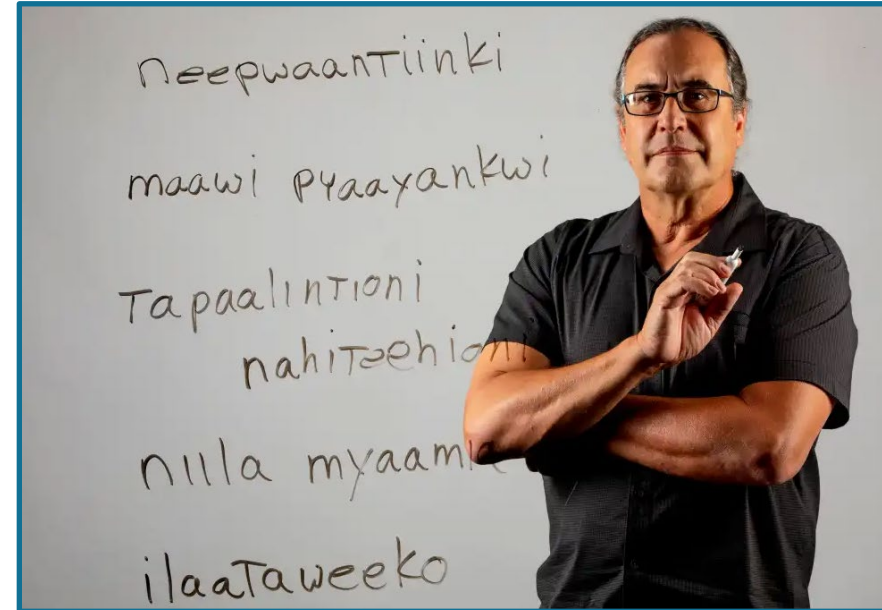
TRIBAL CONSIDERATIONS	EDUCATOR CONSIDERATIONS
<p>Tribal resources are stretched thin and often cannot accommodate individual teacher or outside organization's needs.</p>	<p>The easiest resources to find/access are often the worst/most biased towards American Indians.</p>
<p>Tribes are often more engaged within their own community than outside of their community – therefore, it can be difficult to establish and maintain relationships.</p>	<p>We want to teach each tribe's history without painting a broad brush – but with limited time, how can we?</p>
<p>American Indian history by outsiders has often been criticized by tribes as paternalistic, biased, and ethnocentric.</p>	<p>As educators, we must meet our state standards – but is “meeting” them enough?</p>
<p>Remember, tribes have their own agenda – does it align with yours?</p>	<p>Educational standards often don't align – or are even antithetical! – to American Indian tribal values.</p>

THE MODEL: COMMUNITY-ENGAGED SCHOLARSHIP

Definition: An active partnership between educators and a community as a way to generate and apply mutually beneficial and socially useful knowledge and practices.

CES emphasizes tangible goals that impact the community, reciprocal obligations, and finding a shared vision for each project.

Key Question: *What is the tangible benefit both the community and scholars take away?*



Daryl Baldwin of the Myaamia Center, working in collaboration to revitalize the language of the Miami Tribe of Oklahoma, Miami University.

THE MODEL: COMMUNITY-ENGAGED SCHOLARSHIP

Seven CES themes recognized by tribes:

- Storytelling
- History/memory
- Land
- Language
- Spirituality/philosophy
- Representation
- Sovereignty

Can include:

- Research
- Creative projects
- Education
- Outreach
- Publication
- Collaboration



Nampeyo, a Hopi pottery maker who studied ancient Hopi designs and helped revitalize Hopi pottery, Henry Peabody, 1900.

THE UNITED STORIES OF AMERICA PROJECT

- 8th grade digital curriculum
- ODE standards
- Consulting committee composed by staff from the School & Teacher Support Department at OHC and representatives or citizens from Federally-Recognized Tribes that have a connection with the land we now call Ohio.

UNITED
STORIES OF
AMERICA



THE UNITED STORIES OF AMERICA PROJECT

Chief Glenna J. Wallace, Chief of the Eastern Shawnee
Tribe of Oklahoma

Diane Hunter, former Tribal Historic Preservation Office
(THPO) for the Miami Tribe of Oklahoma

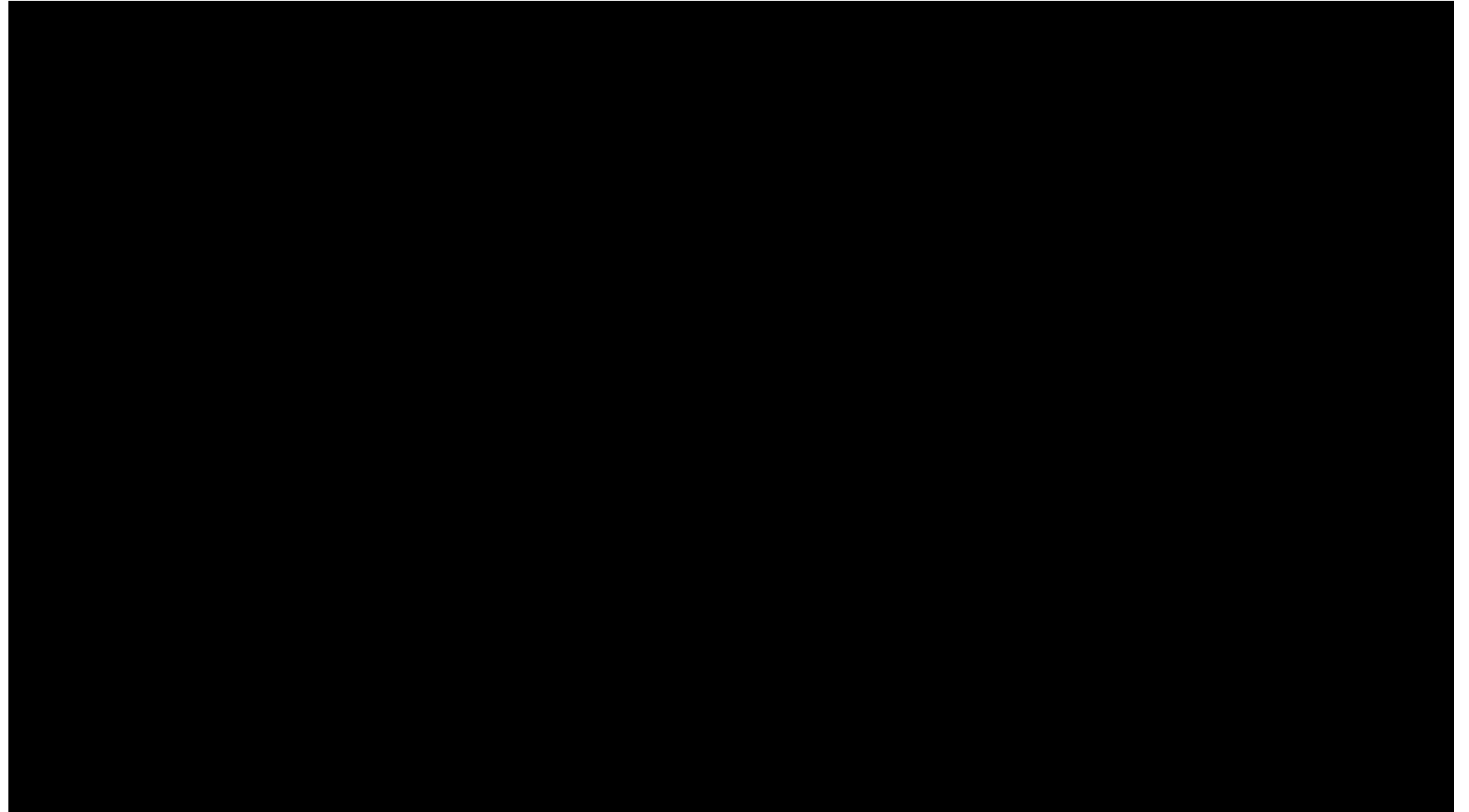
John N. Low, PhD, associate professor at OSU and
citizen of the Pokagon Band of Potawatomi Indians

Joshua Sutterfield, Cultural Education Director for the
Miami Tribe of Oklahoma

A word from Diane Hunter



https://bit.ly/OHC_DH



THE UNITED STORIES OF AMERICA PROJECT

Important elements:

- Time to develop these relationships
- The project must be mutually beneficial
- Mutual respect, honesty and transparency
- Consistency
- Compromise
- Meeting where they are





THE UNITED STORIES OF AMERICA PROJECT

Important elements:

- The day-to-day work is on us
- The work is not fully voluntary
- Remain flexible
- The work is ongoing, without a specific timeframe
- Name names... be specific about which Tribes' perspective you are presenting

PROS AND CONS OF CO- CREATION WORK

- Pros:
 - Authentic and relevant perspectives
 - Elevating stories that have either been ignored or completely misrepresented
 - Fun and creative process
 - Clout
- Cons:
 - It takes a lot of time
 - It does not include all voices
 - It's never fully done

LET'S LOOK AT MATERIALS

- We are providing you with some sample materials created under this framework. Let's take a look and discuss.



https://bit.ly/aipedagogy_ohc

American Indian Pedagogy Document

INTRODUCTION

This document was created by Ohio History Connection in consultation with representatives of several Tribal Nations as a professional development source for teachers, educators, administrators, and people interested in the pedagogy of American Indian history and culture. It is designed for K-12 teachers, aligned to the Ohio Social Studies standards, and serves as an introduction to American Indian history with an emphasis on the tribes that have called Ohio their homeland.

DEFINITIONS

- **American Indian:** A member of any of the Indigenous people of North America. It can also be used to refer to Indigenous people of Central and South America but especially refers to those who have lived in what is today the continental United States.
- **Native American:** A member of any of the Indigenous people of North, Central or South America. *Ohio History Connection* and its curricula use "Native American" to refer to Indigenous people from all three of these places. In everyday language, "Native American" and "American Indian" are interchangeable.
- **Indigenous:** Native to or originating from a particular place.
- **Tribal Nation:** A federally recognized self-governing American Indian tribe that includes sovereignty over a particular people and/or place. In the United States,
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people within these tribes carry citizenship as part of their tribe, as U.S. citizens, and as citizens within their state of residence. It can also refer to a social and political group composed of many families, clans, or generations that have a shared ancestry or language. Other words that are synonymous with "tribe" for some American Indian groups include "band," "nation," "pueblo," "village," or "community." Is synonymous with "tribe."

- **Tribal Sovereignty:** The concept that Tribal Nations have supreme power or authority to govern matters involving their tribal citizens and/or their land and property.

- **Treaty:** A treaty is an agreement between two sovereign nations. A treaty between the federal government and American Indian tribes sets out the duties and responsibilities that the federal government owes to a particular tribe, particularly regarding land boundaries, hunting and fishing rights, and guarantees of peace.

- **Ancestral Homeland:** The land where indigenous people's ancestors lived. Many tribes in the western U.S. still live on their ancestral homelands, but most tribes east of the Mississippi and some in the west were forcibly removed by the U.S. to land west of the Mississippi River.

- **Indian Reservation:** An area of land reserved for a tribe or tribes under treaty, executive order, federal statute, or other agreement with the United States. These lands are permanent tribal homelands, but the federal government holds title to the land in trust on behalf of the tribe.

**ONE OF
THE
PROJECT'S
VIDEOS**



MAIN TAKEAWAYS

Teaching Native American history is needed and important, and you cannot do it without getting their perspective.

The consultation work is hard but rewarding. It requires a lot of time, resources and open-mindedness.

It's a "all-in" mindset. It should not be done haphazardly.

Questions?

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