For All Time
Resources about America’s Native Peoples from SMAI

Patricia Louis
HLA 2018 Annual Conference
Honolulu, HI
Agenda

- Who am I?
- Problems with current resources about American Indians
- SMAI Resources - Native Knowledge 360°
  - Content
  - Purpose
  - Online Site
  - Examples
- Evaluation Resources
- Q & A
Who am I?

- Teaching and Librarian Background
- Additional Training
There is a lack of accurate and appropriate education about American Indians.
What is the missing piece?

Native narratives

Comprehensive histories and correct information
Why is this a problem?

Non-Native Students

- Deprived of America's whole history
- Can lead to lack of empathy to those who are different

Non-Native Students

- Cannot relate to education
- Do not see themselves in their own education
- Can hurt their self esteem and sense of community worth
- Negative impact on academic success
Native Knowledge 360°

Working together towards solutions.

Comprehensive perspective on Native American history, culture and contemporary lives.

Building an empathetic and better informed citizenry.
Native Knowledge 360°

NK360° is transformative education about American Indians.

- Essential Understandings
- New Materials for Teachers & Students
- Professional Development for Teachers
- National Advocacy & Partnerships
Native Knowledge 360°

Essential Understandings

Outlines key concepts about American Indian history, cultures, and contemporary lives that every student should know and understand.

http://nmai.si.edu/nk360/pdf/NMAI-Essential-Understandings.pdf
Native Knowledge 360°

New Materials for Teachers & Students
Native Knowledge 360°

Lessons & Resources

- Inquiry Lessons
- Teacher Guides
- Student Materials
- Video
- Posters
- Website
- Assessments

Food is More Than Just What You Eat

Think about the many connections between foods and cultures. Watch a short video, explore a map, and read an expert’s perspective about the relationships between foods and culture for Native people of the Pacific Northwest.

Essential Connections Between Food and Culture Essay

Native Nations of the Pacific Northwest Map

Foods and Cultures Video
Native Knowledge 360°

Modules

History & Culture
- Primary & Secondary Texts
- Native Perspectives
- Contemporary & Historic Images

Social Justice
- Museum Resources
- Interactive Digital Tools & Media
Native Knowledge 360°

Professional Development for Teachers

Provides trusted resources

Hands on, standards aligned and cross curricular

Wide range of relevant topics with Native voices

Complete and accurate curriculum about American Indians
Native Knowledge 360°

Teacher PD Opportunities

Teacher Institutes

Online courses, webinars, social media and demonstrations

Website Educator Page

Teacher Workshops & Newsletters
Native Knowledge 360°

National Advocacy & Partnerships

Improve teaching and learning about American Indians

Better educated public

Image from PXhere.com
New perspectives on Native American history, cultures, and contemporary lives
New perspectives on Native American history, cultures, and contemporary lives
Lessons & Resources

Explore featured educational resources, below, or search all educational resources using the search tool. Many of these resources are also available in print. Use the teaching materials order form to order print versions.

Featured

DIGITAL LESSON
Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter?
Discover how Native Nations of the Pacific Northwest protect and sustain salmon, water, and homelands.

DIGITAL LESSON
The Pacific Northwest Fish Wars: What Kinds of Actions Can Lead to Justice?
Learn about an important campaign to secure the treaty rights and sovereignty of Native Nations of the Pacific Northwest.

DIGITAL LESSON
Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?
Explore four case studies to learn more about the determinants that influence identity, culture, and land.

DIGITAL LESSON
Northern Plains Treaties: Is a Treaty Intended to Be Forever?
Explore the intentions, motivations, and outcomes of two treaties made between Native Nations of the Northern Plains and the United States: the 1851 Treaty and the 1868 Treaty.
### Book Evaluation Checklist

#### from Renee Gokey of SMAI

**Title:** Worksheet for Selecting Native American Children's Literature

- **Author:** Please use the American Indian Library Association's guidelines before using this criteria.

<table>
<thead>
<tr>
<th>Authority</th>
<th>Was the book written by a Native American author?</th>
<th>YES</th>
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<tbody>
<tr>
<td></td>
<td>Was it written in consultation with a Native American community?</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Does the author have in-depth expertise in the tribal community referenced in the book?</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Does the author cite consultants with expertise in the tribal community referenced in the book?</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Is the author’s work recommended by scholars and organizations with expertise in Native literature?</td>
<td>NO</td>
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<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Is the text historically and culturally accurate?</th>
<th>YES</th>
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<tbody>
<tr>
<td></td>
<td>Are the illustrations historically and culturally accurate?</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Are the references primary-source documents or from tribal community members?</td>
<td>NO</td>
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<tr>
<th>Tribally Specific</th>
<th>Is the book tribally specific and does it avoid generic terms such as &quot;The Native Americans&quot;?</th>
<th>YES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Does the book avoid stereotypes and generalizations in its language and illustrations?</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Are footnotes or interpretations of traditional stories that specify tribal origins included in the notes?</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Does the book contain notes and/or glossaries that verify or otherwise support the accuracy of tribal languages when used?</td>
<td>NO</td>
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<tr>
<th>Language</th>
<th>Is the dialogue realistic and free of Hollywood romanticism such as &quot;My Son&quot; or broken English such as &quot;Hey, go help&quot;?</th>
<th>YES</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>If the dialogue uses a word that is often misunderstood (such as &quot;squaw&quot;), are clear explanations of the word given in the notes or glossary?</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Does the dialogue misuse words such as &quot;pa-paw&quot; (the Narragansett word for &quot;baby&quot;) that cannot be universally applied across tribes?</td>
<td>NO</td>
</tr>
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<tr>
<th>&quot;We are still here&quot;</th>
<th>Does the book show continuity of culture, convey indigenous knowledge, values, spirituality, religion, and morals rooted in the past and connected to the present?</th>
<th>YES</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Does the book present accurate portrayals of contemporary life among American Indians in various geographical settings, on or near reservations, villages, and communities, and in urban or rural areas?</td>
<td>NO</td>
</tr>
</tbody>
</table>

*If you have more checkmarks in the "NO" boxes do not use the book in the classroom but consider using this worksheet as a tool with your students to develop their critical thinking skills instead.*
Other Resources

Online Resources

- Dr. Debbie Reese Blog - https://americanindiansinchildrensliterature.blogspot.com/
- American Indian Library Association - https://ailanet.org/resources/
Questions?

• Learn more about NK360° and the National Museum of the American Indian!

• NK360° Homepage: [http://nmai.si.edu/nk360](http://nmai.si.edu/nk360)
• Educator page: [http://nmai.si.edu/nk360/educators](http://nmai.si.edu/nk360/educators)

• Contact Information: louispat65@gmail.com