

## **Final Report** for the Western National Parks Association

"Ten Primary Source Documents Relating to the Lewis and Clark National Historic Trail History"

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### **ABSTRACT**

Thanks to funding from the Western National Parks Association, teachers and park interpreters across the country have new educational materials at their fingertips. This WNPA grant funded the selection and development of ten primary source documents (or groups of materials, in some cases) for a digital collection that was published online in open-access to anyone who can access the Internet. These documents have a special relevance for the history of the settlement of the West and its impact on the long established American Indian communities. Thus, they are especially relevant to the Lewis and Clark National Historic Trail, given that the expedition of 1804–1806 paved the way for vast westward migration. Interpreters at many parks will benefit from using these educational materials, given their broader relevance.

The ten primary sources have been published to the Honoring Tribal Legacies (HTL) website <<http://blogs.uoregon.edu/honoringtriballegacies/>>. HTL also hosts nine Teachings in open access, prepared for pre-K through community college classes, primarily by Native American Curriculum designers. The new collection, funded by the WNPA and added to the existing Teachings, together help address a deep need identified by the Native American Rights Fund (NARF). The NARF tracks advances in Indian Education across the U.S. and points to at least twenty-seven states in the nation that have laws requiring the Native American experience be taught in all schools. HTL seeks to meet their needs, along with the needs of park interpreters.

### **RESEARCH RESULTS & INTERPRETATION METHODS**

Themes: The creation of a digital collection of primary sources relating to the Lewis and Clark National Historic Trail in history involved the careful selection, contextualization, analysis, and publication of educational materials meant to benefit educators anywhere who might have access to the Internet. This digital collection addresses key themes of indigenous history, such as: the early encounters of differing cultures, the designs behind colonization, the removal of Native communities, the nature of treaties entered into in the process of settlement, the mission phenomenon in the West, the boarding school experience for Native American youth, the federal government's decision to "terminate" tribal recognition (and how that got turned around), the development of the "urban Indian" and the rise of a "pan-Indian movement" that cut across tribal affiliations, the legislation meant to protect the graves of ancestors, and finally, Native peoples' remarks and reflections relating to the concept of "discovery" and the results of colonization.

All of these topics have relevance from the eastern seaboard to the Pacific, given that encounters happened in a progression. Territorial designs kept looking (especially) to the West and South; efforts were continuously made to clear territories from prior occupation so that

new settlers would have land to make into farms and ranches. Evangelizing efforts were also pushing outward in order to assimilate Native peoples culturally whether or not they could be moved out of the way. The boarding school experience (also for assimilation and culture change) dawned early on and continues up to the present. The process for terminating official recognition of tribes was believed to be a step toward homogenizing the populations of the West. The termination process meant more Native people were coming to live in cities, where they met people from a range of tribes and began to find common cause, resulting in the American Indian Movement. As settlement and construction spread, more and more ancient graves were disturbed, leading to legislation about how to protect graves and their contents. Finally, the Bicentennial of the Lewis and Clark Expedition (2003–2006) invited Native voices and perspectives as never before via the Tent of Many Voices (TOMV), and the creation of the Council of Tribal Advisors.

Our Product/Digital Collection: The ten selections in the digital collection echo these themes: *Mourt's Relation* (1622), about an early encounter in Massachusetts; *Jefferson to Lewis* (1803), with specific instructions for the expedition, but also revealing the larger picture of expansionism; *Indian Removal* (1830), a case in which Quaker women protested the removal of Native peoples in Ohio (newly a part of the eastern extension of the LECL); *the Medicine Creak Treaty of the Washington/Oregon region* (1854), as an example of the treaty phenomenon that offers insight into both negative aspects and benefits for the tribes involved; *Missions* (1869), involving some of the ways territories were divided up and the various responses to evangelization; *Boarding Schools* (1882), revealing how non-Native educational methods for indigenous youth involved erasing many of their traditional practices and introducing vocational skills with the intention of transforming them into workers of the type useful to settler society; *Termination* (1954), illuminating the language and intentions behind the U.S. government's move in this direction (and how it was eventually reversed, at least partly); *Alcatraz Occupation* (1969), an example of the American Indian Movement's efforts to advance concepts of tribal sovereignty; *Leonard Peltier* (late 20th c.), a dossier, released as a result of the Freedom of Information Act, about an American Indian Movement leader who was charged with murdering federal agents on the Pine Ridge Reservation in 1975; *NAGPRA* (1990), an examination of the wording of the act and examples of its application; and, finally, *Reflections on "Discovery" and Colonialism* (2004), which provides some of the testimonials from the Tent of Many Voices from the Trail's Bicentennial observations.

Literature and Research Methods: This digital collection was founded upon a number of research findings relating to pedagogical approaches that were published in the two-volume handbook, *Honoring Tribal Legacies: An Epic Journey of Healing* (2014), eds. CHiXapkaid, Ella Inglebret, and Stephanie Wood. The template for curriculum design advanced in this handbook asks that teachers prepare: entry questions, essential questions, big ideas, enduring understandings, place-based commentaries, and reflections on take-aways for a journey of healing. Accommodating multiple literacies of students, such as those who learn visually, or those who need hands-on practice, is another method embraced by HTL. The theory of this approach builds upon the work of scholars such as J. McTighe and G. Wiggins, who have a number of handbooks for instructors wishing to follow state standards and comply with

assessments while still trying to ensure student success. Their earliest work is *Understanding by Design* (1998); but, they also produced *Essential Questions: Opening Doors to Student Understanding* (2013), and they broadened their approach most recently with *Understanding by Design in the Culturally and Linguistically Diverse Classroom* (2018), the latter, edited by A. J. Heineke and J. McTighe. Concern for the culturally diverse classroom was behind the *Honoring Tribal Legacies* handbook, which anticipated this approach four years prior to the latest McTighe publication. The Principal Investigator on this WNPA grant, Dr. Stephanie Wood, is one of the editors of the HTL handbook. Additional publications that aided in the development of the HTL methodology are attached at the end of this final report.

Interpretive Methods for Parks and Classrooms: The idea behind *entry questions* is something like an ice-breaker, where students or visitors might be asked about a specific, relatively detailed question they should be able to answer fairly easily. This gets people opening up and prepared for more complex questions (*essential questions*). Similarly, as the discussion progresses into the more complex, "*big ideas*" and "*enduring understandings*," the educator moves closer to the desired outcome of the lesson, where some of the details were reviewed, and then comes time to zero in on the message that carries the most weight.

As this method applies to a primary source document, the entry questions help the reader skim to locate obvious details that help orient him or her. This prepares the reader for the close reading of the sentences or phrases that contain the author's sometimes less explicitly spelled-out motivations, biases, and underlying meanings. For example, *Mourt's Relation* introduces methods for reading "between the lines" and searching for "filters" relating to family values, religious beliefs, and political positions held by William Bradford and Edward Winslow. We also become familiar with a militaristic milieu and the presence of slavery, which helps us understand the mindset of early settlers in regard to other peoples.

Ideally, the *contextualizing introduction* prepares the educator to explain, how a given case study might illuminate a single example that fits into a broader historical trend of experiences or ideologies. For example, our introduction to Jefferson's letter points to historical antecedents in the desire to explore the territories west of the Missouri River, whether: in pursuit of more land for settlement, mining opportunities, or a route to the Pacific Ocean and the concomitant geo-political and economic opportunities that would bring to the expanding nation. We also see how Jefferson already thought of the Native Americans Lewis and Clark encountered as individual nations of people speaking different languages and having different traditions. Yet those nations familiar to him were not pleased by the idea of settlers crowding into more of their lands, so Jefferson sought to "create a firmer front" farther west.

In this digital collection created with WNPA funding, we also took pains to provide examples of the take-away meanings (*enduring understandings*), which the educator may choose to utilize or not. Ideally, readers enjoy the thrill of making their own discoveries and interpretations, as they come to their own extracted truths from the document. But if they are stumped, educators may review our suggestions and open some of them up for discussion with their groups. For example, the Indian Removal piece, from Ohio in 1830 reveals the possibly

surprising fact that Euro-American settlers, and women in particular, could stand up in opposition to pushing Native Americans out of the way and pressing for further settler colonialism.

Another facet we highlighted, is *place-based* considerations. HTL embraces placed-based education as especially effective with students, who are able to see: themselves, their families, and their culture group in a given environment, and therefore derive the significance of the lesson intuitively. The Leonard Peltier dossier is an example of a document that might be of interest for teaching in the Dakotas, as Peltier was from Turtle Mountain, but his arrest came on Pine Ridge Reservation. South Dakota continues to have an active defense of sovereignty, and it stirred what might be called pan-Indianism, such as we recently witnessed with the Dakota Pipeline protest-encampment that grew to 5,000 people from many different tribes and other indigenous nations of the world.

In all ten of the primary sources that comprise our new digital collection, we suggest how a given case study, connected to a given locale, can contribute to a *journey of healing*. Healing is especially necessary for disadvantaged or marginalized students, but positive take-aways can benefit any and all students. People often have a purely negative view of treaties, as worthless and deceptive pieces of paper that were continually violated or went unratified. But in close studies of several treaties, students and the general public may find that tribes sometimes hold on tightly to provisions that stem from nineteenth century treaties. They support, as in the case of the She-nah-nam Creek (also called Medicine Creek) Treaty of 1854, traditional fishing rights that continue to be essential to tribes in the Puget Sound area. Finding positive take-aways can help offset the doom-and-gloom generalizations about the all-too-common abuses that indeed exist in the history of Euro-American and Native-American relations.

Finally, in any discussion of our methods we need to acknowledge that primary sources are not solely alphabetic texts, as in indigenous communities, *oral tradition* is extremely valuable. In some of our thematic forays, we incorporated transcriptions of the voices brought to light in the Tribal Legacy videos made during the Bicentennial. Some 1400 hours of video were recorded during gatherings in the Tent of Many Voices (TOMV), and we believe strongly in making these stories accessible to audiences of all kinds. Thus, we shared a group of commentaries from different individuals and different tribes to show perspectives on the concept of "discovery" (or the Doctrine of Discovery) and the long-range impacts of colonialization. We chose three testimonials: "We Have Survived," by Calvin Pekas (Nakota and Dakota), "What Are We Going to Tell Future Generations?" by Elizabeth Cook Lynn (also Nakota and Dakota), and the "Positive Legacy of Lewis and Clark" from former NPS Superintendent, Gerard Baker (Mandan and Hidatsa). The selections will help students and park visitors compare and contrast ways of thinking about the deeper significance of the Lewis and Clark legacy and spark discussions. As Gerard Baker was taught by his grandparents and parents, one "shouldn't hate" but rather "educate" people who do not understand why some indigenous people object to colonialism, such as due to propensity for coerced religious assimilation.

Superintendent Baker was a key player in helping make tribes feel welcome to come out and share their thoughts on the historic observation of the Lewis and Clark expedition, thus we felt it important to include an example of his voice. In the TOMV, an oft-repeated phrase we encounter is, "We are still here," or, as Mr. Pekas adds, "we are getting strong." These are hopeful words that echo across indigenous communities of the United States, Canada, and elsewhere. "We are still here" was a rallying cry of the American Indian Movement, and it still gains momentum today. Alexandra Fuller, in an essay about Wounded Knee, finds "resilience in the face of hardship," and Gerard Baker states, "we are now renewing ourselves."



Superintendent Gerard Baker (l.) joins Tribal Chairman Tex Hall (Three Affiliated Tribes) during the Grand Entry of the PowWow honoring the Lewis and Clark "Home of Sakakawea" Signature Event, New Town, North Dakota, August, 2006.

Superintendent Gerard Baker (Mandan/Hidatsa) during the Bicentennial (NPS, 2006).

<b>APPLICATION OF THE HONORING TRIBAL LEGACIES METHODOLOGY</b>
A Contextualizing Introduction
Sample Entry Questions
Sample Essential Questions
Sample Big Ideas
Sample Enduring Understandings
Sample Place-based Considerations
Suggestions for a Journey of Healing
Elevating Oral Tradition along with Written Sources
Glossary of Terms and Who's Who



# HONORING TRIBAL LEGACIES

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## Primary Sources

Archives

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With generous funding from the Western National Parks Association, and in collaboration with the National Archives and Records Administration, we are offering ten primary sources for use in developing curriculum and educational materials at parks that will help honor tribal legacies in U.S. history. We have contextualized the documents with introductions and have suggested entry questions, essential questions, big ideas, enduring understandings, place-based considerations, and ideas for a journey of healing. Some items offer glossaries and transcripts of voices from the Tribal Legacy video collection made in the Tent of Many Voices (2004–2006). We provide this all in open-access for use in classrooms and visitor centers anywhere.

- [Mourt's Relation](#) (1622)
- [Jefferson to Lewis](#) (1803)
- [Indian Removal](#) (1830)
- [Medicine Creek Treaty](#) (1854)
- [Missions](#) (1869)
- [Boarding Schools](#) (1882)
- [Termination](#) (1954)
- [Alcatraz Occupation](#) (1969)
- [Leonard Peltier](#) (late 20th c.)
- [NAGPRA](#) (1990)
- [Reflections on "Discovery" and Colonialism](#) (2004)

Screenshot of the Digital Collection "Primary Sources,"  
Funded by the WNPA and published in February 2019. Honoring Tribal Legacies photo.  
<<http://blogs.uoregon.edu/honoringtriballecacies/>>

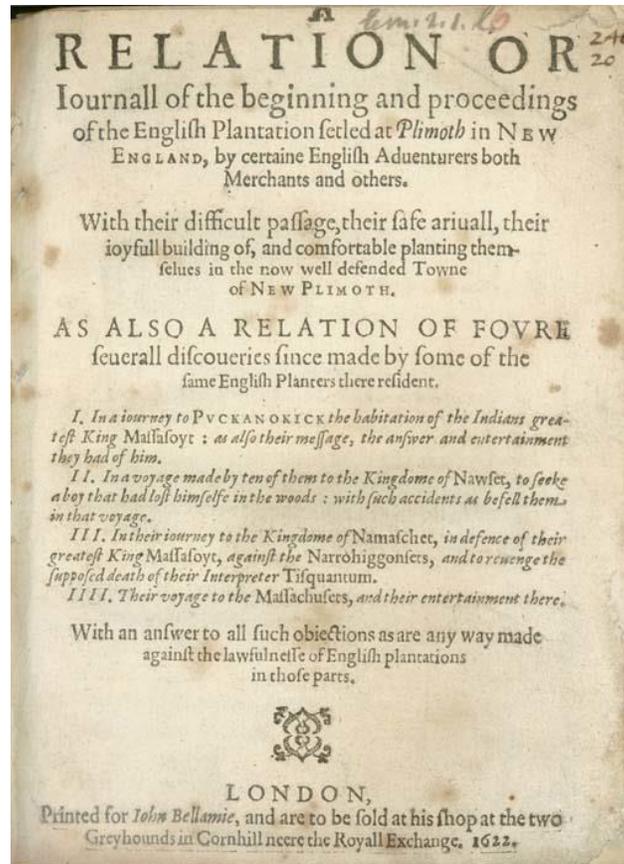


Image: *Mourt's Relation* (written in Plymouth, published in London, 1622), one of the primary sources published, with added scholarly value, for teachers and interpreters as a part of this research project. Public domain photo.

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