1. Model lessons, teaching strategies, or pedagogy research focused on making curricula culturally relevant.
2. Opportunities for collaborating with community organizations, such as museums, to explore the histories of traditionally marginalized groups.
3. History education for teachers that supports culturally relevant pedagogy;
4. Resources and strategies to help educators fight the burnout that can accompany social justice teaching.

Opportunities for collaborating with community organizations, such as museums, to explore the histories of traditionally marginalized groups.
There is a lack of accurate and appropriate education about American Indians.
What is missing?

The National Museum of the American Indian’s research demonstrates that in America’s K-12 education system:

- Students and teachers lack exposure to Native voice and agency.
- Teachers want to teach about American Indians, but lack the confidence, training, and resources to do so in a comprehensive and meaningful way.
- Students encounter isolated texts and incomplete narratives that confine Indigenous Peoples to the past and are widely presented within discussions of Euro-American destiny.
Defining the problem.

Why is this a problem?

• This reality harms all students.
• For Native students, it means they do not see themselves in their own education.
• For non-Native students, it means that they are deprived of America’s whole history.
As history teachers we know that you cannot teach about America—it’s history, government, cultures, environment, and society—without teaching about American Indians.

We are hungry for the right tools to help us in this work.

Instead of the same old lessons about ancient American Indian food, clothing, and shelter, I invite you to explore the resources available to educators like us through NK360°.
Native Knowledge 360° offers new and more complete perspectives on Native American history, cultures, and contemporary lives.

By engaging in more complete histories we can build 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

• Founding document of NK360°.

• 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
NMAI collaborated with Native communities, national and state education agencies, educators, and others to develop these Essential Understandings. They serve as the foundation for the museum’s educational work.

NMAI shares these essential understandings with teachers, curriculum developers, other museums, state and federal agencies, and education organizations to promote more expansive and informed thinking about Native American histories, cultures, and contemporary lives.
AMERICAN INDIAN CULTURES

The 21st-century classroom should include experiences that provide for the study of American Indian cultures and cultural diversity.

Culture is a result of human socialization. People acquire knowledge and values by interacting with other people through common language, place, and community. In the Americas, there is vast cultural diversity among more than 2000 tribal groups. Tribes have unique cultures and ways of life that span history from time immemorial to the present day.

KEY CONCEPTS
- There is no single American Indian culture or language.
- American Indians are both individuals and members of a tribal group.
- For millennia, American Indians have shaped and been shaped by their culture and environment. Elders in each generation teach the next generation their values, traditions, and beliefs through their own tribal languages, social practices, arts, music, ceremonies, and customs.
- Kinship and extended family relationships have always been and continue to be essential in the shaping of American Indian cultures.
- American Indian cultures have always been dynamic and changing.
- Interactions with Europeans and Americans brought accelerated and often devastating changes to American Indian cultures.
- Native people continue to fight to maintain the integrity and viability of indigenous societies. American Indian history is one of cultural persistence, creative adaptation, renewal, and resilience.
- American Indians share many similar other indigenous people of the world with many differences.
- Throughout their histories, Native groups have relocated and successfully adapted to new places and environments.
- Well-developed systems of trails, including some hard-surfaced roads, interlaced the Western Hemisphere prior to European contact. These trading routes made possible the exchange of foods and other goods. Many of the trails were later used by Europeans.
- The imposition of international, state-wide reservation, and other harmful, changed relationships with their land.
- The story of American Indians in the Western Hemisphere is intricately intertwined with places and environments. Native knowledge systems resulted from long-term occupation of tribal homelands, and observation and interaction with places. American Indians understand and valued the relationship between local environments and cultural traditions, and recognized that human beings are part of the environment.

PEOPLE, PLACES, AND ENVIRONMENTS

The 21st-century classroom should include experiences that provide for the study of American Indian relationships and interactions with the land today.

For thousands of years, indigenous people have studied, managed, honored, and thrived in the places, people, and environments.
NK360° is committed to providing teachers and students with accurate, appropriate, and vetted resources for teaching and learning about American Indians.
New Materials for Teachers & Students

NK360° materials help teachers and students recognize the complex and robust histories, cultures, and contemporary lives of American Indians.

Formats include inquiry-based lessons, teacher guides, teaching posters, websites, and videos.

Materials are accompanied by lesson plans for teachers and skills based assessments for students.
NK360° recently launched four new online educational modules in close collaboration with Native communities, classroom teachers, cultural experts, and university scholars.

These four modules are closely aligned to the C3 Inquiry Design Model (IDM).

The modules take advantage of what is possible with online education and feature a diverse collection of classroom ready sources, including:

- Primary and secondary texts
- Native perspectives
- Contemporary and historic images
- Objects from the museum’s collection
- Media & Digital tools
- Interactivity
Newest Inquiry-Based Modules

The materials are carefully aligned to Common Core State Standards (CCSS) & with the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
Native Knowledge 360°

Professional Development for Teachers

- Support teachers with knowledge and guidance from trusted sources.
- Professional development opportunities: hands-on, standards aligned, and cross-curricular.
- Range of relevant topics, incorporate Native narratives, and offer more comprehensive histories.

Goal

Teachers can bring accurate, appropriate, and more complete understandings about American Indians to their students with greater confidence.
The NMAI is currently developing online and in-person platforms for professional development.

Institutes are hosted in Washington, D.C., featuring interactions with the NMAI's educators, scholars, world-class collections, and exhibitions along with experts from Native communities.

Teachers learn foundational concepts for understanding and teaching about American Indians.

Participants are immersed in NK360's newest instructional resources and have opportunities to create new materials specifically for their own classrooms.

NK360° offers a variety of additional online opportunities for teachers to develop their expertise. Formats may include: webinars; online courses; social media; teaching demonstrations, and opportunities to share their favorite lessons with other teachers.

To maintain regular communication with teachers, NK360° maintains an educator’s page that features their latest news specifically tailored to the needs of teachers.

Educators can access the teacher newsletter, learn about upcoming professional developments, and sign up for teacher workshops at: http://nmai.si.edu/nk360/educators
Purpose of the Institute

Native Knowledge 360° (NK360°) is the National Museum of the American Indian’s national initiative to inspire and support transformative teaching and learning about American Indians. NK360° offers dynamic educational resources and professional development opportunities for educators. This Institute is designed for education professionals (teachers, teacher educators, instructional coordinators/curriculum specialists, librarians/media specialists) who recognize a need for, and are interested in, advancing their practice of incorporating more complete narratives about American Indian histories, cultures, and contemporary lives into their teaching. Educators whose primary teaching focus is within the social studies, English language arts, or library sciences and who work with students in grades 4-12 are strongly encouraged to apply.

Program Overview
By supporting **collective efforts** and engaging in creative collaborations, NK360° can create **opportunities** to elevate the national dialogue and accelerate change.
At national and regional conferences, through symposia, scholarly publications, and media presentations, NK360° adds its voice to the cumulative call for new and more effective approaches to education about American Indians.

The NMAI's objective is that these efforts will result in a better-educated American public—one with an increased understanding of the complexity, diversity, and relevancy of Native peoples. Most important, Native youth themselves will no longer have to question why their stories are absent from their education.
Native Knowledge 360°
New perspectives on Native American history, cultures, and contemporary lives
New perspectives on Native American history, cultures, and contemporary lives
Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?

This online lesson provides perspectives from Native American community members, images, objects, and other sources to help students and teachers think about the significance that homelands, kinship systems, and nationhood hold for Native Peoples of the Northern Plains. Explore four case studies to learn more about the relationships that help to create a sense of belonging.

Resource Information

**GRADES**
6th 7th 8th 12th

**NATIONS**
Apsáalooke (Crow), Arikara, Cheyenne, Crow, Dakota (Sioux), Hidatsa, Lakota (Sioux), Mandan, Nakota (Sioux), Northern Cheyenne, Oceti Sakowin

**SUBJECTS**
Geography, Government and Civics, History, Social Studies

**REGIONS**
Plains, North America

**KEYWORDS**
Great Plains, northern plains, plains, Plains Indians, Crow, Cheyenne, Northern Cheyenne, Three Affiliated Tribes of Fort Berthold, homelands, kinship systems, Native Nation, tribal nation, tribal governments, cultures, culture, history, relationships, extended family, community, rights, responsibilities, values, traditions, beliefs, elders, sovereignty

Essential Understandings

Academic Standards
NORTHERN PLAINS HISTORY AND CULTURES

How Do Native People and Nations Experience Belonging?

This online lesson provides perspectives from Native American community members, images, objects, and other sources to help students and teachers think about the significance that homelands, kinship systems, and nationhood hold for Native Peoples of the Northern Plains. Scroll to begin a Native-based exploration of the Northern Plains.

LESSON INFORMATION  ESSENTIAL UNDERSTANDINGS  ACADEMIC STANDARDS

Smithsonian
National Museum of the American Indian
Belonging

Think about the connections that people have to place, family, and nation. Watch a video, explore a map, and read a Native perspective about the relationships that can create a sense of belonging.
What Gives Native Nations a Sense of Belonging to the Land?

Discover the different kinds of relationships that Native People of the Northern Plains have with their homelands. See how landscapes can provide a deep sense of belonging to a place.

Teacher Instructions  Student Instructions
HOMELANDS

Northern Cheyenne
EXCERPT FROM *SWEET MEDICINE*

by John Stands in Timber

Listen to audio recording of the story below.

At last he reached a mountain known ever since by the Cheyennes as the Sacred Holy Mountain: today it is called Bear Butte.

Here he entered and found a big lodge or teepee. Old women were sitting along one side and old men along the other. But they were not really people. They were gods.

And he saw four arrows there, which were to become the Four Sacred Arrows of the Cheyenne tribe.

The old ones called him Grandson and began instructing him in many things he should take back to the people.

They taught him first about the arrows, because they were to be the highest power in the tribe.
Bear Butte, in South Dakota, is a site of spiritual importance where Sweet Medicine, the Cheyenne prophet, received instructions relating to the leadership and organization of the Tsistsistas [Cheyenne Nation] government, including the council of forty-four chiefs, the military societies, the Sacred Arrows, and all related organizations and ceremonies.
Cheyenne people possessed an extensive knowledge of botany. People harvested plants for food, medicine, ceremony, and other uses. This knowledge was based on an understanding of the season and manner in which the plant was to be harvested, prepared, and used, as well as cultural protocols to be observed. Women often harvested plants together and were accompanied by children. Children then learned through observation and participation.

Bison (buffalo) were the heart of the Cheyenne economy. A buffalo cow could yield 500 pounds of food as well as resources for robes, tipi covers, and other necessities. Buffalo populations in the mid-nineteenth century were estimated at thirty to sixty million. Buffalo are also spiritually important to the Cheyenne Nation: there are accounts that describe the buffalo helping Cheyenne warriors during battle.
How do Kinship Systems Work to Create a Feeling of Belonging?

Learn about the importance of kinship systems to Native Nations of the Northern Plains. See how Native kinship systems provide networks of care and support.
What are the Rights and Responsibilities of Belonging to a Native Nation?

Think about the rights and responsibilities of citizenship. See how the customs, values, and traditions of a Native Nation inform an individual's role as a citizen.
How Do Native People and Nations Experience Belonging?

What did the evidence reveal? How do Native People and Nations experience belonging? Construct an evidence-based argument about the relationships Northern Plains Native People have with their homelands, communities, and nation.
Connecting to Native Histories, Cultures, and Traditions: The InterTribal Buffalo Council
Discussion Questions: Dams

1. Why did the United States government want control of the Columbia River system?

2. Why was Celilo Falls significant (important) to Native Nations?

3. What are the benefits of building dams along the Columbia River? What are the costs?

4. Why do you think so many Native People dressed in regalia to witness the inundation of Celilo Falls?

5. Would you have stayed to watch the inundation of Celilo Falls? Why?
THE RETURN UPSTREAM

Pick Your Salmon

Sockeye
Sockeye salmon is the dominant commercial species of Pacific salmon.

Steelhead
The Steelhead is often viewed as prize catch for commercial and sports fishers. Steelhead can return multiple times to spawn.

Chinook
The Chinook is the largest in size but least abundant Pacific salmon species.

Start Your Journey
Mapping Informed Action Case Studies

Native Communities

Foods Still Matter: The Muckleshoot Food Sovereignty Project

Connecting to Native Histories, Cultures, and Traditions: The InterTribal Buffalo Council

Native Coalitions

An Artist Takes Action: Project 562

Treaties Still Matter: The Hidatsa Access Pipeline

Native Artists

Individuals Taking Informed Action

Native Youth

Youth Taking Informed Action
Give Native communities agency by highlighting civic actions
Introduce positive Native change makers and role models
Highlighting the contemporary lives of Native peoples and communities
Help kids determine the steps to successful civic action
Give kids the tools to create their own civic action by using actions taken by Native Nations, communities, and people as models
Native Knowledge 360°

NK360° is transformative education about American Indians.

Questions?

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

• NK360° Homepage: http://nmai.si.edu/nk360
• Educator page: http://nmai.si.edu/nk360/educators
## IDM™ Blueprint

### Compelling Question

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### Formative Performance Task

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### Featured Sources

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- Featured Sources

### Summative Performance Task

- Argument
- Extension

### Mapping Informed Action

- Understand: The unique characteristics and challenges of ___ civic action and ______ takes informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

### Taking Informed Action

- Ask: NK360° Framework for Taking Informed Action
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**Component I Questions**

**Component II Tasks**

**Component III Sources**
## Compelling Questions

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### Summative Performance Task

Argument: Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that discusses how Native People and their supporters took action during the Flat War using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

### Mapping Informed Action

1. **Understanding the Context:**
   - How and why informed actions are organized in order to enact social or political change.

2. **Framework for Taking Informed Action:**
   - NK360 Framework for Taking Informed Action
## Component I

**Supporting Questions**

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<td>D4.1.8-10. Constructing evidence-based arguments from multiple sources...</td>
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<td>D4.3.9-12. Present adaptations of arguments using print and oral technologies...</td>
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**Summative Performance Task**

Argument: Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that discusses how Native People and their supporters took action during the Pan-Indian War using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

**Mapping Informed Action**

Understand: The unique characteristics and challenges of ____ civic action and ____ takes informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

**Taking Informed Action**

Act: NK360 Framework for Taking Informed Action
# Component III

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<th>Question</th>
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<td>Construct an argument (e.g., detailed outline, graphic presentation, or essay) that discusses how Native People and their supporters took action during the Trail of Tears using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.</td>
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#### Summative Performance Task

- **Argument:** Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that discusses how Native People and their supporters took action during the Fun Walks, using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

#### Mapping Informed Action

- **Understand:** The unique characteristics and challenges of... civic action and... making informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

- **Taking Informed Action:**
  - Act: NK360 Framework for Taking Informed Action
# Taking Informed Action

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## Summative Performance Task

Argument: Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that discusses how Native People and their supporters took action during the Peck Wars using specific claims and relevant evidence. Assess students' ability to evaluate competing views.

## Mapping Informed Action

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## Taking Informed Action

- How and why informed actions are organized in order to enact social or political change.