



BDOTE
MEMORY
MAP



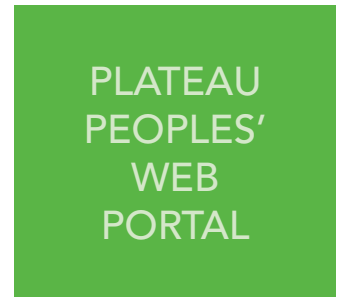
THE KLALLAM
DICTIONARY
AND
ELECTRONIC
TEXT ARCHIVE

National Endowment for the Humanities

PRESERVING NATIVE AMERICAN HISTORY



LEGACIES AND
LANDMARKS
OF THE HIGH
PLAINS NATIVE
AMERICANS



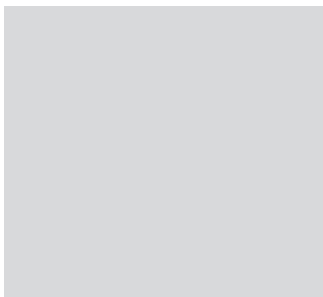
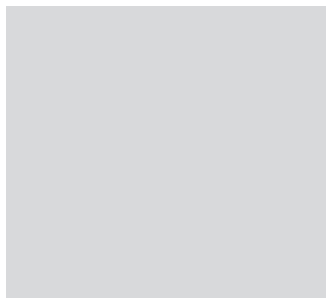
PLATEAU
PEOPLES'
WEB
PORTAL



THE FRONTIER
OF NATIVE
AMERICAN
LITERATURE



NATIONAL ENDOWMENT FOR THE
Humanities



Greetings,

The National Endowment for the Humanities (NEH) is a federal grant-making agency that awards competitive grants to institutions and individuals for humanities-focused projects. NEH grantees are from cultural institutions such as museums, archives, libraries, colleges, universities, public television and radio stations. NEH-funded projects vary from seminars for teachers and scholarly publications to digital apps and documentary films.

This report highlights five NEH-funded projects designed to support Native Americans and their communities. The projects featured in this report demonstrate the diversity of the agency's work and the many strategies for supporting Native Americans throughout the country. These projects preserve Native American history and serve tribal communities by engaging them through the humanities. These are just a few examples of how NEH funding fuels innovation, increases communication, and strengthens communities. Some initiatives, like the Klallam Dictionary and Electronic Text Archive, preserve ancient languages by creating digital audio and video collections. Other programs, like the Bdote Memory Map, use interactive websites to make Native American history more accessible to educators and the public.

I am proud to say that the content of this report was produced entirely by student interns at the NEH. The layout, graphics, and design of the pages you are about to read are the product of a student practicum at the Washington, DC campus of Boston University's Center for Digital Imaging Arts. Because of the students' hard work, the NEH was able to compile these reports without the use of taxpayer funds. I hope that you will share this report with your staff, constituents, and colleagues.

Sincerely,

Courtney Chapin
NEH White House Liaison and Director of Congressional Affairs

Building communities through the humanities.



Bdote Memory Map event

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1

ASSISTING POTENTIAL GRANTEES

NEH Grant Programs

The Native American communities in our country serve as invaluable resources for our nation's history and traditions. The National Endowment for the Humanities leverages federal dollars to explore, uncover, and preserve Native American history from across the country. Included in this report are examples of grants that represent the NEH's commitment to Native American communities and their rich histories and traditions. Grantees have used NEH grants to support a myriad of initiatives, including preservation, access, education, and research projects related to Native Americans.

The following represent a small sample of the many NEH grant programs that support the goals of projects related to Native American culture:

Documenting Endangered Languages

In 2005, the NEH and the National Science Foundation established a joint special initiative, Documenting Endangered Languages. The initiative supports projects to document, record, and archive information related to endangered languages worldwide that are on the verge of extinction—including hundreds of American Indian languages. It is estimated that 3,000 of the world's 6,000-7,000 current spoken languages are on the verge of extinction. Since FY 2005, NEH has supported 83 projects and awarded nearly \$7.5 million, including over 50 projects on endangered American Indian languages. In each project, academic linguists work closely with native speakers to record the language for future generations and wider public audiences. All products (e.g., dictionaries, websites, archives) are made available to the tribal community. Interested applicants can find more information here: <http://www.neh.gov/grants/preservation/documenting-endangered-languages>.

Challenge Grants

NEH Challenge Grants help institutions and organizations secure funding for long-term humanities programs and resources. All Challenge Grants are matching grants, meaning that the institution must match the grant with private donations. Grants may be used to establish or enhance endowments, ongoing programs (like film series, annual lectures), or for institutional improvements. Challenge Grants may also support the procurement of long-lasting objects, such as acquisitions for archives and collections, the purchasing of equipment, and the construction or renovation of facilities needed for humanities activities. Grantee institutions may also expend up to 10 percent of total grant funds to defray fundraising costs. Because of the matching requirement, these NEH grants also strengthen the humanities by encouraging more private support. Interested applicants can find more information here: <http://www.neh.gov/grants/challenge/challenge-grants>.



Tribal Historian Larry Aiken, participant in Humanities Initiatives at Tribal Colleges and Universities grant to Leech Lake Tribal College

Investing in Tribal Colleges

The NEH provides two grant opportunities specifically for Tribal Colleges and Universities: one for faculty researchers and the other for institutional development. The Awards for Faculty Grant program provides grants designed to meet the unique needs of scholars at Tribal Colleges by supporting faculty research efforts for their publications. These research projects often yield classroom enrichment and public programs. Interested applicants can find more information here: www.neh.gov/grants/research/awards-faculty-tribal-colleges-and-universities.

The Humanities Initiatives Grant program is intended to strengthen and enrich humanities education and scholarship at Tribal Colleges and Universities. The grants may be used to enhance the humanities content of existing programs, develop new programs, or lay the foundation for more extensive endeavors in the future. Interested applicants can find more information here: <http://www.neh.gov/grants/education/humanities-initiatives-tribal-colleges-and-universities>.

Preservation Assistance Grants for Smaller Institutions

Preservation Assistance Grants help small and mid-sized institutions—such as libraries, museums, historical societies, archival repositories, cultural organizations, town and county records offices, and colleges and universities—improve their ability to preserve and care for their significant humanities collections. These may include special collections of books and journals, archives and manuscripts, prints and photographs, moving images, sound recordings, architectural and cartographic records, decorative and fine art objects, textiles, archaeological and ethnographic artifacts, furniture, historical objects, and digital materials. Interested applicants can find more information here: <http://www.neh.gov/grants/preservation/preservation-assistance-grants-smaller-institutions>.



Documenting Endangered Languages grantee the Archive of the Indigenous Languages of Latin America

How NEH Can Help

NEH staff members are available to help potential applicants find the right grant program for their project and to help them navigate the application process. Please reach out to NEH Congressional Affairs staff to find more information for your constituents. The remainder of this report highlights recent grantees that demonstrate how successful applicants use NEH funding. The featured projects support Tribal Colleges, improve public understanding of Native American culture, and preserve tribal history.

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PLATEAU PEOPLES' WEB PORTAL

PRESERVING AND CIRCULATING NATIVE KNOWLEDGE AND CULTURE

Introduction

The Plateau Peoples' Web Portal is a gateway to cultural materials held in Washington State University's Libraries, Manuscripts, Archives and Special Collections; the Museum of Anthropology; the National Anthropological Archives at the Smithsonian Institution; and other museums and archives. The five tribes represented curated many of the artifacts displayed in the web portal. Tribal administrators provided information and personal materials to expand the archival record of their history and culture. Each piece of content incorporates tribal knowledge, already-existing catalogue records, and added links to audio, video, and narrative comments.

1,100
collection
items

displayed in the beta version of the Portal

12
categories

exist for users to browse: Architecture & Dwellings, Artistry & Artifacts, Ceremony, Economy/Economic Development, Education, Government to Government Relations, Lands, Language, Lifeways, Natural Resources, Religion, and Wars/Military Conflict

5
nations

represented: Yakama, Umatilla, Spokane, Colville, and Coeur d'Alene nations

How It Works

The Plateau People's Web Portal's expansion was made possible by a grant from the NEH's Division of Preservation and Access to make thousands of artifacts and articles on Native American life accessible. Tribal administrators provided additional background information, edited the existing information, and added new visual content. Using the administrative side of the portal, tribes can upload their own artifacts to the portal and decide the level of access to their private collection. Tribal consultants worked together to decide on the appropriate categories for classifying their materials. Users can explore maps of areas in which historical objects were collected and listen to the recollections of present-day community members, while also organizing materials into their own collections at the same time. This project aims to create not just a digital portal to view content, but also a different model for the curation, distribution, and reproduction of Native peoples' cultural materials.



“ The portal provides a mutual knowledge exchange with no hierarchy of expertise. The academic benefit is expanding the scholarly record, and at the same time cultural materials are repatriated to tribes and narrated by them. ”

– Tribal Curator

“ This project is an inspiring model of how university repositories can successfully collaborate with tribal communities to curate and enhance collections with tribal voices and histories. ”

– University Librarian



3

LEGACIES AND LANDMARKS OF THE HIGH PLAINS NATIVE AMERICANS

Introduction

In the summer of 2012, Central Community College (CCC) in St. Columbus, Nebraska, presented “Legacies and Landmarks of the High Plains Native Americans,” a six-day workshop that studied the Pawnee, Ponca, and Winnebago tribes. The workshop focused on three overarching themes: the culture of these tribes prior to the migration of Anglo-Americans; interventions by the U.S. government leading to dispossession and the creation of reservations and Indian schools; and current tribal structure and efforts to preserve cultural identity. The workshop is one of many funded each summer by the NEH's Division of Education Programs.

How It Works

A combination of CCC faculty and visiting scholars hosted a series of panel discussions, lectures, landmark visits, and literature and film analyses to discuss the themes of the course. The series welcomed fifty participants, including educators from around the country from fields as diverse as English, anthropology, archaeology, history, humanities, sociology, religion, and philosophy. The course was designed to expand curricula and enrich each educator's teaching skills. The educators returned to their home institutions and developed courses based on their experience at the workshop.

50
colleges

represented and subsequently
implemented programs

16
states

with programs implemented
from this workshop

3
tribes
profiled

the Pawnee, Ponca, and Winnebago
tribes – by tribal scholars, historians,
language experts, documentary
filmmakers, and innovators in other fields



“The workshop was excellent — I plan to use the material I discovered in both my English 1301 and English 1302 classes. I would like to create a Native American component in these American Idea and American Dream classes. Both classes would offer this fascinating material to many first generation college students.”

– Visiting Scholar

“This week has provided a quantum leap in my understanding of the Native cultures in the Nebraska region.”

– Professor

“A semester worth of information in six days.”

– Faculty Member



4

THE KLALLAM DICTIONARY & ELECTRONIC TEXT ARCHIVE

Introduction

Klallam is an American Indian language of the Salishan family spoken on three reservations on Washington's Olympic Peninsula and Vancouver Island in Canada. The NEH funded the production of the first full dictionary of the Klallam language along with a digital audio and video collection of transcribed and translated speech in various genres. The dictionary and website are accessible to Klallam language learners and scholars interested in language and culture.

How It Works

The Klallam Dictionary was made possible by a Documenting Endangered Languages Grant from the NEH Division of Preservation and Access. The Documenting Endangered Languages program is a partnership between the NEH and the National Science Foundation (NSF) to develop and advance knowledge concerning endangered human languages. Klallam is highly endangered, but the dictionary and electronic text archive preserve the language for both the Klallam people and current and future scholars interested in the Klallam language and culture. The project director, Timothy R. Montler, is a linguist with years of experience working on Salish languages in general and with Klallam in particular. He has a strong working relationship with the Klallam community, which asked him to collaborate on the proposed dictionary. The last two elders who spoke the Klallam language participated in this project as consultants.

**9,000
entries
contained**

within the Klallam Dictionary, an outline of the language's grammar, numerous indexes, and a wealth of cultural information. It is among the longest books published by the University of Washington Press

**140
audio
recordings**

of 60-to-90-minutes in Waveform audio format included in the digitized archive

**20
Klallam
languages**

texts recorded in 1992 on VHS video, converted to digital Audio Video Interleave format for archiving

**200+
Klallam
texts**

digitized, transcribed, translated, and analyzed

“ It holds so much, every word in there brings back stories and relationships. It’s a whole different world. ”
– Tribal Member



“ I just wish our elders who are gone could see this day. My mom and my dad probably wouldn’t even believe it. ”
– Tribal Member



“ It’s working. We have turned the corner, where the language is going on into the next generation. Now we just have to keep it going. ”
– Language Scholar



5

BDOTE MEMORY MAP

Introduction

Over time, Native Americans in Minnesota and the Plains States were displaced from their indigenous homeland. This has endangered the preservation of their sacred and historic sites. The Minnesota Humanities Center created the Bdote Memory Map, a multimedia constellation of resources designed to preserve the history of these ancient sites and educate Native Americans, students, and enthusiasts about their value. The Minnesota Humanities Center is one of many NEH-funded state humanities councils preserving American history using modern, interactive software.

2011
Dot.Org
Award
Recipient

The Dot.Org Awards honor Minnesota nonprofits on the cutting edge of new technologies and communications methods

20
6th-grade
teachers

from Saint Paul Public Schools will participate in a Bdote training field trip thanks to a small grant from Education Minnesota. They will receive instruction from Dakota elders, classroom materials, & transportation funds to bring their own classes on a Bdote field trip

17,000
students

have been guided by the National Park Service on canoe trips to the Bdote sites during a large-scale summer program called Urban Wilderness Canoe Adventures in the past two years

How It Works

This interactive map of the Dakota Indians' homeland invites visitors to add their stories of traditional Dakota sites to the map as an ongoing effort to compile the history of the region. The map actively encourages residents of Minnesota and the plains states to visit important sites in Dakota history. The increased exploration of Dakota history brings together the Dakota people and the non-native residents of the area to better understand Mni Sota Makoce (the Dakotas' tribal homeland). The website features resources designed for teachers, students, scholars, and enthusiasts.

The Minnesota Humanities Center co-sponsors workshops and events dedicated to K-12 educators and the public on issues concerning Native Americans. The Center uses the map during teacher training sessions. Many teachers incorporate the map into lesson plans to enrich their students' understanding of the history and significance of sites throughout Minnesota.

“For both American Indian students and their non-Indian classmates, the Bdote Memory Map place-based approach connects them to this place, to each other, and to themselves.”
– Project Organizer





“ ‘Place’ is a useful lens for learning, particularly about people indigenous to a given area. The Bdote Memory Map website suggests issues of history erased, justice denied and stewardship needed.”
– Project Director

“ I visited Minnehaha Falls this past autumn after my interest was sparked by the Memory Map website.”
– Minnesota Resident



NEH-Funded State Humanities Councils

The NEH funds 56 humanities councils located in all U.S. states and jurisdictions. The councils support local humanities programs and events—like book festivals, film screenings, discussions, and traveling exhibits—and many provide grants to local organizations, scholars, and citizens to create humanities programs and products. The state humanities councils receive the majority of their funding from the NEH through the Federal/State Partnership Office. They supplement this funding with support from private donations, foundations, corporations, and, in some cases, state government. Stories about the work of state humanities councils are located at <http://www.neh.gov/divisions/fedstate>.

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THE FRONTIER OF NATIVE AMERICAN LITERATURE

Introduction

Over the course of 2007, Diné College (the oldest tribal college in the United States) hosted a series of seminars that examined Native American literature and how it can advance learning across disciplines. Selected from three Diné College campuses, fifteen interdisciplinary faculty members conducted video-conferencing seminars over two semesters that explored Native American literature and the ways in which it can help students develop their critical writing skills. The NEH is committed to supporting Tribal Colleges and Universities and the historical and cultural perspectives they provide.

How It Works

During the seminars, faculty participants read foundational works in Native fiction and literary theory, seeking a greater understanding of Tribal Colleges' complex relationship to Native literature. The workshop brought together the college faculty who teach at centers and campuses across the Diné College system (which serves the Navajo Nation across 27,000 square-miles). The seminars allowed for greater cohesiveness and communication among faculty who have little opportunity for intellectual interaction. The courses sought to build better understanding of the role that the humanities can play in creating a vibrant and challenging intellectual climate for a community of learners. Through the dialogue between two visiting experts in Native American literature, the discovery of seldom-read texts, and contributions from influential scholars, the seminars strengthened America's oldest Tribal College and Native American scholarship at large.

8
seminar
meetings

which culminated in a portfolio that reflects findings and offers suggestions for incorporation into classroom teaching

2,000
students

attend Diné College

2
campuses

and six community centers



“ The Diné College Humanities Division at Tsaile strongly encourages and supports all efforts and activities that contribute to the development of an intellectual environment among faculty and students and which promote the advancement of student learning. ‘The Frontier of Native American Literature: Imaginative Paths to Knowledge,’ addresses both of these areas.”

– Faculty Participant

“ As a humanities instructor at Diné College, I am excited and eager to participate in ‘The Frontier of Native American Literature: Imaginative Paths to Knowledge.’ For some time now I have been interested in developing a dialogue on the issues in Native American literature among my fellow colleagues.”

– Diné College Professor



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CONCLUSION

Projects In Progress

This report features only a small selection of NEH-funded initiatives that engage Native American communities. NEH funding often goes toward the early developmental stages of a project. Florentine Films/Hott Productions' *Rising Voices/Hothaninpi* documentary and the Calista Elders Council's *Yup'ik Historical Narratives and Traditional Tales: Stories for Future Generations* are long term projects nearing completion. Both projects represent the NEH's commitment to funding projects that find innovative ways to present history in documentaries and online.



Rising Voices/Hothaninpi

The NEH awarded a grant to the Lakota Language Conservancy for the development of a documentary film that will explore the Lakota people's lives today and their efforts to revitalize their language. *Rising Voices/Hothaninpi* (which means "they will have their say") will reveal to wide audiences the growing problem of language extinction and prove why endangered languages are worth preserving. Award-winning filmmaker Lawrence Hott directed the 90 minute film that will air on PBS in Fall 2013. He and his film crew recorded the Lakota Language Conservancy's language recovery classes. Lakota filmmakers and artists created five short, creative films about the Lakota language to demarcate the film's thematic sections.

Yup'ik Historical Narratives and Traditional Tales: Stories for Future Generations

The Calista Elders Council (CEC), a nonprofit organization representing the Yup'ik people, is creating a collection of oral histories and traditional tales from the Yup'ik people of southwestern Alaska. The anthology will include the stories in Yup'ik and in English to serve native speakers, linguists, anthropologists, and general readers. It will be published with a companion website that features audio recordings and transcriptions of the tales – a sample of the website is online now: <http://surrealstudios.com/cec>.

Conclusion

The National Endowment for the Humanities endeavors to make the rich history of Native American communities accessible to the public while also increasing scholarly resources available for academics and tribal organizations. NEH-funded programs explore ways in which technology can help uncover, organize, and share artifacts, language, and cultural practices. These projects, specifically those directed by tribal organizations, have begun to redefine traditional ideas about scholarship and research in the field. These additions to historical research and public outreach enrich Americans' understanding of Native American history. These projects not only explore the lives of present day Native Americans, but also sustain the traditions of the past.

The projects showcased in this report are examples of how private organizations and individuals can develop engaging humanities programs in collaboration with Native American communities with relatively low levels of funding. Not only can your constituents become involved in many of the programs included in this report, but they can also create new, local versions of these programs. Please connect your constituents with the NEH or any of the organizations featured here to bring these educational opportunities to your community. The NEH is proud to support a diverse set of cultural centers and organizations, including NEH-funded State Humanities Councils, in an effort to support Native American culture through the humanities.



Design Credit — Daphne Kiplinger

The graphic design layout of this and the other 3 reports issued to Congress on the impact of NEH funding was designed by Daphne Kiplinger, a graduate student at Boston University's Center for Digital Imaging Arts in DC.

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Legacies and Landmarks of the High Plains Native Americans: Photos courtesy of Diana Parmley

The Klallam Dictionary and Electronic Text Archive: Illustration by James Gilchrist Swan; Photo courtesy of the Library of Congress

Bdote Memory Map: Photos Courtesy of the Minnesota Humanities Council

The Frontier of Native American Literature: Photos courtesy of Diné College

About the NEH

The National Endowment for the Humanities (NEH) is an independent federal agency created in 1965. It is one of the largest funders of humanities programs in the United States.

Because democracy demands wisdom, NEH serves and strengthens our republic by promoting excellence in the humanities and conveying the lessons of history to all Americans. The Endowment accomplishes this mission by awarding grants for top-rated proposals examined by panels of independent, external reviewers.



NATIONAL ENDOWMENT FOR THE
Humanities

