



ONLINE EDUCATOR RESOURCE REPORT TO TRIBAL NATIONS

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Project Summary

From September 2023 to June 2024, First Americans Museum led a feasibility and planning study for the Online Educator Resource, a proposed repository of tribally produced curricular materials for social studies educators across the United States. This project included two major convenings at the museum in October 2023 and February 2024 to discuss the current tribal educational efforts, define requirements for the digital platform, and engage in professional development relating to creating social studies content.

Other project activities included the formation of a FAM Teacher Advisory Group, a survey of classroom technical capabilities, and creating draft governance agreement to ensure that tribal nations stay in control of their own data. Lastly, the project team partnered with the Delaware Nation, Kiowa Tribe, and Peoria Tribe to collaboratively create new lesson plans for eventual upload to the repository.

This project is made possible by an award to the Chickasaw Nation from the Institute for Museum and Library Services (MN-253039-OMS-23), of which FAM is a sub-awardee. The 20+ tribal nations who participated in meetings or site visits include:

- Absentee Shawnee Tribe
- Cherokee Nation
- The Chickasaw Nation
- Choctaw Nation
- Citizen Potawatomi Nation
- Comanche Nation
- Delaware Nation
- Eastern Shawnee Tribe
- Kiowa Tribe
- Modoc Nation
- Muscogee (Creek) Nation
- Osage Nation
- Ottawa Tribe
- Pawnee Nation
- Peoria Tribe
- Seminole Nation
- Shawnee Tribe
- Thlopthlocco Tribal Town
- United Keetoowah Band of Cherokee Indians
- Wichita and Affiliated Tribes
- Wyandotte Nation

Key Project Findings

- Tribal nations recognize the need to increase access among educators to provide accurate and authoritative information about their respective tribal nations.
- Within a tribal nation, the department responsible for creating classroom materials varies. A Sep. 2023 survey to tribal nations indicated that the education or cultural departments are the primary departments responsible for this work.

- Many tribal nations have developed social studies classroom material in the past, but in many cases the material is not accessible to the public or is outdated. In some instances, tribal nation staff are not even aware of resources that have been developed over time.
- Experienced teachers rely less on pre-built lesson plans and instead pull elements from curricular resources to create their own instructional activities. This widens the scope of what tribal nations may upload to a website like the Online Educator Resource, including standalone resources such as multimedia recordings, photography of museum objects or documents, oral histories, activities, or games.
- Teachers are increasingly using online resources in their classroom and many schools provide one device per child. Internet accessibility within a classroom is near universal, although some cite firewall restrictions that can make downloading or streaming material difficult.

Project History

Collaboration with Davis Public Schools

Since 2020, the Chickasaw Nation Department of Education (CNDE) has partnered with one public school district, 11 tribal nations and First Americans Museum (FAM) to provide curriculum informed by Oklahoma tribes for credit in high school history. Tribal nations sent presenters to the classroom or provided the instructor with lesson plans to deliver themselves. Each semester included thematic units, such as origin/creation stories, food, government, language reclamation and sports and games. Each unit began with a general introduction by FAM educators and followed by tribal nation presentations and lesson plans, which spoke to community specific traditions and practices.

Though enjoyed by the instructor and students alike, there were limitations to this model:

- Lack of teacher training limited the instructor's ability to confidently deliver lesson plans on their own
- Tribal nations have limited resources and are unable to continuously provide on-site programming or instruction to schools
- Little consistency among presentations and activity, and no built-in assessment of student learning

At the same time, the success of the collaboration has identified a significant interest in expanding available resources to additional school districts. To meet these challenges, CNDE and FAM committed to address the need by developing a centralized resource where tribally informed curriculum can be housed and readily available for use while

ensuring the history and culture of Oklahoma tribal nations is respected, honored and shared in the classroom as intended by each sovereign nation. As FAM has a mission, as a national institution, to tell the story of Oklahoma tribes through respectful collaboration, it was an ideal partnership in this area.

Planning Project Proposal

In response to these experiences, CNDE and FAM submitted a proposal to the Institute of Museum and Library Services (IMLS) Native American Museum Program. In 2023, the Chickasaw Nation received an award of \$93,790 for the following:

The Chickasaw Nation will partner with the First Americans Museum in Oklahoma City, OK to develop a publicly accessible online template that will provide K-12 educators with a centralized resource for educational curriculum informed by Oklahoman Tribal nations. Project funds will support a digital strategy consultant who will conduct a requirements review, gather and inventory assets, and develop information architecture, as well as a full-time project coordinator who will engage with diverse stakeholders to collaborate on the creation of a comprehensive plan for the implementation of the educator resource. The project will strengthen professional relationships amongst Tribal nations and educators in Oklahoma and will increase Tribal capacity to provide interactive educational materials online, ensuring the histories and cultures of Oklahoma's Tribes are accurately portrayed, respected, and shared in the classroom.

The Chickasaw Nation was the IMLS award recipient, with FAM as sub-awardee. The Chickasaw Nation issued a Request for Proposals for a digital strategist to assist with technical portions of the project. The Chickasaw Nation awarded the role to The Experience Alchemists of Cambridge, MA, a firm with extensive experience working in public humanities projects and with First American communities.

Collaboration with Tribal Nations

Initial Outreach

Following museum protocol, First Americans Museum (FAM) sent a letter and follow-up email to each tribal leader of the 39 nations in Oklahoma. The purpose of the letter was to ensure that each leader was aware of the project, its goals, benefits and time/resource requirements for their role. The letter also requested a referral from the executive office to a specific individual or department to represent the tribal nation in the project. We also noted in the letter that we had identified possible project designees from each tribe's

education and cultural departments and would reach out in a few weeks in the case of non-response by the tribal leader. The outreach to department designees included an invitation to meetings in Oklahoma City and a survey of department capacity and activities.

Survey of Department Capacity and Activities

FAM distributed a survey in the fall of 2023 to all 39 tribal nations in the state of Oklahoma. The surveys were offered online through Survey Monkey and on paper through a mailing. Seventeen surveys were completed online, and one was mailed, making a total of eighteen surveys (a 46% return). When asked if they were currently creating social studies or history related resources for K-12 schools, 13 of the 18 respondents (72%) indicated they had created or were creating these items. Of these, 57% reported that it was being done by their education departments and 36% said it was being done by cultural preservation departments. One tribe reported that *both* of those departments were creating those K-12 resources.

The number of employees in the various departments which returned surveys varied from one to 19. Two departments had only one employee; four had two employees; one had three employees; four had four employees; two had five employees; and one department had nineteen employees. This information indicates that due to a huge difference in the sizes of the tribes (from 300 to over 380,000 enrolled citizens), there is a need to adapt assistance with the development of online resources to flexibly accommodate the different sizes and capacities of tribal nation staff. Of the 10 tribal nations that reported there were department directors, the highest degree of schooling of those directors varied from high school to PhD. There were two PhDs, six with a master's degree, one with a bachelor's degree, and one with a high school diploma. Only nine of the respondents (50%) indicated that they had staff with prior teaching experience. Nearly all respondents (67%) cited lack of staff and resources as a barrier to creating classroom material.

Departmental priorities for responding tribes were mixed. Cultural preservation was the most important priority, with 62% of respondents indicating it as a key goal. 46% reported student support as a priority for their citizens, such as offering scholarships or ensuring the appropriate use of Johnson O'Malley funding within their tribal jurisdiction. Lastly, development of curriculum was cited by 23% of respondents. This open-ended question allowed multiple responses, so figures do not total 100%.

Content Considerations

During the first meeting in October, FAM distributed worksheets to convening participants representing tribal nations to complete while taking a self-guided tour of the museum's *OKLA HOMMA* exhibition. The survey asked representatives which narratives their tribal nations wanted in classrooms, what misconceptions they often encountered, and if there were specific cultural sensitivities or restrictions on content. Key insights include:

- Most tribal nations are interested in sharing their origin stories but wish to emphasize that they are not “legends” or “myths,” but deeply important narratives that shape their worldview and values.
- Tribes outside the Five Tribes (Cherokee, Chickasaw, Choctaw, Muscogee (Creek), and Seminole Nations) wish to share their own stories of removal, which are distinct from the Trail of Tears.
- A resounding theme among respondents was “we are still here,” with an emphasis on resilience and the ways in which tribal nations are flourishing today.
- There are some differences among tribes with shared histories that can be contentious. These topics will require more discussion and deliberation between tribes and FAM to allow for multiple historical accounts that are not mutually exclusive.
- There are types of content that should only be shared seasonally or within gender-restricted social settings, etc. These types of stories or activities should probably not be listed on a publicly accessible repository like the Online Educator Resource.

Convenings at FAM

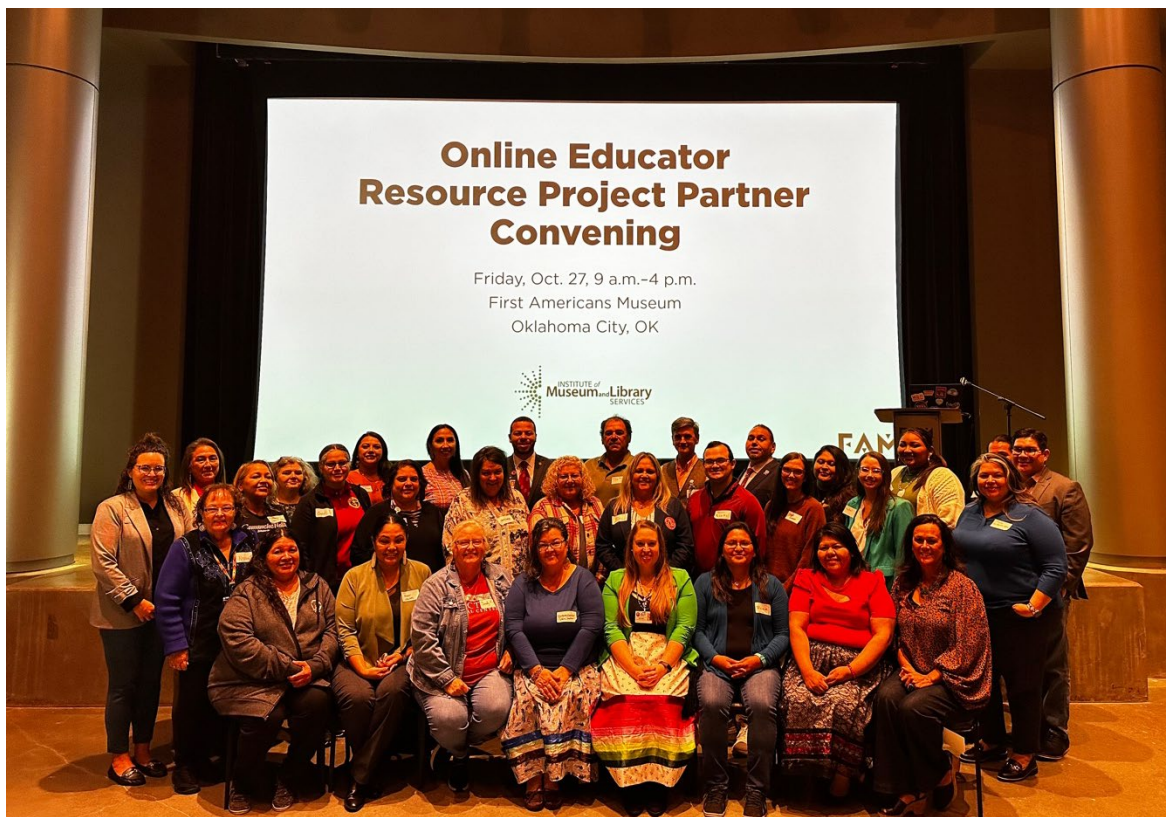


Figure 1 Project Convening Oct. 2023. See list of attendees below for names.

Oct. 27, 2023 Meeting

This first meeting illustrated an interesting tension in the educational landscape of tribal nations in Oklahoma. Through discussion we found that many tribal education departments understandably prioritize tribal language education for their citizens and communities rather than educational material for the general public. While tribal languages can certainly be incorporated into mainstream curriculum, they are not the sole focus of the social studies classroom and require specific instructional strategies outside the typical training of a social studies educator. Therefore, the project team had to clearly share with tribal nations that tribal language education was outside the scope of this project.

This meeting included presentations from digital strategist Ed Rodley to inform participants of recent trends in digital learning and educational technology use in the classroom. His presentation outlined when technology is an appropriate instructional strategy, designing for the user experience and insights from the teacher technology survey (detailed below under “Technical Considerations”). A representative from the Oklahoma Council for Social Studies, Sarah Dumas, presented on the question of “What is Social Studies” to build a shared vocabulary among all project partners and build an understanding that the discipline includes history, civics, government, languages, law and other humanities disciplines. Following this meeting, tribes were asked to begin to inventory lesson plans, primary resources and any other kinds of classroom content their tribe may already have.

October 2023 Attendees:

- Absentee Shawnee Tribe – Blake Goodman (Youth Program Coordinator)
- The Chickasaw Nation – Angela Wrublewski, Woodrow Wilson, Kati Cain, and Joe Thomas
- Choctaw Nation – Sandy Vigil (Director of Education)
- Citizen Potawatomi Nation – Rachel Watson (Education Director)
- Comanche Nation - Randi Attocknic, Edward Tahhahwah II, Kathy Cardung, Guy Narcomey, Martina Munthin, and Crystal Rodrigez
- Delaware Nation – Sonnie Allen (Director of Cultural Preservation)
- Kiowa Tribe – Dr. Toni Tsatoke-Mule (Education Agency Director)
- Muscogee (Creek) Nation – Cassandra Thompson (Curriculum Specialist)
- Osage Nation – Patrick Martin (Superintendent, Osage Nation School)
- Ottawa Tribe – Rhonda Hayworth (Education Department staff)
- Pawnee Nation – Dr. Herb Adson (Cultural Resource Division director)
- Peoria Tribe – Stacey Lindsly (Grant Writer) and Lisa Stovall
- Seminole Nation – Kerri England (Cultural Teacher Manager)
- Thlopthlocco Tribal Town – Yvonda Fixico (Social Services Director) and Melanie Frye (Language Activities Coordinator)

- United Keetoowah Band of Cherokee Indians – Dr. Leslie Hannah (Education Director)
- Wichita and Affiliated Tribes – Robin Williams (History, Culture & Language Preservation Administrator)

February 15–16, 2024 Meeting



Figure 2 FAM Teacher Advisor Brandi Graham facilitates a table discussion with Joe Thomas and Angela Wrublewski, both representatives of Chickasaw Nation, during the Feb. 2024 convening.

An “exit ticket” survey of attendees to the October meeting indicated significant interest in professional development opportunities on developing classroom content for social studies classrooms. Therefore, the following mini-workshops were presented:

- Research on the landscape of tribally informed curriculum – Dr. Woody Wilson (Kiowa Tribe), Chickasaw Nation Senior Manager, Public School Programs
- Educator’s toolkit: Essential activity, engage, learning experience, assessment – FAM Teacher Advisors; followed by a practicum the next day in which attendees created their own lesson plan
- Integrating primary/secondary sources into the classroom – Eric Harp (Cherokee Nation), President of the Oklahoma Council of History Education
- English language arts integration into social studies – Paul Duffy-Relf, Putnam City Schools Secondary ELA Coordinator

During this meeting, the project team shared a draft wireframe of the proposed Online Educator Resource for feedback. A SOAR (strengths, obstacles, aspirations and results) exercise identified further thoughts and feelings on the project as well as a larger collaboration among tribal nations.

Strengths	Obstacles	Aspirations	Results
<ul style="list-style-type: none"> • Central location • Collaborative • Tribal representation and collaboration • Preservation and culture • Accessibility • Control and protocol • Primary resources 	<ul style="list-style-type: none"> • Disagreements • Staff or leadership turnover • Capacity and resources • State, school, teacher, tribal member and parent buy-in • Competing viewpoints among tribes • Teacher professional development 	<ul style="list-style-type: none"> • Respect and inclusion • Used by Native and non-Natives • Multi-disciplinary • Correlation with global Indigenous peoples • Used by educators and students nationwide 	<ul style="list-style-type: none"> • Usage of resource • Partnerships with school districts • Expansion to other tribes • Tribal visibility • More community awareness • Changes in policy • Native student pride • Increased authentic representation in media

The wireframe overview and SOAR activity facilitated feedback on the proposed design of the website. Input included:

- Tribal representatives were enthusiastic to see they had a dedicated landing page for their tribe, and requested they have control over contact information so schools could reach out directly to their education staff.
- Having the classroom materials is one thing, cultural competency is another. Participants felt that the Online Educator Resource should include some sort of online training for non-Native educators, and rollout to the public should be accompanied by professional development across the state and at regional and national conferences.
- Tribes want data on site visits and download of their material. The group considered how requesting a ZIP code before download or enhanced use of analytics could provide them with more insight into usage without introducing too much friction into the user experience.
- The digital strategist recommended that tribes provide actual files for the Online Educator Resource to host on their own servers in case a tribal website is changed, or a link breaks. However, some tribes felt more comfortable with the idea of providing a referral link from the Online Educator Resource to their site.

February 2024 attendees:

- Absentee Shawnee Tribe – Blake Goodman (Youth Program Coordinator)
- The Chickasaw Nation – Angela Wrublewski, Woodrow Wilson, Kati Cain, Joe Thomas

- Choctaw Nation – Sandy Vigil (Director of Education)
- Citizen Potawatomi Nation – Rachel Watson (Education Director)
- Comanche Nation - Guy Narcomey, Marla Nauni, and Crystal Rodreigez
- Delaware Nation – Sonnie Allen, Carissa Speck and Sylvia Pitner
- Eastern Shawnee Tribe – Erin Payden and Tonya Tipton
- Kiowa Tribe – Dr. Toni Tsatoke-Mule (Education Agency Director)
- Modoc Nation – Syd Colombe (Director of Cultural Preservation)
- Muscogee (Creek) Nation – Cassandra Thompson (Curriculum Specialist)
- Ottawa Tribe – Rhonda Hayworth (Education Department staff)
- Peoria Tribe – Stacey Lindsly (Grant Writer) and Lisa Stovall
- Shawnee Tribe – Erin Paden
- United Keetoowah Band of Cherokee Indians – Dr. Leslie Hannah (Education Director)
- Wichita and Affiliated Tribes – Robin Williams (History, Culture & Language Preservation Administrator)

Follow-Up Site Visits

Site visits in April through the remainder of the granting period underscored that many tribes in Oklahoma would welcome the assistance of First Americans Museum (FAM) to tweak existing materials and/or develop new ones that align with best pedagogical practices, including the use of primary resources. These visits also affirmed a driving hypothesis of the planning grant: that many tribal nations already had classroom resources on paper in their offices or digitally on tribal websites, but educator accessibility and awareness remain an obstacle.

Travel to tribal nation offices also allowed for more in-depth conversations about resources that tribes may already have. For example, at a site visit with Ottawa Tribe staff in Miami, OK, we received copies of curricular material relating to the War of 1812 that the tribe had developed with the National Park Service and other Ottawa/Odawa tribes in the mid-2010s. Although several years old, the tribe felt that the material still reflected their cultural perspectives, and it also adhered to current best practices in social studies curriculum and instruction. However, they needed additional support to migrate their printed copies of the classroom resources to the Internet.

However, Wyandotte Nation, who participated in a similar partnership with the National Park Service, did not feel that the material from the mid-2010s reflected their cultural, historical and linguistic traditions and current scholarship. They shared that they prefer to perform a comprehensive update to the material before sharing it with schools.

In-person conversations with tribal nations also yielded new opportunities for connection. Staff at Muscogee (Creek) Nation had also been considering a lesson plan repository for

Muscogee language lessons and looked forward to building upon this project's outcomes. Similarly, Choctaw Nation had been developing lesson plans relating STEM concepts to Indigenous Knowledge with Oklahoma State University (OSU). Discussion revealed that these lesson plans contained relevant social studies content and could be cross posted on the OSU site and an Online Educator Resource.



Figure 3 FAM project staff Adrienne Lalli Hills and Dr. Norma Neely during a site visit to Osage Nation representatives on April 8, 2024.

Site visits (unless otherwise noted, took place at tribal complexes):

- Absentee Shawnee Tribe – Tresha Spoon (Education Director), April 5
- Cherokee Nation – Aaron Emberton (Education Services Deputy Director) and colleagues, April 25
- Choctaw Nation – Sandy Vigil (Director of Education) and colleagues, April 17
- Citizen Potawatomi Nation – Rachel Watson (Education Director), April 9
- Kiowa Tribe – Dr. Toni Tsatoke-Mule (Education Agency Director) – May 6 at FAM
- Modoc Nation – Syd Colombe (Director of Cultural Preservation), April 24
- Muscogee (Creek) Nation – Cassandra Thompson (Curriculum Specialist) and Na-Komis Alsover, April 10
- Osage Nation – Patrick Martin (Superintendent, Osage Nation School) and colleagues, April 8
- Ottawa Tribe – Rhonda Hayworth (Education Department staff), April 15
- Peoria Tribe – Burgundy Fletcher (Historic Preservation Specialist) and Stacy Lindsly (Grant Writer), April 24

- United Keetoowah Band of Cherokee Indians – Dr. Leslie Hannah (Education Director), Jennifer Cole Robinson and Roger Cain), April 26
- Wichita and Affiliated Tribes – Robin Williams (History, Culture & Language Preservation Administrator), June 17
- Wyandotte Nation – Beci Wright (Cultural Researcher), Chris Houk, and Heather Miller, April 24

New Lesson Plans

Through surveys and conversations with tribal nation representatives at in-person meetings and site visits, it became clear that many tribes lacked the resources to create new classroom materials. Therefore, a request change was submitted to IMLS to reappropriate funds to support the creation of new content. Following IMLS approval, FAM, the four FAM Teacher Advisors, and three tribal nations—Delaware Nation, Kiowa Tribe and Peoria Tribe—collaborated to create new respective lesson plans. To ensure this aspect was collaborative but did not require too much tribal staff time, FAM implemented the following meeting structure:

- **Pre-meeting Responsibilities:** Together with colleagues, tribal leaders and culture bearers, the tribal employee determines the content and learning outcomes the tribe wishes to address in the lesson plan and determines target grade levels. Tribal employee is provided with a list of Oklahoma Academic Standards that explicitly address First American histories to ensure alignment with Oklahoma schools' curricular expectations.
- **Meeting #1 (one hour):** Discovery meeting at the tribal headquarters to discuss content, assets the tribe may already have (such as primary resources to anchor the lesson plan), cultural or seasonal sensitivities, etc.
- **Meeting #2 (one hour):** Over Zoom, the teams meet to discuss the work the Teacher Advisors have performed thus far, providing ample time for course correction in case the draft lesson plan is straying from the original intention of the tribe.
- **Meeting #3 (one hour):** Over Zoom, the team meets to review the final draft of the lesson plan. The tribal employee is then responsible for gaining authorization from the tribe to publish the material.

Delaware Nation

In the initial meeting with Delaware Nation representatives in Anadarko, OK, FAM Teacher Advisors and Delaware Nation representatives selected a lesson topic that aligns with Oklahoma Social Studies standards, focusing on the Delaware (Lenape) People, their

forced removal to Oklahoma, and concepts of sovereignty and treaties. The lesson will feature a PowerPoint detailing the tribe's multiple removals and the resulting tribal divisions, emphasizing the Treaty of Fort Pitt as the first treaty between a tribal nation and the United States government. It is essential that the lesson is taught from the Delaware Nation's perspective, incorporating significant cultural elements such as the wampum belt.

During the second meeting, the Delaware Nation representatives expressed satisfaction with the lesson plan and requested a revised map to better represent their removal journey. The lesson plan caters to grades 3-12, incorporating modifications for various levels, as requested by tribal leaders.

The final meeting confirmed that all feedback was addressed and pilot results were shared. Delaware Nation representatives expressed their approval of the final draft, affirming that it met all their requirements. This collaborative effort effectively integrated educators' expertise with tribal knowledge, resulting in a successful and enriching educational experience.

Kiowa Tribe

Kiowa Education Agency Director Dr. Tsatoke Mule highlighted that the tribe desired an activity on Kiowa Calendar Making, that most of their work was for elementary aged students, and that she wanted students to know that like other learned societies, the Kiowa also had calendars and historical record-keeping. She also said she wanted students to make a calendar of their own, recalling the early ways of the Kiowas. On June 6, 2024, we held a progress meeting to review our initial lesson plan and handouts.

Rather than have students access the internet to review various entries on Kiowa calendars, Dr. Tsatoke-Mule tasked us to create a handout of various, age-appropriate entries from a tribe-approved book, *Calendar History of the Kiowa Indians*. The team of FAM Teacher Advisors and tribal nation representatives also scheduled a time when Kiowa elders could review the lesson. Unfortunately, due to this part of the project's compressed timeline, we were unable to meet with the elders for feedback. Future iterations of this project should include ample time to navigate schedules for critical cultural constituent input.



Figure 4 Summer day camp students participate in a pilot Kiowa Calendar activity at First Americans Museum.

Peoria Tribe

The lesson creation process with the Peoria Tribe began with an onsite meeting in Miami, OK, where teacher advisers connected with tribal representatives to discuss expectations and identify important topics. Their focus centered on the Peoria Tribe's multi-tribal identity and relocation story, aligning their efforts with state standards. Recognizing the tribe's desire for a comprehensive curriculum, the advisers decided to start the lesson with research on the Peoria emblem. They also planned a student project where learners would gather information on each nation (Kaskaskia, Peoria, Piankeshaw, and Wea tribes) within today's Peoria Tribe, highlighting their history alongside the broader narrative of relocation.

After developing the lesson, the advisers presented it to the Peoria tribe representatives virtually for feedback. The tribal representatives approved the lesson without further changes but noted that some website information might be outdated. Burgundy, their contact, promised to review it and later confirmed that the lesson plan was solid. Unfortunately, they could not pilot the lesson due to scheduling conflicts with important Peoria events. However, the collaboration proved effective in defining goals and objectives and highlighted the tribe's appreciation for the work, as well as their interest in creating further lessons to share their history.

In the same way that the lesson plan was piloted with FAMcamp students, this portion of the project piloted new ways for classroom educators to work together with tribal nation staff to create materials that reflect the tribe's perspective while ensuring they are relevant

to teachers' needs and conform to best pedagogical practices. These collaborations will inform FAM's future with tribes to produce classroom content.

Educator Advisement

Educator Technology Survey

As the project team considered the development of in-classroom digital materials, FAM staff circulated a technology survey among educators across the United States, with most respondents in Oklahoma. Consulting digital strategist Ed Rodley of The Experience Alchemists and the FAM Teacher Advisors helped develop the surveys and analyze results. Insights from a sample of 93 educators include:

- 100% of respondents cited having Internet connectivity in the classroom and the majority can download files and stream multimedia. 76% agreed that they were able to browse the Internet without firewall issues blocking access.
- 93% of educators reported that their students have 1:1 devices (laptop or iPad) in their classroom. However, as one Teacher Advisor noted, this high percentage may be a residual effect of emergency pandemic relief funding. It is possible future technology access for students is not guaranteed.
- Other types of technology are less universal. 80% have a projector or smartboard, 57% have speakers, and 30% have a document camera.
- Further, while some teachers reported issuing at-home assignments on the web, others were concerned about a lack of Internet access among their students outside of the classroom. One teacher at a Title I school noted requiring such assignments "wouldn't be fair" to their students. While many tribal nations and rural communities are working to increase broadband access within their jurisdictions, an Online Educator Resource that relied on at-home assignments would be inaccessible to many students who do not have sustainable internet access outside the classroom.
- The majority of teachers (82%) already use online history or social studies materials. Common websites mentioned included YouTube, PBS, iCivics, Library of Congress and Gilder Lehrman Institute.

These findings suggest that many teachers make good use of online and digital resources in the classroom, but that the external technical infrastructure can vary state-by-state. The current pervasiveness of 1:1 devices opens new possibilities for content and platform development, such as developing activities students can complete on their own in the classroom or at home.

Teacher Advisor Input

Between September 2023 and April 2024, a team of four FAM Teacher Advisors met monthly in-person at FAM and online to discuss the development of the Online Educator Resource. All teachers were comfortable working with educational technology and two were instructional coaches for their peers. The following insights about educational technology and classroom material content emerged from our meetings:

- Experienced teachers rarely use an entire pre-developed unit or even a single lesson plan. Instead, they prefer to mix and match instructional elements to meet their students' learning goals. The Online Educator Resource can support these teachers by including robust metadata protocols that facilitate search, filter and sorting for these savvy consumers.
- Tribal nations should not feel limited to uploading entire lesson plans exclusively, but “atomized” assets, such as photographs of primary resources, multimedia, maps, interviews with elders, games and activities, and more. Primary sources can be paired with document analysis tools, such as HIPP (Historical Context, Intended Audience, Purpose, Point of View) to scaffold student understanding and inquiry.
- Due to the current teacher shortage in Oklahoma and across the United States, there are many less-experienced teachers in classrooms—many of whom work under emergency certification and lack formal training in curriculum and instruction. Special care should be taken to support these teachers, who may be more likely to follow a unit or lesson plan in its entirety.
- Because of the national reach of this project and the shifting nature of local state academic standards; the FAM Teacher Advisors recommend aligning social studies content with the National Council for Social Studies standards. This will ensure relevance to teachers across the United States and reduce the need to cross-align every activity to individual states.
- Technology for its own sake is a waste of an opportunity. Multimedia should enhance the student learning experience by providing video, audio and interactive experiences that a paper-and-pencil analog cannot.

Technical Considerations

Requirements & Platform Implementation

The Online Educator Resource will be built on the award-winning Omeka open-source content management system (CMS), a web publishing platform for sharing digital collections and creating media-rich online exhibits. It is the preeminent CMS

in use today in the education and cultural sectors and has been under active development and improvement since 2007. The plan is to contract with Omeka to develop and build the repository and associated workflows to upload and download materials.

First Americans Museum (FAM) desires to launch the site in fall 2025 with the initial version of the repository of educational assets, that number around 300 assets. This initial tranche of materials has already been solicited and collected by FAM staff and reviewed by both FAM education staff and the FAM Teacher Advisors. This implementation phase will also include marketing to teachers across the United States through partnering organizations such as Oklahoma school districts, National Council for History Educators, National Council for the Social Studies, and specific Tribal Historic Preservation Offices (THPO) across the nation.

Later phases of the project will include a second content area of the site: a media-rich online exhibition based on FAM's *OKLA HOMMA* permanent installation. This exhibition will provide a First American lens on United States history and draw from FAM's collection of content, licensed assets (which may need to be relicensed), and commissioned media and collection projects. The exhibition will include links to the repository and all the assets in the repository will be tagged to specific areas of the exhibition, so that even casual browsers of the exhibition will be able to discover pertinent educational resources.

See Exhibit D for Software Specification Requirements.

Tribal Data Sovereignty

In keeping with the principles of Native data sovereignty, First Americans Museum (FAM) upholds the rights of tribes and tribal nations to present their histories. This repository is a first step towards remedying that imbalance, for the benefit of the tribes and for all people who live in Oklahoma and in the ancestral homelands of those tribes.

In keeping with the CARE Principles for Indigenous Data Governance (Collective Benefit, Authority to Control, Responsibility and Ethics), we strive to develop a process that foregrounds the rights and interests of the tribes. Therefore, the Online Educator Resource claims no other rights over the materials provided by the tribes aside from that of stewardship to keep the repository functional and accessible for five years.

As outlined in an attached licensing agreement (see Exhibit C), all content and data provided remain the intellectual property of that tribe. Users of the Online Educator Resource who wish to use that material agree to a non-exclusive license to use said material for educational purposes, according to the license statement attached to that resource. Tribes may decide at some future point that material presented in the repository is no longer appropriate for public dissemination and ask for its removal. That decision is theirs and theirs alone. FAM will honor that decision and remove such material.

In May 2024, FAM distributed copies of the licensing agreement to participating tribal nations for counsel review and necessary approvals. Several tribes requested changes to the jurisdictional language in the agreement to affirm tribal sovereignty. Many tribal nations must have the agreement be approved by a committee before signing by the tribal leader. As the review continues, it is FAM's goal to have licensing agreements with all participating tribal nations.

Next Steps

As the grant closed in June 2024, First Americans Museum (FAM) began seeking implementation funds to license Omeka, hire a developer and gather and upload licensed classroom materials from tribal nations. The museum received an initial \$10,000 from Express Personnel to begin the process of purchasing and configuring Omeka. At the same time, FAM is collaborating with Davis Public Schools, Davis, OK, and Lindsay Public Schools, Lindsey, OK, to develop and pilot classroom content that engages the general context of the tribes of Oklahoma, including ancestral lands, removal to Indian Territory, and status as sovereign nations today. Drawn from content found in the museum's *OKLA HOMMA* exhibition, these materials will be uploaded to the Online Educator Resource alongside tribally produced materials. At this time, FAM will be the only non-tribal entity to contribute to the Online Educator Resource.

By the conclusion of 2025, FAM hopes to launch a preliminary version of the Online Educator Resource to the public with an initial 300 assets available to schools and teachers. FAM has identified relevant events, such as the 2026 Johnson O'Malley Conference in Oklahoma City, as national opportunities to raise awareness about the new platform. Partnering organizations such as the National Council for History Educators, National Council for the Social Studies, and satellite Tribal Heritage and Preservation Offices (THPO) across the nation will widen our reach nationally. Potential other audiences include national organizations that promote history, including American Association for State and Local History, to which FAM is an institutional member.

Once launched, FAM is committing to maintaining the Online Educator Resource at no cost to the tribes for five years. Over time, we anticipate the repository will grow as more tribal nations contribute their materials. We will additionally seek funding to support the development of new tribally informed curricula, effecting a virtuous cycle of meeting schools' needs, building tribal education department capacity, and advancing the interests of sovereign tribal nations. After the first five years, the site will be assessed for both sustainability and continued community value.

Appendix A | Project Staff & Partners

Chickasaw Nation

Angela Wrublewski, Project Director of IMLS Online Educator Resource Grant
Director of Student Development
The Chickasaw Nation Department of Education
Division of Education Resources

Dr. Woodrow Wilson
Senior Manager Public School Programs
The Chickasaw Nation Department of Education
Division of Education Resources

First Americans Museum (FAM)

Adrienne Lalli Hills (Wyandotte Nation)
Director of Learning and Community Engagement

Dr. Norma Neely (Citizen Potawatomi Nation)
Project Specialist

FAM Teacher Advisors

Brandi Graham, Social Studies Educator, Norman Public Schools and Instructor,
University of Oklahoma College of Education

Theresa Mosier (Cherokee Nation), Retired School Librarian, Moore Public Schools


Patricia McDaniels-Gomez (Kiowa Tribe), High School Social Studies Educator, University
of Oklahoma K20 center

Justin McLeckie, Middle School U.S. History Teacher, Mustang Public Schools

The Experience Alchemists


Ed Rodley


Appendix B | Online Educator Resource Wireframe

 Online Educator Resource

Tribal NationsResourcesAbout

Explore learning resources from tribal nations in Oklahoma today.







Welcome to Online Educator Resource

300+ lesson plans, activities, and educator reference materials for social studies classrooms across the United States and portions of Canada.

Site resources are developed and approved by XX of the 39 tribal nations in Oklahoma today and First Americans Museum.


 Online Educator Resource

Tribal NationsResourcesAbout




Search Results

Showing results 1 to 20 of 39



Absentee Shawnee Tribe
Shawnee, OK
☒ Resources available



Alabama-Quassarte Tribal Town
Wetumka, OK

Narrow Your Search

State Location

- ☐ NE OK
- ☐ NW OK
- ☐ SE OK
- ☐ SW OK

Historic Ties

- ☐ Alabama
- ☐ Arkansas
- ☐ California
- ☐ Colorado
- ☐ Connecticut
- ☐ Delaware
- ☐ Florida
- ☐ Georgia
- ☐ Illinois
- ☐ Indiana
- ☐ Iowa
- ☐ Kansas



Search lesson plans, activities, etc.



Search

325 total resources

Narrow Your Search

Type

- ☐ Activity
- ☐ Assessment
- ☐ Classroom Resource
- ☐ Game
- ☐ Lesson Plan
- ☐ Teacher Reference

Grade Level

- ☐ K-3
- ☐ 4-5
- ☐ 6-8
- ☐ 9-12

Tribal Nation

- ☐ Absentee-Shawnee
- ☐ Alabama-Quassarte Tribe
- ☐ Apache Tribe
- ☐ Caddo Nation
- ☐ Cherokee Nation
- ☐ Cheyenne & Arapaho Tribes



Turtles



Search Results

Showing results 1 to 20 of 325



Haudenosaunee Creation Story

This 15 minute activity encourages students to consider how animals are part of...

Tribal Nation: Seneca-Cayuga Nation

Type: Classroom Resource

Grade Level: 4-5, 6-8



Shaker Shell Sounds

Discover the sounds of a Muscogee stomp dance in this 20 minute video...

Tribal Nation: Muscogee Nation

Type: Activity

Grade Level: K-3

Narrow Your Search

Type

- ☐ Activity
- ☐ Assessment
- ☐ Classroom Resource
- ☐ Game
- ☐ Lesson Plan
- ☐ Teacher Reference

Grade Level

- ☐ K-3
- ☐ 4-5
- ☐ 6-8
- ☐ 9-12

Tribal Nation

- ☐ Absentee-Shawnee
- ☐ Alabama-Quassarte Tribe
- ☐ Apache Tribe
- ☐ Caddo Nation
- ☐ Cherokee Nation
- ☐ Cheyenne & Arapaho Tribes



Lesson Plan Title

Haudenosaunee Creation Story

Tribal Nation

[Seneca-Cayuga Nation](#)

Type

Classroom Resource

Description

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do

Educator Contact

Email

example@example.com

Phone

(405) 000-0000



ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut
aliquip ex ea commodo consequat. Duis aute irure dolor in
reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla
pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa
qui officia deserunt mollit anim id est laborum.

Download Resource



Access Resource on Tribal Nation Website

<https://www.example.com/download/example-resource>

Last Updated

January 24, 2024

Report missing or broken links to example@example.org.

Appendix C | DRAFT Licensing Agreement

Repository License Agreement

This repository license agreement (this “Agreement”) is entered into this __ day of ____ 202__ by and between [licensor’s full legal name] (“Licensor”), [licensor’s legal status if an entity] and the First Americans Museum Foundation (the “Foundation”), an Oklahoma not-for-profit corporation, as licensee.

Recitals

A. The Foundation manages and operates First Americans Museum (the “Museum”) located at 659 First Americans Boulevard, Oklahoma City, Oklahoma 73129-6142.

B. Licensor is the creator, owner, and copyright owner of the Materials (“Materials”) defined below and wishes to grant the Foundation a license related to the materials to be used in connection with the Museum as set out in this Agreement.

Background

The Licensor has developed and owns certain classroom materials that it wishes to share with the Foundation and its online educator resource repository (“Repository”) for educational purposes. The Foundation agrees to make the Materials available to the public via the Repository under certain terms and conditions.

Terms

1. **The license.** Licensor is the owner of all copyright, trademark, and patent rights, if any, in the Materials described on Exhibit A. Licensor hereby transfers and assigns to the Foundation the non-exclusive, royalty-free, limited-use permission in perpetuity to use the Materials as follows:

Permission to host tribally produced Materials on the digital Repository

Permission to link to Materials, held elsewhere, on the digital Repository

Permission to use Licensor’s tribal seal in the digital Repository

This Agreement does not transfer ownership of the copyright or any other interest in the Materials to the Foundation.

2. **Term.** The term of this Agreement (the “term”) will begin on the date that it is executed by both parties and continue perpetually for the entire term of the website for which it is being used.
3. **Use restrictions.** The Foundation agrees not to use the Materials in any other manner or for any commercial purposes without the prior written permission of the Licensor.

4. **Alteration of Materials:** the Foundation agrees not to alter the Materials in any way that would change their meaning or intent without the prior written permission of the Licensor.
5. **Revocability.** The Licensor may decide at some future point that Material presented in the Repository is no longer appropriate for public dissemination and request its removal. The Foundation will honor that decision as theirs alone and will remove such Material within thirty (30) days of written notice.
3. **Licensor's representations; indemnity.** Licensor represents and warrants that Licensor is the sole and lawful owner of the intellectual property rights in the works and has the power to assign such rights to the Foundation. Licensor will not take any action inconsistent with Licensor's ownership of the intellectual property rights in the works that could subject the Foundation to claims by third parties. If Licensor transfers or assigns ownership of the intellectual property rights in the works to another party, Licensor will so notify the Foundation. **Licensor will indemnify, defend, and hold the Foundation harmless from any and all demands, claims, lawsuits, actions, damages, losses, liabilities, costs, and expenses (including attorney's fees) incurred by or asserted against the Foundation resulting in any manner from Licensor's breach of the representations and Licensor's granting of the permissions set out in this agreement.**
4. **Notices.** Each party will give prompt written notice to the other party of any claims arising out of this agreement. Notices must be sent by: (1) hand-delivery in return for a receipt; (2) United States mail with postage prepaid; (3) nationally recognized overnight courier service; or (4) email, so long as the intended recipient acknowledges by email or other writing as having received the notice (with an automatic "read receipt" not constituting acknowledgment). A notice is effective on the earlier of: (1) the date of actual delivery; or (2) for mailed notices (without a return receipt), three business days after the date of mailing. However, if the receipt of notice is refused, the notice is effective upon attempted delivery. Either party may change its contact information by notifying the other party as required by this section. Notices to the Foundation must be addressed as follows:

First Americans Museum Foundation
Attn: Director of Learning & Community Engagement
659 First Americans Blvd.
Oklahoma City, OK 73129-6142
Learn@famok.org

Notices to Licensor must be addressed as set out in Exhibit A.

5. **Public statements.** Licensor will not make any public statement or issue any press release regarding this Agreement without the Foundation's prior written consent.

6. **Binding effect.** This Agreement will be binding on and benefit the parties and their respective successors and assigns.

7. Miscellaneous provisions.

- vii) **Relationship of the parties.** This agreement does not create and will not be construed as creating an agency, partnership, joint venture or employment relationship between the parties.
- vii) **Choice of law; jurisdiction and venue.** This Agreement will be interpreted and enforced in accordance with the laws of the State of Oklahoma (excluding its conflict of laws rules that would apply the law of another jurisdiction). The parties irrevocably consent to the jurisdiction of the State of Oklahoma and agree that any court of competent jurisdiction sitting in Oklahoma county, Oklahoma is an appropriate and convenient place of venue to resolve any dispute with respect to this Agreement.
- vii) **Entire agreement; modification.** This agreement constitutes the entire Agreement between the parties pertaining to its subject matter. All prior and contemporaneous written or oral agreements and communications between the parties are superseded by this Agreement. This Agreement may not be supplemented or modified except in a written Agreement properly executed by the parties. The Exhibits to this agreement are incorporated into this Agreement by reference and are an integral part of this Agreement.
- vii) **Waiver.** The terms of this Agreement may be waived only by a written document executed and delivered by the waiving party to the other party. No course of dealing between the parties, delay in the exercise of any rights under this Agreement, or failure to object to any action or omission constitutes a waiver of any terms of this agreement. A waiver of any term of this Agreement will not constitute a continuing waiver of that term.
- vii) **Severability.** If any provision of this Agreement is determined to be to any extent invalid, illegal or unenforceable, it will be deemed stricken from this Agreement. All other provisions of this Agreement will remain in full force and effect. The stricken provision will then be deemed replaced with one that is valid and enforceable and that comes closest to expressing the parties' original intent.
- vii) **Counterparts.** This agreement may be signed in counterparts, each one of which is considered an original, but all of which constitute one and the same instrument. Counterparts may be delivered by email in portable document form (.PDF), and electronically transmitted signatures will have the same effect as manually transmitted signatures.
- vii) **Authority.** Each party represents and warrants to the other that: (1) it has full authority and power to enter into and perform its obligations under this agreement; (2) the person executing this agreement is fully empowered to do so; and (3) no consent or authorization is necessary from any third party.

[Balance of page intentionally left blank – signature page and exhibit follow.]

Signature page to image license agreement

This agreement is acknowledged and accepted this __ day of _____, 202__.

Licensors:

By: _____
Printed name: _____
Title: _____
Tribal nation: _____

Foundation:

By: _____
Printed name: Blake Wade
Title: Interim Executive Director
First Americans Museum Foundation

Exhibit A to Repository License Agreement

Description of the materials

*[Attach additional pages as necessary to provide complete and detailed information
for every item being deposited.]*

Licensors' information:

Name:
Street address:
City/state/zip code:
Email address:
Additional contact person(s):

Title of Materials:

Description of the Materials:

Digital File Name for Materials:

Date of Creation:

Date of Last Revision:

Target Audience (Grades):

Keywords:

Creative commons license selection:

- ☐ CC BY
- ☐ CC BY-SA
- ☐ CC BY-NC (Recommended)
- ☐ CC BY-NC-SA
- ☐ CC BY-ND
- ☐ CC BY-NC-ND

See creative commons definitions here: <https://creativecommons.Org/share-your-work/ccllicenses/>

Appendix D | Software Requirement Specifications

1. Introduction

1.1 Purpose

The purpose of this Software Requirements Specification (SRS) document is to outline the functional and non-functional requirements for an online repository of classroom materials. The website will serve as a resource for teachers, allowing them to access, search, sort, and download educational materials for non-commercial use. The repository will cater to a wide range of subjects and grade levels, helping educators enhance their lesson plans and instructional approaches.

1.2 Scope

This website will provide a user-friendly platform for teachers to:

- Search for classroom materials by subject, grade level, content type, location, tribal nation, and more.
- Filter and sort materials by various criteria.
- Preview and download materials for non-commercial educational use.
- Access teacher guides, lesson plans, activities, and other educational content.

1.3 Definitions, Acronyms, and Abbreviations

- User: A teacher or educator accessing the repository.
- Repository: The online storage and database of educational materials.
- Material: Any document, lesson plan, activity, or resource provided in the repository.

1.4 References

No external references are used for this specification.

2. Overall Description

2.1 Product Perspective

The product is a web-based system designed to serve as a repository for educational materials that can be accessed by teachers from anywhere. The system will allow users to search and filter materials by subject, grade level, content type, and keywords. Additionally, materials will be downloadable in various file formats.

2.2 Product Features

- Search functionality by subject, grade, and content type.
- Sorting by popularity, date added, or relevance.
- Filtering by file type, grade level, and subject area.
- Downloadable content in formats such as PDF, Word, and PPT.
- Secure login for access to material downloads.
- Teacher feedback and ratings for individual materials.
- Mobile-friendly and accessible design.

2.3 User Characteristics

The primary users are teachers from K-12 institutions. Users are expected to have basic technical skills, including navigating a website, using search functions, and downloading files. No advanced technical knowledge is required.

2.4 Operating Environment

The repository will be accessible via web browsers on desktop and mobile devices. It should be compatible with:

Browsers: Google Chrome, Mozilla Firefox, Safari, Microsoft Edge.

Operating Systems: Windows, macOS, iOS, and Android.

2.5 Assumptions and Dependencies

- Internet access is required to access and download materials.
- Users must have compatible software to view downloaded files (PDF readers, document processors).

3. System Features

3.1 Search and Filter Materials

Description: Users can search for specific materials and filter results based on criteria.

Functional Requirements:

Users can search by keywords, subject, grade level, and content type.

Filtering options include:

- Grade level (K-12, by specific grades).
- Subject area (Math, Science, Social Studies, etc.).
- File type (PDF, Word, PowerPoint).
- Search results will display relevant materials with a preview option.

3.2 Material Preview and Download

Description: Users can preview materials before downloading them.

Functional Requirements:

- Each material will have a preview button to display a read-only version.
- Users can download materials in their original file format (e.g., PDF, Word, PPT).
- Materials must be downloadable for offline use and restricted to non-commercial educational purposes only.
- All downloaded materials will include a watermark or copyright statement.

3.4 Admin Panel

Description: An admin interface will allow administrators to manage materials.

Functional Requirements:

- Admins can add, update, or remove materials from the repository.
- Admins can review user feedback and handle reported content.

4. Non-functional Requirements

4.1 Performance Requirements

- The system should respond to user requests within 2 seconds.
- The website should support up to 10,000 concurrent users.

4.2 Security Requirements

- Administrator passwords should be encrypted.
- Administrator data should be protected through SSL encryption.
- Regular security audits will be conducted.
- Users will not have access to modify or delete materials.

4.3 Usability Requirements

- The system should be intuitive and easy to navigate for teachers.
- The UI should follow standard web design principles for usability and accessibility (WCAG 2.1 compliance).

4.4 Reliability Requirements

- The system should have 99.9% uptime.
- Automated backups will occur daily to ensure data safety.

4.5 Supportability Requirements

- The system should be modular for easy updates.
- Technical support will be available to users via a help desk or email.

5. Other Requirements

- The system will include terms and conditions outlining that materials are only for non-commercial use. Creative Commons license types are determined by tribal nations and will be posted alongside each asset.
- A copyright statement will be included on the website and downloadable content.