



NATIONAL ARCHIVES

NATIONAL HISTORICAL
PUBLICATIONS
& RECORDS COMMISSION

The attached document contains the Grant Narrative of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Be aware that minor changes may have been made to the plan of work and other portions of the proposed project in response to comments made during the review process. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations.

Prospective applicants should consult the NHPRC's application guidelines at <https://www.archives.gov/nhprc/apply> for instructions. Applicants are also strongly encouraged to consult with the NHPRC staff member listed in the grant announcement well before a grant deadline. Prospective applicants are also strongly encouraged to submit a draft application by the deadline listed in the grant announcement.

The Commission welcomes collaborations that target institutional advancement for small and underserved local archives and repositories, **especially those with collections that focus on the voices and perspectives of Black, Indigenous, and People of Color.**

Project Title: Public Engagement, Discovery, and Contribution: Teaching and Sharing via the Carlisle Indian School Digital Resource Center

Institution: Dickinson College

Project Directors: Susan Rose and James Gerencser

Grant Program: Public Engagement with Historical Records

Public Engagement, Discovery, and Contribution: Teaching and Sharing via the Carlisle Indian School Digital Resource Center

1.1 Overview: Project Purpose

This proposal seeks support to conduct a workshop during the summer of 2017 for secondary school instructors with the object of teaching about the Carlisle Indian School (CIS), sharing information about available online resources, and developing new lesson plans and teaching kits. The proposal further seeks support for a team of project collaborators, over a period of ten months, to visit five Native communities across the country to provide workshops for teachers, and instruction for secondary and post-secondary students. These visits will also include presentations for community members about the online resources available for their own family history research, which will in turn encourage and facilitate the digitization of family papers and sharing stories online. In so doing, we will be developing citizen archivists eager to engage with the history of their extended Native community, build a more robust online resource, and participate in further documenting and preserving a critical piece of the history of the nation.

The Carlisle Indian School is a major site of memory for many Native peoples. Richard Henry Pratt implemented his vision for educating and “civilizing” Native American students by removing them from their communities and bringing them to Carlisle, Pennsylvania. Once at the school, Native students were forbidden to speak their own languages, wear their traditional clothing, or practice their own customs and religions. As Pratt famously said, “Kill the Indian in him, and save the man.” More than 10,500 Native American students from nations and tribes all over the United States and its territories were enrolled at CIS between 1879 and 1918. As the flagship school, Carlisle served as a model for other non-reservation boarding schools across the country and in Canada, and though Carlisle closed in 1918, others operated well into the latter half of the 20th century.

The Carlisle Indian School and the indigenous boarding school movement represent a very active area of research among scholars, teachers, students (both Native and non-Native), area residents, and descendants from around the U.S. and internationally (especially Canada, Australia, and New Zealand). Scholars are working hand-in-hand with descendants of the CIS students, who are learning from and contributing to this research. In the last decade, not only have many scholarly and popular books, articles, and documentaries related to the Carlisle Indian School been produced, but also a number of symposia and community events have taken place.

The Carlisle Indian School Digital Resource Center (CISDRC, found online here: <http://carlisleindian.dickinson.edu/>) represents an effort to aid the research of descendants and scholars alike by bringing together, in digital format, a variety of resources related to the Carlisle Indian School that are physically preserved in various locations around the country. Through these resources, we seek to increase knowledge and understanding of the school and its complex legacy, while also facilitating efforts to tell the stories of the many thousands of students who were sent there. With the CISDRC, the intention is not merely to share archival material, but to further build and develop the archival record by providing a platform for Native Americans to add both their voices and their personal documentary collections to the conversation. By doing so, the preserved and shared record is enriched, and the opportunity for increased learning, understanding, and healing is appropriately supported.

The CISDRC was started in 2013, aided by a portion of a \$700,000 Andrew W. Mellon Foundation grant to Dickinson College to support digital humanities efforts. College personnel and several undergraduate research teams scanned original documents housed at the U.S. National Archives in Washington, DC. From May 2013 through June 2016 more than 225,000 pages of documentation from the only two extant Carlisle Indian School records series of the Bureau of Indian Affairs record group were scanned; these two series represent the records that

were maintained by the school itself and the records about CIS that were kept by the Office of the Commissioner of the Bureau. Roughly 160,000 pages of that material has been fully processed, cataloged, and uploaded to the CISDRC site, available for search, discovery, and download by interested individuals across the country and around the globe. We are currently processing the remaining pages with institutional support, and new content is being added to the site daily. We are now beginning to digitize collections held at the local Cumberland County Historical Society. We have also initiated a collaboration with the National Anthropological Archives, providing them with more accurate metadata for their collection of 1200 glass plate negatives taken by John N. Choate, the photographer who documented the Carlisle Indian School during its first 20 years of operation.

The CISDRC has been visited by more than 76,000 individuals since we began tracking usage in September 2013, and those visitors have viewed collectively more than 465,000 separate pages. The site invites feedback through a button on the right-hand side of the screen, and a corrections button is available on each document post so that users may assist in the editing process by pointing out misinterpretations of name spellings and identifying typographical errors; dozens of visitors have provided corrections and comments through these mechanisms.

In addition, many visitors have completed an online research request form, sent a question to the project email address, or phoned the Dickinson College Archives directly for assistance with using the site and searching for Carlisle students for whom there may not yet be any available information online. We have thus far responded to more than 250 research requests in this manner. We have also delivered numerous presentations about the CISDRC to individuals and groups who have come to Carlisle in person. Members of the project team have twice presented at the annual meeting of the Native American and Indigenous Studies Association, and

also shared updates each of the past four years with the Native American Archives Roundtable at the annual meetings of the Society of American Archivists.

We have also reached out to numerous individuals who have expressed an interest in sharing the stories of their ancestors' experiences at Carlisle, and we have encouraged them to explore our mechanisms for direct user contribution of new content, but thus far few people have done so. We look forward to working more directly with CIS descendants to help them share their stories by visiting them in person, realizing that there may be significant barriers to participation in some communities. Since so much of the extant record of CIS reflects only the ideas of those who managed the school, we consider it of great importance to give voice to the students themselves through their family papers and through their descendants' memories. With so much archival content having been digitized and made available online already, and yet more having been identified for future additions to the resource center, encouraging citizen archivists to contribute their own unique materials and stories – things that cannot be found in archival repositories, libraries, and museums – is a high priority for us going forward.

Another high priority is developing teaching modules and lesson plans that will make the vast array of content easier to utilize for secondary school teachers who have limited time to prepare for their classes. While the content can be very powerful and relatable for today's students, a teacher may find it particularly difficult to identify appropriate documents or photographs to help illustrate a point or spark a classroom discussion when faced with this large volume of raw material to sift through. In addition, the handwriting on original documents and the unfamiliar use of language and cultural references can be difficult for today's students to understand at first glance, so additional contextual resources are an important means of facilitating the learning process.

1.2 Nature of the collaboration

To address the challenge of making the CISDRC site more accessible for teaching about the Carlisle Indian School and its significant impact, project co-directors recently developed a few sample lesson plans (see Appendix). During the summer 2016, we designed and pre-tested these teaching guides, getting valuable input from college faculty members as well as Carlisle middle and high school teachers. In October 2016, Rose and collaborator Jacqueline Fear-Segal will be offering workshops and presentations at seven Native and non-Native high schools in New Mexico (see Supplementary Materials: Brochures). They will also be delivering presentations at the University of New Mexico, the Indian Pueblo Cultural Center, the Institute of American Indian Arts, and the New Mexico State Library. Through these visits, Rose and Fear-Segal will be able not only to assess the quality and effectiveness of these first teaching resources with students of varying ages and levels of knowledge about the subject, but also to gauge the types of information that are most strongly desired for exploration by students and teachers.

In November 2016, members of the CISDRC research team from both Dickinson College and the Cumberland County Historical Society will be offering an all-day community workshop with the Onondaga Nation near Syracuse, New York. We will talk about the website and our broader goals for the CISDRC, but we will also listen to those in attendance share what they know of their own grandparents' and great grandparents' experiences at Carlisle. We will invite these citizen archivists to contribute their own photos, documents, and family stories, and we will assist them with the process of scanning and uploading this content to the website. We hope to train a few of these citizen archivists within the community who may be willing to assist others in the future with adding material to the site, much in the same way that some individuals who have visited us in Carlisle to learn more about the available resources have been using the CISDRC to help others with their family history research back in their home communities.

All of these workshops and presentations during fall 2016 will introduce the resource center to various schools and community groups and will set the stage for a new range of collaborations (proposed here) with a team of professors with expertise in Native American education, and with secondary school teachers from Native and non-Native schools. During a Summer Workshop to take place in Carlisle in August 2017, these professors and teachers will work closely to develop additional lesson plans and curricular kits that can be used in Native and non-Native classrooms as well as community centers and libraries around the country. During the academic year 2017-2018, we will conduct additional workshops using the materials we have developed and train teachers in five major regions to encourage students and their family members to become citizen archivists, contributing their own family stories and collections to the site. In so doing, we will promote the use of primary sources by teachers, students, and the public, and encourage further citizen contributions to the historical record.

Our collaborators will include secondary and post-secondary educators and their students at the following Nations and communities: a) Pine Ridge and Rosebud Sioux, in South Dakota (more than 1100 students sent to Carlisle, including the first children to arrive at the school in 1879); b) Six Nations, in New York (more than 1250 students); c) Chippewa, in Minnesota (more than 1000 students); d) Cherokee, in North Carolina (more than 350 students); e) Osage, Sac & Fox, and Muskogee/Creek in Oklahoma (more than 250 students).

1.3 The methodological or pedagogical challenges being faced.

Using recent new frameworks for understanding American Indian education, including settler-colonialism and genocide studies, we plan to position Native American boarding school history within the wider history of the United States and American education. In exploring the ways in which this troubled and veiled history can be used to understand and illuminate current educational concerns, practices, and community struggles, we plan to map out pathways for this

history to be taught within the context of Native and non-Native schools and colleges, and within community organizations (libraries, cultural centers, and museums).

The Summer Workshop will focus not on how and why Indian boarding schools developed and educated young people, but rather how this information can be effectively taught so that we can better understand how this important and intertwined history continues to affect the present, and consider how it can inform current educational views and practices. Many Native communities continue to suffer from the negative effects of the boarding school movement, and helping younger generations understand more about this history is an important part of the healing and reconciliation process. In developing curricular resources that better enable this history to be widely disseminated, the following questions will guide our discussions:

- How do we confront, discuss, and teach the history of Indian schooling effectively – not as a static historical exercise, but as a living history that affects all of us today?
- How should the experience of the boarding schools be shared and understood not only by those directly affected by them but also by those who know little about them?
- How can Native young people contribute their own work and voices (through original research, oral histories, photographs, and creative works) to inform this history and its impact on their families and communities? How may their work be integrated into school assignments which focus on content as well as research and writing skills? How can their engagement with the CISDRC contribute to their own and others' understandings of our shared histories? How can their scholarly and creative contributions enrich the CISDRC for other students, teachers, scholars, and communities?
- How can non-Native young people learn more about Native American history and education in ways that also help them to interrogate their own histories and educational experiences?

- How may this multicultural history be taught so that students, teachers, and community members can better understand shared pasts and shared futures?
- How may what we learn from these conversations influence current teaching content and practices, especially as the U.S. population is becoming increasingly diverse?
- What additional resources and content would benefit users of the CISDRC and how might these materials best be created and presented? How can we make the CISDRC more usable for students, teachers, and scholars?

Toward these ends, we are interested in creating better teaching modules and lesson plans that would utilize and contribute to the recent and ongoing development of the CISDRC. These teaching modules will provide pathways for various audiences, by age/grade and interest, to explore and use this valuable resource.

1.4 Increasing Public Engagement with Historical Records

Indian schools are an important part of American educational history. It needs to be taught because it reveals the ways in which education can be used to enforce conformity of subordinated groups as well as promote democratic opportunity. The research team, composed of dedicated archivists, teachers, and scholars who have been at the forefront of research on this subject, are committed to disseminating this information to broader audiences. The purpose is not only to inform but also to raise awareness that may inspire people to engage their own histories and contribute to a more holistic understanding of this entangled history. The project team knows this history well and the ways in which it has been obscured by the dominant and benign narrative surrounding American schooling that promises equal opportunity and upward mobility. Through this collaborative work with citizen archivists, we are eager to open up a dialogue concerning the challenges and possibilities of contemporary, multicultural education to the benefit of all.

We intend to dramatically extend the reach and penetration of the CISDRC into Native communities and encourage young and old to engage with historical records of deeply personal meaning. In doing so, we can develop the citizen archivists in those communities. At the same time, we will be engaging non-Native educators and their students in the process of recovering and exploring the complex history of our country.

2. Plan of Work: (see Supplementary Materials)

Beginning in late spring, planning for the Summer Workshop will commence. Susan Rose will coordinate with the three other expert consultants to set a date for the workshop, to take place in early August 2017. Working with Jacqueline Fear-Segal, K. Tsianina Lomawaima, and Margaret Jacobs, Rose will develop a syllabus for the week and make necessary travel arrangements for the consultants.

With the date and syllabus for the Summer Workshop set, we will market the workshop by posting announcements to appropriate listservs and user groups for secondary teachers from both Native and non-Native schools across the country to solicit applications from teachers interested in participating. Receiving applications by June, we will evaluate them (seeking diversity in terms of geographic distribution, gender, Native and non-Native, etc.), and award 12 applicants with invitations to the workshop. We will also select three alternates, in case some of the 12 awardees decline due to other commitments. Finally, we will arrange logistics (classroom spaces, background materials for participants, etc.) for the workshop.

In early August, we will conduct the week-long Summer Workshop, drawing on the expertise of the consultants, the primary source content of the CISDRC, and the resources available locally in Carlisle at Dickinson College, at the Cumberland County Historical Society, at the Army Heritage and Education Center, and at the U.S. Army War College (original site of the

Carlisle Indian School). The 12 participating teachers will develop lesson plans and other materials that can be made available online for use in the classroom. The participants will also recommend materials that should be reproduced for the creation of physical curricular kits, which will provide hands-on learning objects for use in the classroom.

Once the Summer Workshop has concluded, we will begin production of the 250 curricular kits based on the recommendations of the teaching participants for what materials to include in them. Production of the content for the kits will be handled by the Dickinson College Print Center or other local print shop, as appropriate for particular formats of material.

During late August 2017 while the kits are being created, we will begin developing itineraries for travel to the five Native communities (listed earlier). The criteria for selecting these particular locations are: communities who sent significant numbers of children to Carlisle; interest of these communities in collaboration; and geographic diversity. Once itineraries are developed, we will finalize travel arrangements and schedules for each of the five trips. Susan Rose, Jim Gerencser, and Barbara Landis will plan and develop the workshop activities for the five trips.

Each trip will involve multiple workshops with Native and non-Native or integrated schools, area colleges, and cultural centers. Participants in all of the workshops held at the Native communities will be asked to assess both the CISDRC website and the value of the workshops. We will have an online survey as well as paper evaluations (the latter to be used when internet access and computers are unavailable), so that we can evaluate longer-term effectiveness of the project. Draft versions for user surveys and other assessment tools have been developed. Based on early assessments, we will make adjustments, as necessary, to the activities planned for subsequent trips.

No later than October 2017, we will make the first of the five trips to the selected Native communities. We will complete the second trip no later than December 2017. We will complete

the third trip no later than March 2018. We will make the fourth and fifth trips in the late spring or early summer of 2017, completing all travel by July 15, 2018.

With the conclusion of the fifth and final trip, we will evaluate the effectiveness and impact of the grant project – the lesson plans, the curricular kits, and the five site visits. This information will be used to further enhance teaching and learning materials available on the CISDRC, and to inform and improve future visits to Native and non-Native schools and communities across the country.

3. Project Products:

We will have three products as outcomes of the project.

- 1) Online Teaching Modules and Lesson Plans: We will be developing a series of teaching guides and lesson plans geared for middle school (specifically 8th-9th grade history, social studies, and English classes); high school, including AP History classes; and university classes. The lesson plans will be organized and tagged on the website both for thematic content areas (e.g. education, scientific racism, gender, discipline, land allotment, sports, Indian wars, etc.) and for skills (e.g. analyzing photographs, and primary and secondary documents; comparison and contrast; close-reading and critical analysis) using data-based questions. These lesson plans will all be freely available on the CISDRC, and information about these lesson plans will be shared via listservs and social media to secondary and post-secondary teachers, librarians, archivists, and museum professionals. We will develop a total of 24 lesson plans and teaching guides.
- 2) Curricular Kits: As noted earlier, the workshop participants will also recommend materials to be reproduced for the creation of a physical teaching toolkit. These kits will provide an entry-

way to the CISDRC site and a better understanding of the physical nature of the original documents as well as provide hands-on learning objects for use in schools where computer access may be limited. These kits will contain reproduced hardcopies of archival materials, such as photographs of CIS students, publications like the school's "Indian Helper" newspaper and "Red Man" magazine, student letters and other papers from their school files, student rosters, programs from CIS events, and other materials that reflect the student experience at Carlisle. The curricular kits will also contain a selection of the lesson plans (described above) in print form. The kits may contain as many as 50 individual reproduction items, so a possible selection may be as follows: (Also see Supplementary Materials).

- 10 – Cabinet card photographs
- 4 – 8"x10" photographs
- 10 – Postcards
- 6 – Newspaper pages
- 10 – Bi-fold programs
- 5 – Booklets and magazines
- 10 – Groupings of different student file documents

These free kits will be used and distributed in conjunction with our five visits to Native and non-Native schools. In addition, we will be mailing kits to those educators who attended the Summer Workshop and helped to shape the content of the kits. Finally, we will advertise the availability of the curricular kits through listservs and social media, and they will be distributed on a first-come first-served basis to teachers and schools across the country who request them. We plan to produce 250 curricular kits.

3) User-Contributed Content: We will be encouraging descendants of CIS students to serve as citizen archivists, sharing their personal knowledge about their ancestors by uploading documents, photographs, and stories to the CISDRC. We will also be inviting Tribal Librarians, Archivists, and Museum Curators to share digital surrogates of original materials in their care that reflect the lives of CIS students. Finally, we will be encouraging students and others to perform their own research and share their own creative works. All of this information will be freely available on the resource center website.

4. Personnel Qualifications: (see Supplementary Materials)

Susan D. Rose, Project Co-Director. Rose and Gerencser (see following) will be implementing all phases of the project from organizing the Summer Workshop, arranging the creation of curricular kits, updating lesson plans on the CISDRC, undertaking the visits to Native Schools, and conducting the final evaluations. They will be responsible for all administrative aspects of the project. Prof. Rose will also serve as one of the four expert consultants to the Summer Workshop. Rose is the Charles A. Dana Professor of Sociology and Director, Community Studies Center at Dickinson College, Carlisle, PA. Co-organizer of “The Carlisle Symposium: Site of Indigenous Histories, Memoires and Reclamations” (2012) and co-editor with Jacqueline Fear-Segal of *The Carlisle Industrial Indian School* which is a collection that emerged out of the symposium (further described below). Director and editor of “The Lost Ones: Long Journey Home” documentary film (awarded honorable mention for historical content at the CINE Film Festival) and author and co-author of numerous books and articles on education, religion, and violence that draw upon ethnographic fieldwork and oral histories. Rose has also delivered formal presentations on the CISDRC at the 2014 and 2015 NAISA annual conferences.

James Gerencser, Project Co-Director. Gerencser is the archivist and co-director of the

Carlisle Indian School Digital Resource Center (CISDRC) with Susan Rose. Gerencser has served as College Archivist at Dickinson College in Carlisle, PA since 1998. He has directed numerous digital initiatives over the past fifteen years, and his ideas for developing the CISDRC have been informed by these earlier projects and the impact that each continues to have on its various user communities. Gerencser has delivered formal presentations on the CISDRC at the 2015 NAISA annual conference and at the 2016 annual meeting of the Association of Canadian Archivists, and he has also shared information about the project with the Native American Archives Roundtable at annual meetings of the Society of American Archivists from 2013 through 2016.

Jacqueline Fear-Segal is Professor at the School of Art, Media, and American Studies at the University of East Anglia, Norwich, UK. Fear-Segal will serve as one of four expert consultants to the Summer Workshop. Her research interests and writing focus on Native America. Although rooted in the discipline of history, her work has been nourished by visual anthropology, historical geography, history of photography, as well as oral histories of Indigenous elders. Her monograph, *White Man's Club: Schools, Race, and the Struggle of Indian Acculturation* (Univ. of Nebraska Press, 2007), analyzes the discourse of race and the asymmetries of power replicated in government schools (with close attention to the Carlisle Indian School) and presents 'Indian' education as being integral not only to a story of land theft and cultural genocide, but also to patterns of progressive racialization of Native Americans; *White Man's Club* won the American Studies Network Best Book of 2008. Her edited *Indigenous Bodies: Reviewing, Relocating, Reclaiming* (SUNY Press, 2013) is broadly interdisciplinary in scope and offers a range of perceptive interventions into multiple conversations about the indigenous body. *Carlisle Indian Industrial School: Site of Indigenous Histories, Memories and Reclamations* (Univ. of Nebraska Press, 2016) is the first book to place this infamous institution at its core and it brings together the

voices of academics Native and non-Native, descendants, activists, and poets to reflect on the history and legacy of this first off-reservation boarding school that provided a template for the Indian school systems of the USA and Canada.

K. Tsianina Lomawaima is the Distinguished Scholar of Indigenous Education, Center for Indian Education; and Professor of Justice and Social Inquiry in the School of Social Transformation, Arizona State University. Lomawaima will serve as one of four expert consultants to the Summer Workshop in Carlisle. Born in Kansas City, Kansas; Mvskoke/Creek Nation of Eastern Oklahoma (not enrolled) and German Mennonite, Lomawaima earned her graduate degrees (M.A. 1979 and Ph.D. 1987) in anthropology from Stanford University, where she was a Ford Fellow and a Dorothy Danforth Compton Fellow. An interdisciplinary scholar whose work straddles Indigenous Studies, anthropology, education, ethnohistory, history, legal analysis, and political science, Lomawaima focuses on the early 20th century, examining the “footprint” of federal Indian policy and practice in Indian country. Research on the federal off-reservation boarding school system is rooted in the experiences of her father, Curtis Thorpe Carr, who at age 9 arrived at Chilocco Indian Agricultural School in Oklahoma. Recent work focuses on early 20th century debates over the status of Native individuals and nations, and the ways U.S. citizenship has been constructed to hierarchically privilege and/or dispossess different classes of subjects. Author and co-author of a number of books, including *“To Remain an Indian”: Lessons for Democracy from a Century of Native American Education*, 2006. Outstanding Book Award, American Educational Research Association/AERA; *Uneven Ground: American Indian Sovereignty and Federal Law*, 2001; *Away From Home: American Indian Boarding School Experiences*, 2000; *They Called it Prairie Light: The Story of Chilocco Indian School*. North American Indian Prose Award, 1995 American Educational Association Critics’ Choice Award. Lomawaima has served

as President of the Ethnohistory Association and the Native American Indigenous Studies Association (NAISA).

Margaret Jacobs is currently the Chancellor's Professor of History at the University of Nebraska-Lincoln (UNL). Jacobs will serve as one of four expert consultants to the Summer Workshop. She received her PhD from the University of California-Davis in 1996. Her research and teaching focuses on women, gender, Indigenous peoples, and colonialism in the American West and other settler colonies. Her first book, *Engendered Encounters: Feminism and Pueblo Cultures, 1879-1934* (Univ. of Nebraska Press, 1999) won three awards, including the Gaspar Perez de Villagra Award from the Historical Society of New Mexico and the Sierra Prize from the Western Association of Women Historians. Her book *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940* (Univ. of Nebraska Press, 2009) won the Robert G. Athearn Book Award, the inaugural Armitage-Jameson Prize, and the Bancroft Prize from Columbia University. She published *A Generation Removed: The Fostering and Adoption of Indigenous Children in the Postwar World* with the Univ. of Nebraska Press in fall 2014.

Barbara Landis is the Carlisle Indian School Archives & Library Specialist for the Cumberland County Historical Society in Carlisle, PA. She will be the third member of the project team to visit Native Schools. She maintains a web site at <http://www.carlisleindianschool.org> with the purpose of sharing the names of Carlisle Indian School students with their respective nations. She assists library patrons with information about the first off-reservation government boarding school for Native American Indian children. Through her pages, a group of descendants of Carlisle Indian School students proposed and organized the installation of an historic marker at the site of the school at the Indian Cemetery at Carlisle. The marker was installed by the Pennsylvania Historical and Museum Commission on August 31, 2003. In the summer of 2000, she

was one of the principle organizers of “Pow-Wow 2000: Remembering Carlisle Indian School.” Her tour of the CIS was produced and filmed as an hour-long televised event for the popular PCN Tours featured on cable TV. She is author of a number of essays, among them “Putting Lucy Pretty Eagle to Rest” published in *Boarding School Blues* (Univ. of Nebraska Press, 2006), “To the Height of Civilization” published in *The Oneida Indians in the Age of Allotment, 1860-1920* (Univ. of Oklahoma Press, 2006), and two chapters in the recently published *Carlisle Indian Industrial School: Indigenous Histories, Memories and Reclamations* (Univ. of Nebraska Press, 2016).

5. Performance Objectives:

- 1) We will provide a week-long Summer Workshop regarding the Carlisle Indian School and the CISDRC, bringing together 4 professors with expertise in the history of Native American education and 12 secondary teachers from across the country.
- 2) We will add 24 new lesson plans to the CISDRC, conceived and developed by the 12 teachers who attend the 2017 Summer Workshop. These lesson plans will all be fully accessible to any interested individuals via the CISDRC site.
- 3) We will create 250 curricular kits for distribution to secondary schools across the country to support teaching about the CIS using facsimile reproductions of primary sources.
- 4) At each of the five Native communities being visited, we will do the following:
 - Conduct a workshop for teachers and other interested educational support professionals (librarians, administrators, etc.), estimating an average of 5 attendees at each location for a total of 25 teachers and support professionals.
 - Conduct at least one community workshop at a local library or cultural center, estimating 20 attendees per session for a total of 100 people.

- Teach at least one class session at the secondary level in four schools, estimating 25 students per class for a total of 500 students.
- Teach at least one class session at a local college or university, estimating 25 undergraduates per class for a total of 125 undergraduates.

5) We will track the number of citizen archivist contributors and the number of documents, images, and personal stories uploaded by these citizen archivists in response to the various class sessions and community workshops conducted. The materials uploaded will all be fully accessible to any interested individuals via the CISDRC site.

6) We will assess the perceived quality and impact of these workshops and class sessions through user evaluations; we will enhance our workshops and class sessions in response to these evaluations as our site visits progress throughout the year, and we will compile a cumulative assessment at the conclusion of the grant period. (see Supplementary Materials for evaluations.)