



Native American/Native Hawaiian Museum Services

Sample Application MN-249617-OMS-21

Sealaska Corporation

Amount awarded by IMLS:	\$99,976
Amount of cost share:	\$1,441

The project description can be viewed in the IMLS Awarded Grants Search:
<https://www.ims.gov/grants/awarded/mn-249617-oms-21>

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program and project category (if applicable) to which you are applying.

How Do We Celebrate Our Culture?***Sealaska Heritage Institute's Culturally Responsive Museum Programming for Students and Teachers*****I. PROJECT JUSTIFICATION**

Sealaska Corporation is an Alaska Native regional corporation based in Juneau, Alaska, established by the Alaska Native Claims Settlement Act of 1971 to serve the Tlingit, Haida, and Tsimshian people of Southeast Alaska. Sealaska Heritage Institute (SHI) was conceived at the first Sealaska Elders Conference held in 1980. During the conference, the late George Davis (*Kichnaalx*) explained: *"We don't want what you did here to only echo in the air, how our grandfathers used to do things ... You have unwrapped it for us. That is why we will open again this container of wisdom left in our care."* Acting on the elders' guidance, Sealaska Corporation established SHI as a 501(c)(3) nonprofit in 1980 with a mission to perpetuate and enhance the Tlingit, Haida, and Tsimshian cultures. SHI's goal is to promote cultural diversity and cross cultural understanding.

Sealaska Corporation and SHI serve 22,000 Tlingit, Haida, and Tsimshian shareholders and their lineal descendants living in Southeast Alaska, as well as shareholders and their families residing outside of their ancestral homeland. Sealaska Corporation is applying for an IMLS Native American/Native Hawaiian Museum Services grant for SHI to create five school-based lesson plans for Juneau's students and their teachers to learn how we celebrate our Tlingit, Haida, and Tsimshian cultures. After completing the lesson plans, students and teachers will participate in new culturally responsive programming at SHI's museum, housed in SHI's Walter Soboleff Building (WSB). Based on a Memorandum of Agreement (MOA) with the Juneau School District (JSD), Juneau's students visit the WSB and SHI's museum regularly – over 1,200 youth visited in 2018.

SHI is governed by a nine-member Board of Trustees of Alaska Native heritage and is guided by a five-member Council of Traditional Scholars. SHI is headquartered in its four-story, 29,000 square foot WSB located in Juneau, Alaska's capital and the region's largest community. Approximately 19% of Juneau's 32,000 residents and 25% of its K-12 students are of Native heritage. SHI employs 55 people and its current Native hire rate is 65%. SHI implements cultural and language revitalization programs; designs and sponsors culturally responsive educational courses with school districts and universities; administers scholarship programs; perpetuates Alaska Native Northwest Coast arts; and maintains a public museum, exhibit hall, archives, and library [See: Organizational Profile]. SHI's programs, museum, exhibits, archives, and library are inclusive and open to its constituents, scholars, researchers, students, and the public. In 2019, SHI served 24,746 people.

SHI is perhaps best known for its biennial Celebration, a dance-and-culture festival celebrating the indigenous cultures of Southeast Alaska. Celebration was a bold idea; the Tlingit, Haida, and Tsimshian people had never before gathered *together* to perform their songs and dances and they were emerging from a time when traditional ceremonies were suppressed. SHI's chairperson at the time, Judson Brown, explained at the first Celebration held in 1982: *"Imagine for the first time ever we have the three nations under one roof. I believe this is the most historic occasion for our three tribes. I believe we will remember this day probably into infinity."*

Celebration is now one of the largest events regularly held in Alaska; in 2018, SHI hosted 43 dance groups from 25-30 Native communities in Alaska, Canada, and Washington. Celebration 2018 engaged 8,400 people, including 5,000 attendees and another 3,400 who watched SHI's live webcast of the four-day long celebration. Due to the COVID-19 epidemic, Celebration 2020 was a virtual event.

**Challenge being Addressed / How it Was Identified**

SHI held Celebration 1982 in response to the Tlingit, Haida, and Tsimshian people's concern that they were in danger of losing knowledge of their ancient songs, dances, and the meaning behind the crests depicted on their regalia and *at.óow* (sacred, clan-owned property). The elders also worried that the art of ceremonial oratory was being lost to time. However, the Tlingit leader, Dr. Walter Soboleff, reminded the crowd of several hundred people – most of whom were adults – who had traveled from throughout Southeast Alaska to attend the historic event: *"You are here. You have survived hardship, your ancestors survived hardship, they survived*

famine and many, many things in life. The culture is here, the art is here, the Tlingit language is here. And so, the culture of the Northwest Coast people is very much alive."¹

The Tlingit culture was then and is now very much alive. Yet, by 1997, Dr. Michael Krauss, founder of the Alaska Native Languages Center, estimated there were only 500 fluent Tlingit speakers in Southeast Alaska.² By 2017, linguists estimated "there are 100 speakers of Tlingit at various levels, and that includes all second language speakers at an intermediate level or higher".³ The audiovisual recordings made during Celebration 1982 document use of the Tlingit language to deliver ceremonial oratory and present traditional Tlingit, Haida, and Tsimshian songs and dance styles, some of which are not heard/seen today. For example, a man with a bow and arrow pursues another man representing a bird, then they shake hands to make peace; and a woman slowly "pulls" a man behind her using an ornately painted canoe paddle, as he looks beseechingly from side to side.

A grant from IMLS (2016-2017) allowed SHI to digitize footage from the first decade of its Celebrations (1982-1988). In 2019, SHI received a grant from the National Endowment for the Arts to edit/merge together the digitized wide-angle/close-up footage from the first decade of Celebrations to create high quality videos. SHI's President, Culture and History Director, and Exhibits Curator reviewed six of the 24 videos being created from Celebration 1982 footage [Supporting Document 3] and concluded that SHI is now able to address a long-standing challenge: *elementary and middle school teachers have been asking SHI to share videos from early Celebrations since the State Board of Education adopted the Alaska Cultural Standards for Students in 1998.*⁴

Yet, while the JSD employs excellent educators to teach its students, fewer than 5% of certified teachers in Alaska are Native; and 74% of teachers hired by Alaska's public schools come from outside the state (Tetpon, et al., 2015).⁵ Thus, while many teachers have expressed an interest in obtaining videos of Celebration to use for educational purposes, most teachers need "background information" and lesson plans to incorporate culture-based resources in their classrooms with confidence [Letter of Support – Jackie Kookesh]. There are also teachers and school administrators whose students have participated in SHI's museum programming who feel that school-based lessons to prepare students in advance are needed [Letter of Support – Disney Williams].

Project Beneficiaries / Involvement in Project Planning

Juneau's elementary and middle school students and their teachers are the project beneficiaries. SHI will serve approximately 200 students and 8 teachers during the project. However, the JSD currently serves 2,060 elementary and 965 middle school students (25% of whom the JSD cites to as being of Native heritage). Based on SHI's MOA with the JSD, all of Juneau's students visit SHI's museum, which in subsequent years will allow all of the JSD's K-8 students and their teachers to benefit from the culturally relevant school-based lesson plans (scaffolded for grades K-8) and the new museum programming that SHI will create during the 2-year project.

In addition to reaching out to teachers and educators to design the project, SHI involved the JSD's Director of Teaching and Learning Support, Ted Wilson, in the development of the How Do We Celebrate Our Culture? Project [Letter of Support – Ted Wilson]. The JSD describes its Teaching and Learning Support Department as "*the heart of education and at the center of what happens in our schools each day.*" The department operates with a mission to support teachers and administrators in their roles to maximize student achievement, and describes itself as specializing in "*everything related to curriculum, assessment, and professional development.*"

¹ The late Dr. Soboleff served as the Chairman of SHI's Board of Trustees and he was the first Alaska Native to serve on Alaska's State Board of Education. Alaska established November 14th as Walter Soboleff Day in 2014.

² Krauss, Michael E. (1997) *The Indigenous Languages of the North: A report on Their Present State. Northern Minority Languages: Problem of Survival.* National Museum of Ethnology.

³ X'unei Lance Twitchell (2017, revised 2020). *Lingít Yoo X'atangi Beginning Tlingit Workbook*, 2nd edition. Based on *Beginning Tlingit* by Nora Marks Dauenhauer & Richard Dauenhauer. Sealaska Heritage Institute.

⁴ *Alaska Standards for Culturally Responsive Schools.* (1998). Alaska Native Knowledge Network/Alaska Department of Education. <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>

⁵ Tetpon, B., Hirshberg, D., Leary, A. & Hill, A. (2015). *Alaska Native-focused Teacher Preparation Programs: What have we learned?* *Alaska Native Studies Journal* (2). Pages 88-100.

Strengthening SHI's Museum Services

The project will build a stronger bridge between Juneau's schools and SHI's museum. SHI will use the Celebration 1982 videos and its archival resources to create a thematic framework of the five cultural elements Celebration honors and perpetuates: 1) Tlingit ceremonial oratory; 2) ancient songs; 3) tribal dances; 4) interrelationships between clans; and 5) connections between Tlingit, Haida, and Tsimshian people. Tlingit ceremonial oratory is a formal way of speaking marked by speeches referencing clan history, *at.óow*, and ancestral lands. Many of the songs documented in the Celebration 1982 videos include singing styles not often heard today and which are of educational importance to understanding how songs styles evolve. Men and women's song parts and dance movements vary among different villages and these elements stand out for viewers with the appropriate cultural knowledge. Interrelationships between clans are demonstrated through the ownership of songs, clan crests depicted on performer's regalia, and the reciprocity demonstrated by clan members in response to songs, dances, and oratory. The Celebration 1982 videos also uniquely document both the history and a new era in the relationship between Southeast Alaska's Tlingit, Haida, and Tsimshian people.

The thematic framework will provide the structure and content for SHI to develop the project's school-based lesson plans and museum-based programming to teach students and teachers about the cultural elements embedded in the performances. SHI will employ inquiry-based teaching techniques to create five lesson plans (scaffolded for students in grades K-8), one for each cultural element. Each lesson plan will draw on a 2-minute Celebration 1982 video excerpt and students will form groups to complete an activity/pre-Lifelong Learning survey for each lesson; teachers will scan/send students' and their own completed Lifelong Learning survey to the Project Manager. Students and teachers will then participate in a 70-minute experiential program at SHI's museum: 1) an introduction held in the museum's clan house; 2) a 30-minute narrated video with English subtitles that more fully demonstrates the meaning behind the lesson's short videos; 3) a question and answer period; 4) activity stations and the project's post-Lifelong Learning Survey; and 5) a cultural demonstration by Alaska Native guest speakers. SHI will use data from the students' and the teachers' pre/post Lifelong Learning surveys to gauge the efficacy of a stronger bridge built between Juneau's schools and its museum programming.

SHI's goal for the How Do We Celebrate Our Culture? Project is to empower Alaska Native students, their non-Native peers, and their teachers to gain a better understanding of the five cultural elements underlying SHI's biennial Celebrations. SHI's project will sustain the heritage, culture, and knowledge of Native students while promoting the cross-cultural understanding of their non-Native peers and teachers. The project supports the IMLS goal of promoting Lifelong Learning by employing inquiry-based learning, learning for individuals of diverse backgrounds, and by supporting the distinctive role of SHI's museum as a trusted source of information.

II. PROJECT WORK PLAN

SHI's Exhibits Curator, Kaila Cogdill, is the Project Manager and will plan, implement, and manage the project. Dr. Cogdill earned her Ph.D. in Anthropology with distinction from the University of New Mexico in 2013. She has worked for indigenous museums and cultural centers for 15 years. She is familiar with IMLS projects; she is managing an IMLS grant ending in 2021. She will comprehensively manage the project by: organizing/leading project Team meetings; serving as a staff member working on the project; overseeing all budget expenditures; obtaining, entering, and analyzing project survey data; evaluating the project's Lifelong Learning outcomes; presenting project findings to the museum community; and preparing IMLS grant reports.

Sealaska Corporation is requesting \$99,976 in IMLS funding for SHI to complete the 2-year project. SHI Personnel/Project Team Members (\$42,518 – Project Manager 10% FTE Years 1 & 2; Culture/History Director 4% FTE Year 1 & 2% Year 2; President 3% Year 1; Research Specialist/Linguist 6% Year 1 & 3% Year 2; Education Manager 5% Year 1 & 3% Year 2; Media Director 2% Year 1; Media Technical Spec. 10% Year 1; Media Spec. 50 hours Year 1 & 9 hours Year 2); Benefits (\$18,763); Travel for Council of Traditional Scholars (CTS) and \$3,000/year for staff to attend IMLS events (\$7,392); Supplies for Museum Activity Kits (\$1,750); Contract for the Curriculum Development Spec – also a Project Team member (\$5,550); Other - Honoraria for CTS members and Guest Speakers for museum programming (\$3,200); IT support for Program Manager and the Project (\$480); Occupancy for the Program Manager (\$456); and Indirect Expenses at 24.8% (\$19,867).

SHI's President, Dr. Rosita Worl, will employ thematic analysis techniques, a qualitative research approach that draws out cultural content within qualitative data to create the project's thematic framework of the five cultural elements (Altheide, 2000; ⁶ Krippendorf, 2004⁷). Dr. Worl, SHI's Culture/History Director, Dr. Charles Smythe, and the Project Manager will identify segments from the Celebration 1982 videos that illustrate the cultural elements. Media staff will excerpt 2-minute clips for the lesson plans, 5-minute clips for the 30-minute museum video, and work with the Project Team to create narration for the 5-minute clips. The Research Spec/Linguist will translate Tlingit language in the clips; Media will add English subtitles to the museum video.

Drs. Smythe and Cogdill will incorporate cultural history that gave rise to and sustains the five cultural elements (using resources in SHI's archivess) to the thematic framework. The thematic framework and the project's excerpts from the Celebration 1982 videos will provide content for the contracted Curriculum Development Specialist, SHI's Education Manager, and the Project Manager to develop and scaffold the project's five lesson plans and the 70-minute museum program. Research shows that inquiry-based museum programming for students is enhanced by developing and providing complementary school-based programming to be completed in advance (Henderson & Articio, 2007).⁸ The project and its surveys will test those findings.

The Project Manager will track project progress by coordinating and staffing the Project Team's monthly meetings. To share the project results, the Manager will write a paper that details student learning outcomes, using the project's Lifelong Learning pre-post survey data. The Culture and History Director will refine this paper and he and the Project Manager will present the paper at the IMLS meeting in Year 2. To mitigate risks, SHI will pilot the project's school-based lesson plans with 40 Native students from six communities in Southeast Alaska participating in SHI's STEAM (STEM + tribal Arts) 2022 Academy. Finally, SHI's MOA with the JSD ensures that at least 200 students and their teachers will participate in the two-year project.

Objective 1 (Months 1-24): Establish Project Team to meet monthly to review tangible products

- #1 & #2: Establish Project Team; Review schedule, objectives, activities, outcomes, evaluation plan
- #3: Team meets monthly to review and refine all of the tangible products created during the project.

Objective 2 (Months 3-8): Develop Thematic Framework of the five cultural elements of Celebration

- #4: Identify and analyze cultural elements 1-5 and add them to the Celebration Thematic Framework
- #5: Identify footage from the Celebration 1982 vides that illustrates/depicts elements 1-5
- #6: Research/incorporate cultural background/concepts for elements 1-5 into the Thematic Framework

Objective 3 (Months 5-12): Create Museum Program Video and videos for the five school-based lessons

- #7: Excerpt five 5-minute clips from Celebration 1982 videos to use to create the 30-minute Museum Video
- #8: Excerpt 2-minute segments from each of the 5-minute clips for use in the school-based Lesson Plans
- #9: Translate/transcribe Tlingit language spoken in the 5-minute excerpts (only) for Museum Video
- #10: Write narration for the 5-minute excerpts being used to create the 30-minute Museum Video
- #11: Finalize narration for 5-minute clips; record narration; use excerpts to create 30-minute Museum Video
- #12: Add English subtitles to the 30-minute Museum Video (no subtitles lesson plan's the 2-minute clips)
- #13: Project Team reviews Museum Video with Council of Traditional Scholars; Team integrates feedback

Objective 4 (Months 8-12): Design SHI's New Museum-based Program & five School-based Lesson Plans

- #14: Design/scaffold five school-based Lesson Plans using Thematic Framework & the 2-minute video clips
- #15: Design Lifelong Learning school-based student activity/pre-survey and the survey for teachers
- #16: Design/scaffold a 70-minute museum program based on the Museum Video and Thematic Framework
- #17: Design Lifelong Learning students/teacher post-surveys to complete at the end of the Museum Program
- #18: Attend IMLS training/conference (dates TBA - \$3,000 included in budget, as per program guidance)
- #19: Compile project data and updates; prepare and submit the Year 1 IMLS Grant Report

⁶ Altheide, D. L. *Reflections: Ethnographic content analysis*. (1987). *Qualitative Sociology* 10. 65–7.

⁷ Krippendorf, K. (2004). *Content analysis: An introduction to its methodology*. Thousand Oaks, CA: Sage.

⁸ Henderson, Tara Zollinger & David J. Atencio. (2007). *The Integration of Play, Learning, and Experience: What Museums Afford Young Visitors*. *Early Childhood Educ J* 35:245–251 DOI 10.1007/s10643-007-0208-1

Objective 5 (Months 13-15): Field Test the five School-based Lessons/SHI's New Museum-based Program

- #20: Develop a schedule to field test the five Lesson Plans during SHI's annual Youth STEAM Academy
- #21: Field test the Lesson Plans with Native youth (grades 6-8) from six communities in Southeast Alaska
- #22: Show youth in STEAM Academy the Museum Video/host mini-museum program for STEAM youth
- #23: Make refinements to school-based Lesson Plans and 70-minute museum-based program activities

Objective 6 (Months 16-21): 200 Students/their Teachers Participate in SHI's New Museum Programming

- #24: Link school-based Lesson Plans, student activities/pre-surveys and teacher pre-surveys to SHI website
- #26: Advertise lessons as prerequisite for students to participate in SHI's New Museum Programming
- #27: Create database for student pre-surveys, teacher lesson plan evaluations, teacher/student post-surveys
- #28: Teachers scan/send students' and their own pre-surveys (Lifelong Learning) to the Project Manager
- #29: Project staff/guest speakers guide 200 students/their teachers to complete 70-minute museum program
- #30: Enter student and teacher post-surveys (Lifelong Learning) into the project's database for evaluation

Objective 7 (Months 22-24): Evaluate data; share student/teacher learning outcomes museum community

- #31: Evaluate the project using the database created to store/analyze student/teacher pre-post surveys
- #32: Draft paper about the project's Lifelong Learning outcomes; paper reviewed/refined by SHI staff
- #33: Deliver the paper at the mandatory IMLS training/conference (dates TBA - \$3,000 included in budget)
- #34: Compile project data and outcomes to prepare/submit the Year 2/Final IMLS Grant Report

III. PROJECT RESULTS

The project will build a stronger bridge between SHI's museum and Juneau's schools by developing and providing: 1) five culturally responsive lesson plans for students in grades K-8; and 2) a new 70-minute museum program for students and teachers. SHI anticipates that by participating in the 2-year project, 200 students and their teachers will 1) increase their understanding and appreciation for how Tlingit, Haida, and Tsimshian people began celebrating our culture in 1982 and 2) learn about how SHI's biennial Celebration continues to perpetuate our culture. Juneau's teachers began asking SHI to address this challenge in 1998.

SHI will collect data to measure project success: 1) the number of students who complete the project's five school-based lesson plans; 2) the number of students/teachers who participate in the project's 70-minute museum program; and 3) students' and teachers' pre/post Lifelong Learning surveys. Pre-surveys will be completed by students (in small groups) and their teachers after finishing each school-based lessons; teachers will scan/send their students' and their own completed pre-surveys to the Project Manager. Students/teachers will complete the post-surveys at the conclusion of their participation in the new 70-minute museum program.

The Project Manager will analyze the project's survey data and describe Lifelong Learning outcomes for teachers and students in a paper she and SHI's Culture/History Director will deliver to the museum community at the conclusion of the project. SHI anticipates project survey data showing: 1) student/teachers' Lifelong Learning outcomes based on the school-based lesson plans (pre-surveys); 2) student/teacher Lifelong Learning outcomes from the museum-based programming; and 3) any benefit to Lifelong Learning outcomes derived from combining school-based and museum-based programming for students in grades K-8 and their teachers.

The project's tangible products are: 1) a thematic framework of the five cultural elements underlying Celebration; 2) five lesson plans for students in grades K-8; 3) five 2-minute video clips from Celebration 1982 videos to use with the lesson plans; 4) five Lifelong Learning student activities/pre-surveys for the lesson plans; 5) a teacher pre-survey; 6) a 30-minute narrated video for the project's museum-based programming; 7) two post-surveys (one for students/one for teachers) for SHI's museum-based programming; and 8) a paper documenting and analyzing the Lifelong Learning outcomes for 200 K-8 grade students and their teachers.

The How Do We Celebrate Our Culture? Project and its benefits are sustainable. The MOA between SHI and the JSD ensures that all of Juneau's students visit SHI's museum when they are in elementary and middle school. Over time, all of the community's students (over 3,000 at any given time) will complete the project's lesson plans and museum programming prior to entering high school; and SHI can allocate funding in its annual IMLS basic grant/s to purchase supplies for future Museum Activity Kits. Thus, the How Do We Celebrate Our Culture? Project will both build and sustain a stronger bridge between SHI's museum and Juneau's schools.

PROJECT Title: How Do We Celebrate our Culture? Sealaska Heritage Institute's Culturally Responsive Museum Programming for Students and Teachers	YEAR 2											
	JUL 13	AUG 14	SEP 15	OCT 16	NOV 17	DEC 18	JAN 19	FEB 20	MAR 21	APR 22	MAY 23	JUN 24
Objective 1 (Continued from Year 1): Team meets monthly to review and refine the project's tangible products												
PM leads Year 2 Team meetings; Team reviews/refines all tangible resources												
Objective 5: Field Test School-based Lessons Plans and Museum Programming; Refine Plans and Programming as Needed												
Activity 20: ED, PM, CS create plan to field test the 5 lesson plans at SHI's STEAM Academy												
Activity 21: ED & PM field test lessons at the STEAM Academy (Native youth grades 6-8)												
Activity 22: PM & CD show museum video/host mini-museum program for STEAM youth												
Activity 23: CS makes refinements to school-based lessons/museum-based activity plans												
Objective 6: Empower 200 Students and their Teachers to Prepare for and to Participate in SHI's New Museum Programming												
Activity 24: MS links lesson plans, stdnt activities/surveys & teacher eval to SHI website												
Activity 25: MS advertises new lessons plans as "pre-req" for SHI's new museum program												
Activity 26: PM creates database for student pre-surveys & teacher evals of lesson plans												
Activity 27: Students complete school-based lessons; teachers scan/send PM pre-surveys												
Activity 28: PM enters student & teacher's Lifelong Learning pre-surveys into database												
Activity 29: PM, ED, GS - plan, coordinate, staff/host SHI's new museum programming												
Activity 30: PM enters student/teacher Lifelong Learning post-surveys to project database												
Objective 7: Evaluate/analyze Project data; Share Student Learning Outcomes and Lessons Learned with Museum Community												
Activity 31: PM evaluate projects using survey/eval data; CD reviews/refines evaluation												
Activity 32: PM drafts white paper about project outcomes; CD reviews/refines paper												
Activity 33: PM & CD deliver paper at mandatory IMLS training/conference (dates TBA)												
Activity 34: PM compiles project data and outcomes; prepares/submits Final IMLS Report												
1) Sealaska Heritage Institute (SHI) Project Staff: SHI Museum Exhibits Curator/IMLS Project Manager (PM); SHI Culture/History Director (CD); President (PRS); SHI Linguist (LNG); SHI Research Specialist (RS); SHI Education Manager (ED); SHI Media Director (MD) SHI Media Technical Specialist (MTS); Media Specialist (MS) 2) Contracted Individuals to Support the Project: Culturally Responsive Curriculum Specialist/Developer (CS), Guest Speakers (GS) 3) Project Collaboration/Oversight Team (Team): Project Manager, Culture/History Director, President (Year 1), Media Director (Year 1), Media Technical Specialist (Year 1), Media Specialist, Research Specialist (Linguist), Education Manager, Culturally Responsive Curriculum Developer 4) Advisory Body for the How Do We Celebrate Our Culture? Project: SHI's Council of Traditional Scholars (CTS)												