

Welcome to the first annual Native Ways of Knowing Institute. This project has been in the making for the past three years. It all began one summer when twenty five Fremont County teachers and administrators traveled to the most northern reaches of the United States, Minto Camp, Alaska. Here, every teacher had the opportunity to work with the Athabascan Elders in a fishing camp and learn how the Alaska Native Knowledge Network changed the way the entire state of Alaska works with its rural, indigenous students. Everyone came back excited about the things that they had learned and began incorporating them into their schools. It was a spiritual journey that taught us that the sacred gift of education, to teach and to learn are life long events.

This week, you will be among the first to start a journey of understanding our own people of the Northern Arapaho and Eastern Shoshone Nations and how they can help you in your quest to understand the sacredness of education. It is our hope that you take this new found knowledge back to your homes and your schools and share the experience with your students and your peers. You will become a family of leaders in Indian Education.

One of the first things that you will notice is that there is no agenda. There is a list of activities that you can choose to participate in; however, the primary goal is that when a teachable or learnable moment arises, that you not worry about the clock,

but focus on the event and continue learning. All we ask of you is that you **PARTICIPATE**. Please feel comfortable asking questions. If you think your question may be dumb, ask it anyways because someone probably has the same question. Understand that there may be some things said that could make you feel uncomfortable. Don't take these things personally, but agree to disagree. We will all leave this camp together as friends and family. Also understand that many of our participants cannot speak for the tribe itself, but will share with you their knowledge from personal perspectives.

Throughout the week, we will think about two specific ideas to ensure that our cultural needs and issues are being addressed in our schools, specifically in science, mathematics, and technology. They are:

1. What are the major barriers, concerns, and issues that should be addressed in any student curriculum and teacher preparation project for American Indian students.
2. What strategies or methods should be employed to ensure that the cultural issues identified are addressed in student, curriculum, and teacher preparation projects for American Indian students.

Part of your credit earning will be to keep an extensive journal. There will be two parts to your journal. The first is a section where you will be prompted with a question to ponder

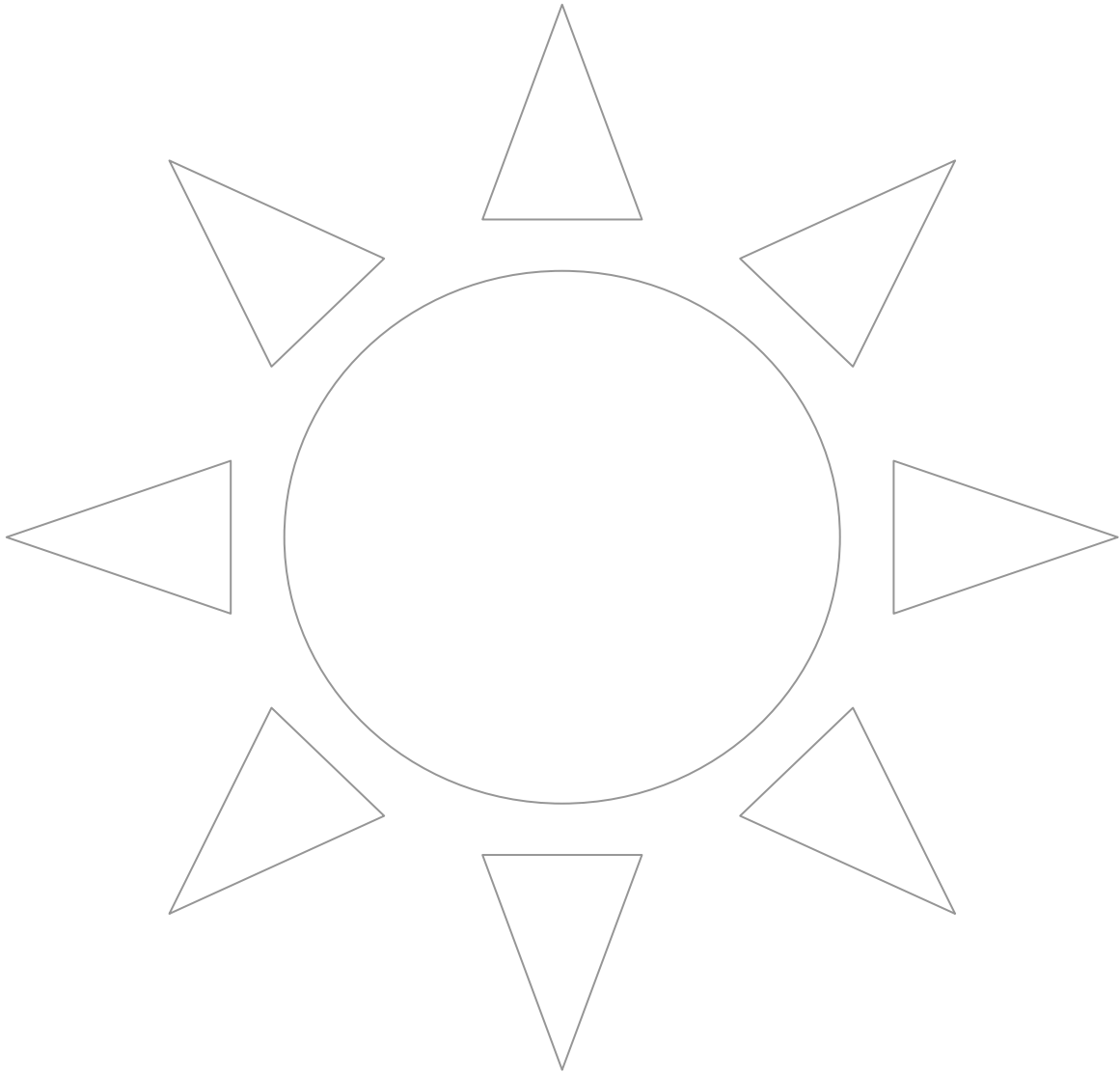
and to answer throughout the day. The second is a personal journal about your experience(s) here. We will ask for these at the end of your stay. They will be returned, they are not graded or scrutinized for grammar, spelling, or content but will count towards your grade. Every morning, we will talk about the question of the day and then reflect on that question at the end of the day.

We have brought an extensive collection of literature for you to peruse; however, check out is limited to an hour per item. You are welcome to stay in the library lodge and read for as long as you need. Also, there are curricula available for you to look at and check out. Please be responsible with the items that you check out because many of them are difficult to obtain and often are very expensive to replace.

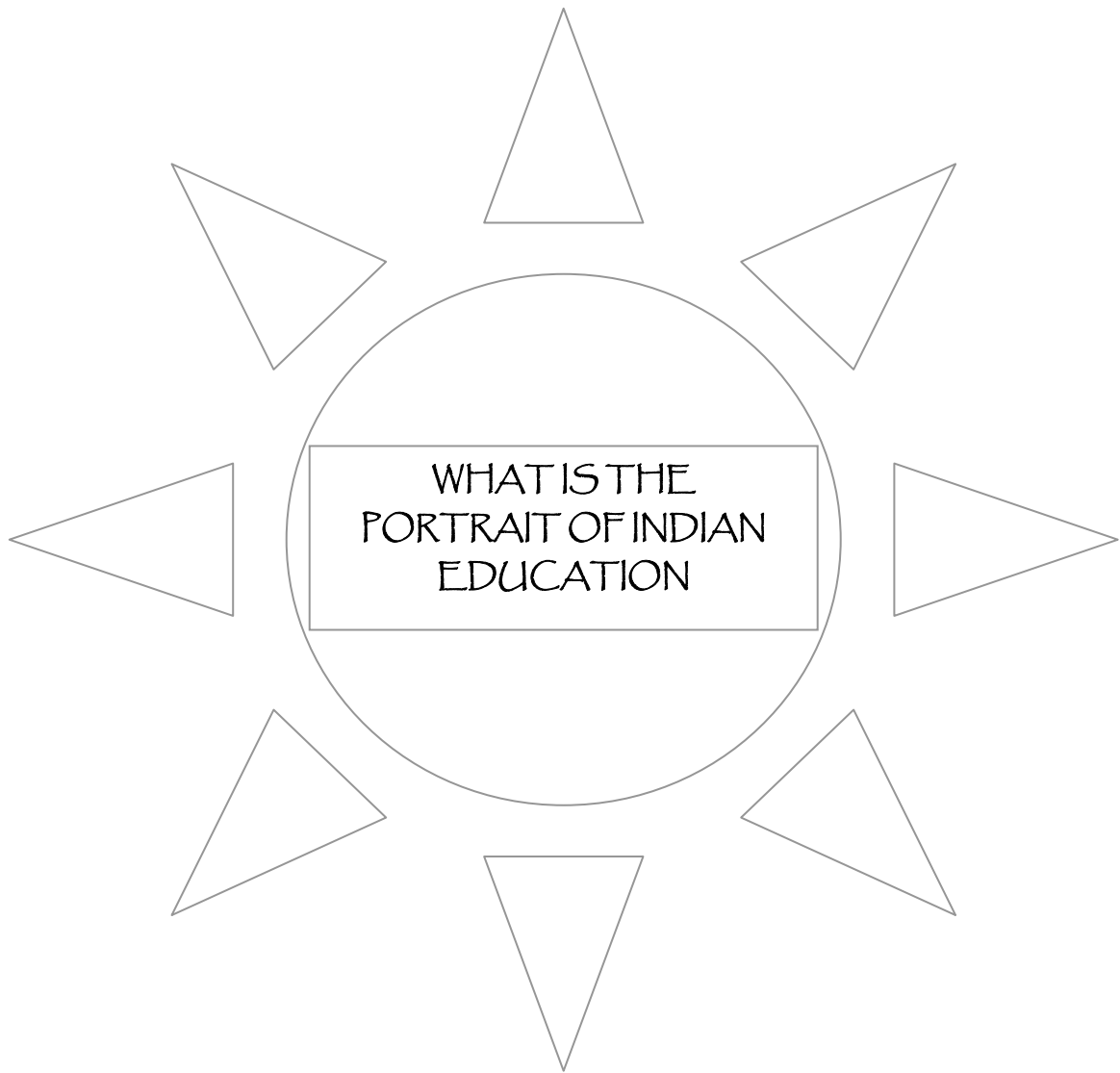
Take a moment to look around you and enjoy the beauty of the land and the people that surround you. Enjoy your journey as we take the first steps to securing the future for our people.

“Teachers must evaluate themselves and their understanding of their own culture as an initial first step in understanding another culture and in incorporating that culture in their teaching and learning.” (EAIANESS)

Please evaluate yourself and your understanding of your culture

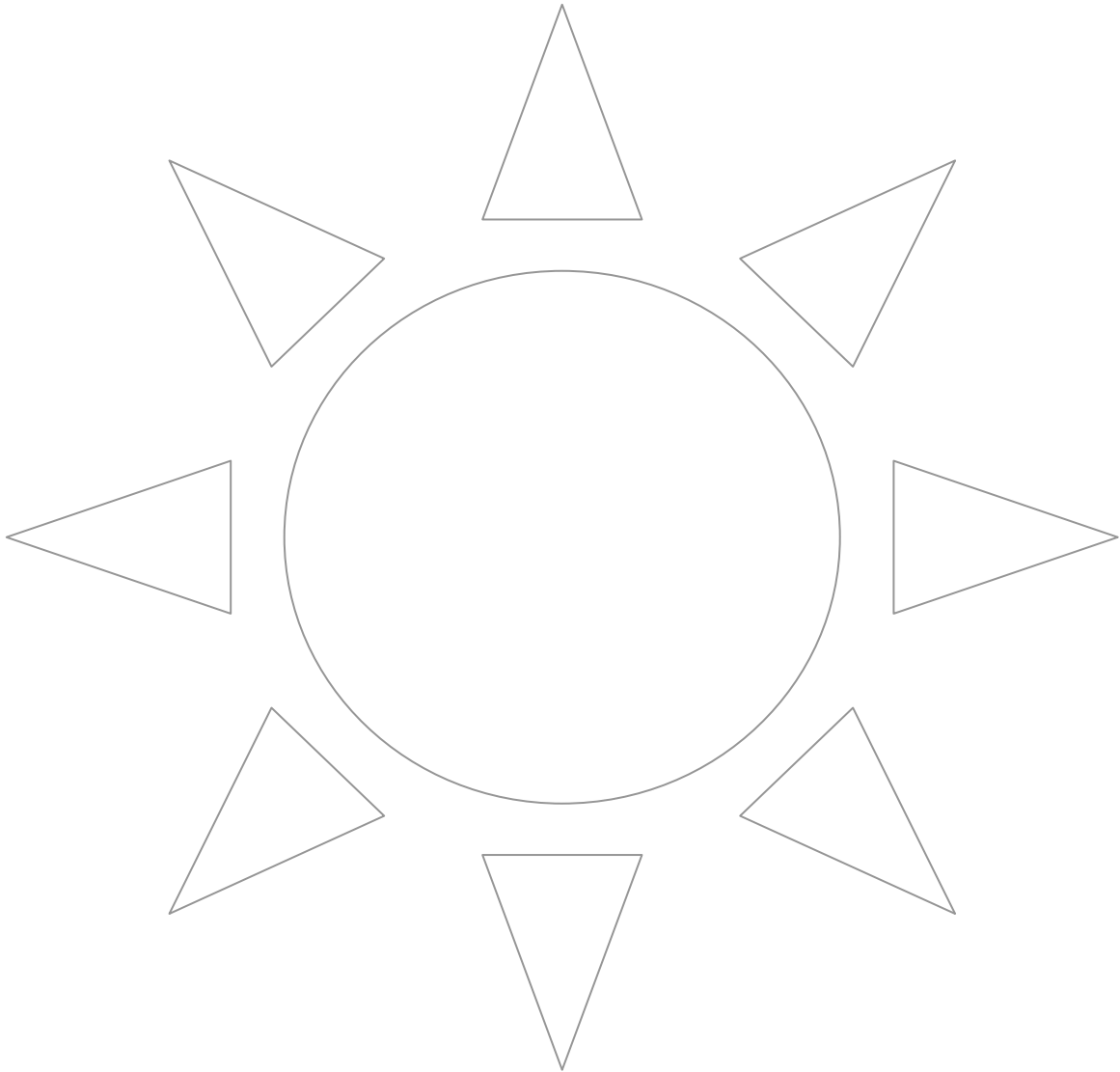


BRAINSTORMING SESSION



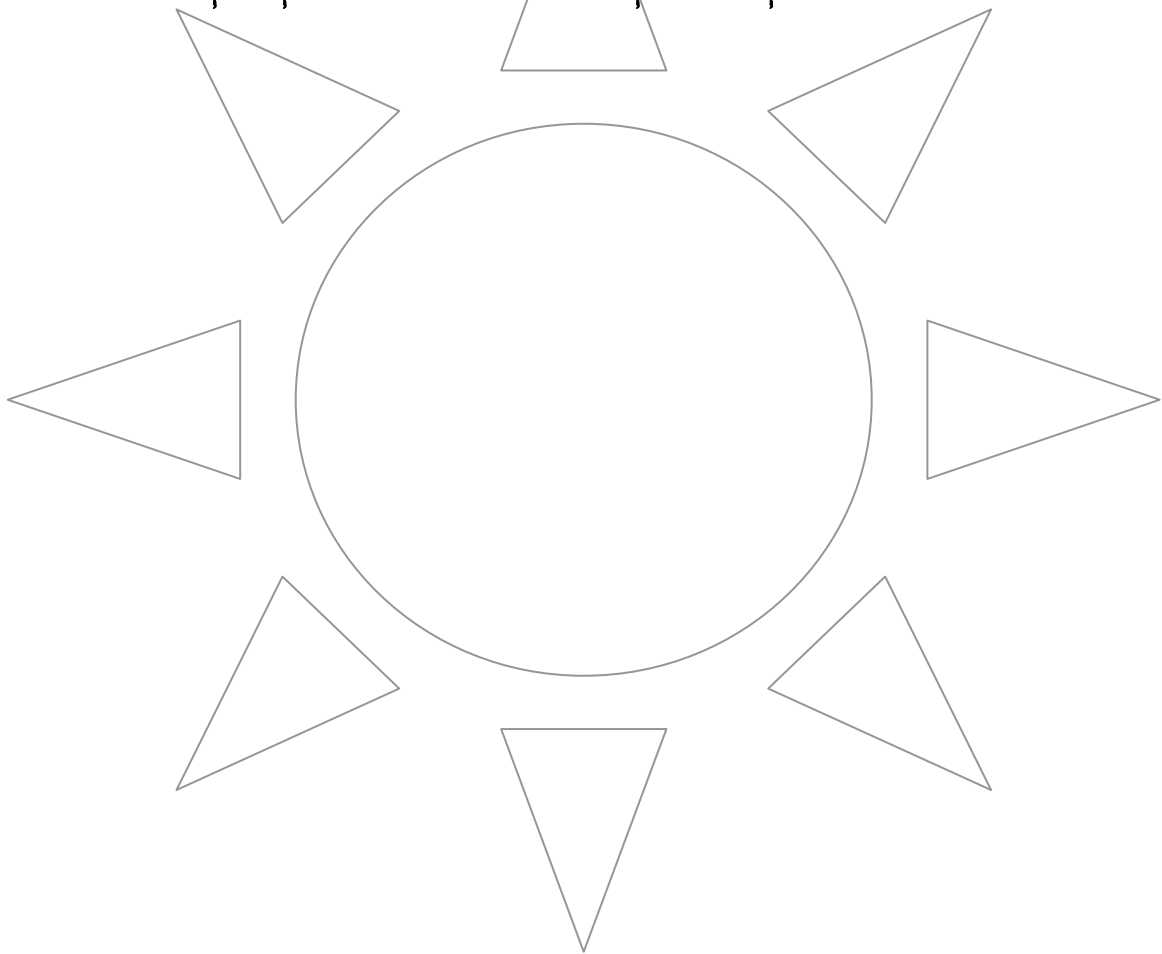
"Spirituality is an important aspect of American Indian learning and lifestyle. By including this aspect in curriculum development, it recognizes the value of American Indian spirituality." (AISES)

Please give a reaction response to this statement



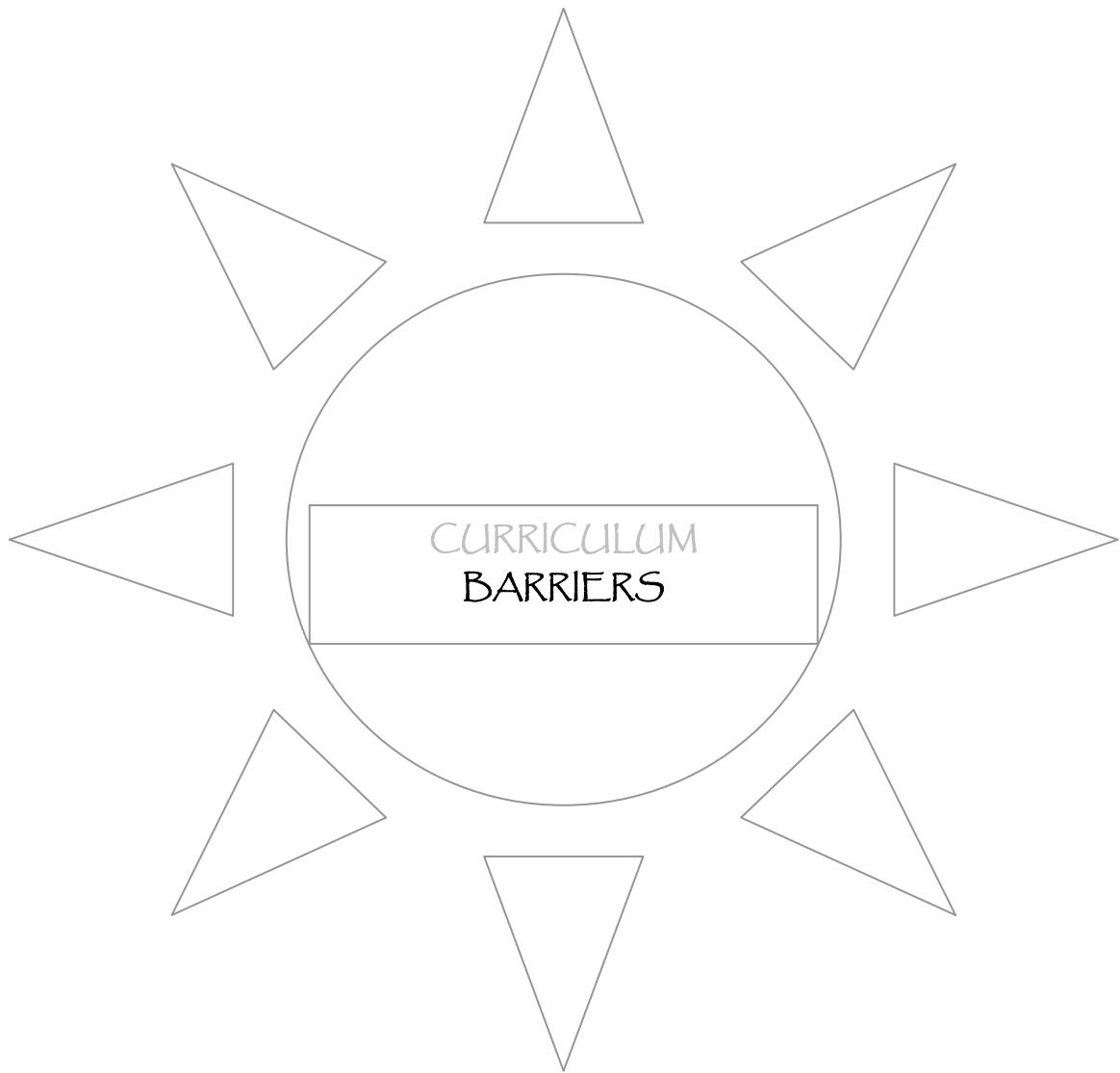
"Indian people want their children to value their culture and traditions, but they also want their children to have basic academic competencies and subject matter knowledge. Among the critical issues for American Indians is how to reconcile Indian spiritual values and formal education." (The College Board AISES)

Discuss the current state of Indian Education and address ways Indian education has been viewed giving both Indian and non-Indian perspectives. What is the picture/portrait



Draw a picture that depicts Indian education in today's society

BRAINSTORMING SESSION



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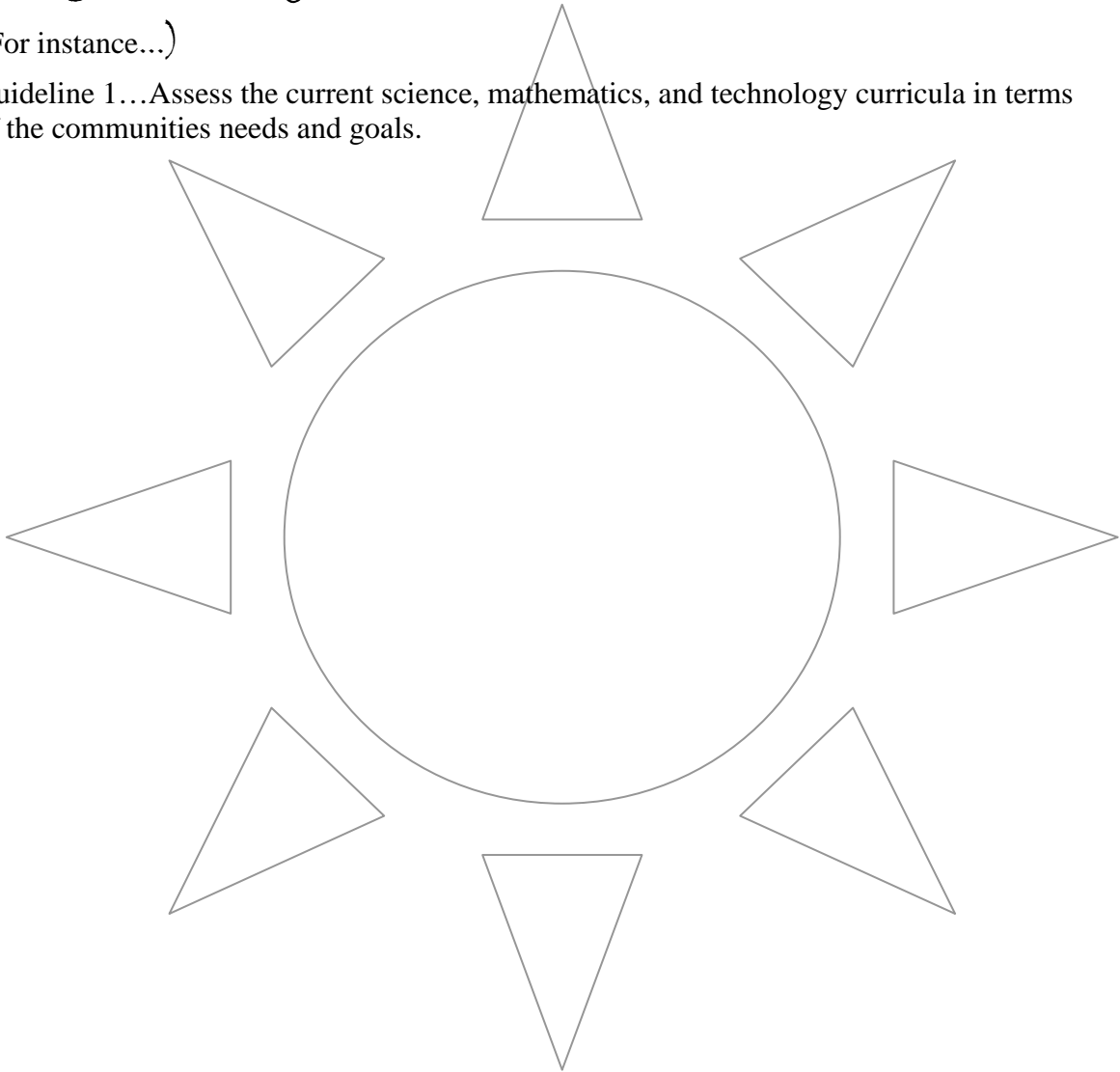


BRINGING IT TOGETHER

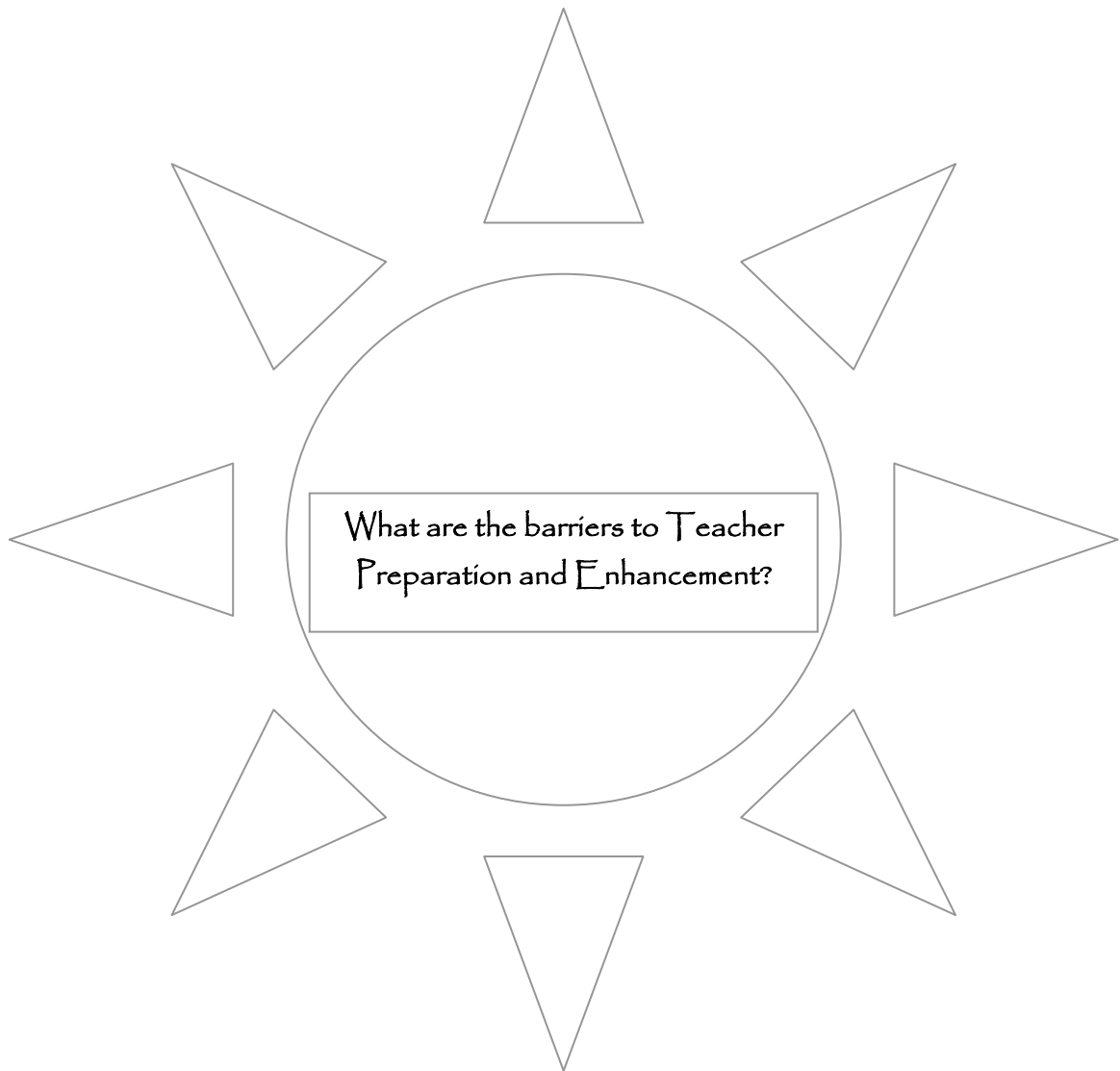
Develop a set of guidelines for curriculum. Use your barriers and solutions pages as well as your discussions that you've had throughout the day.

(For instance...)

Guideline 1...Assess the current science, mathematics, and technology curricula in terms of the communities needs and goals.



BRAINSTORMING SESSION



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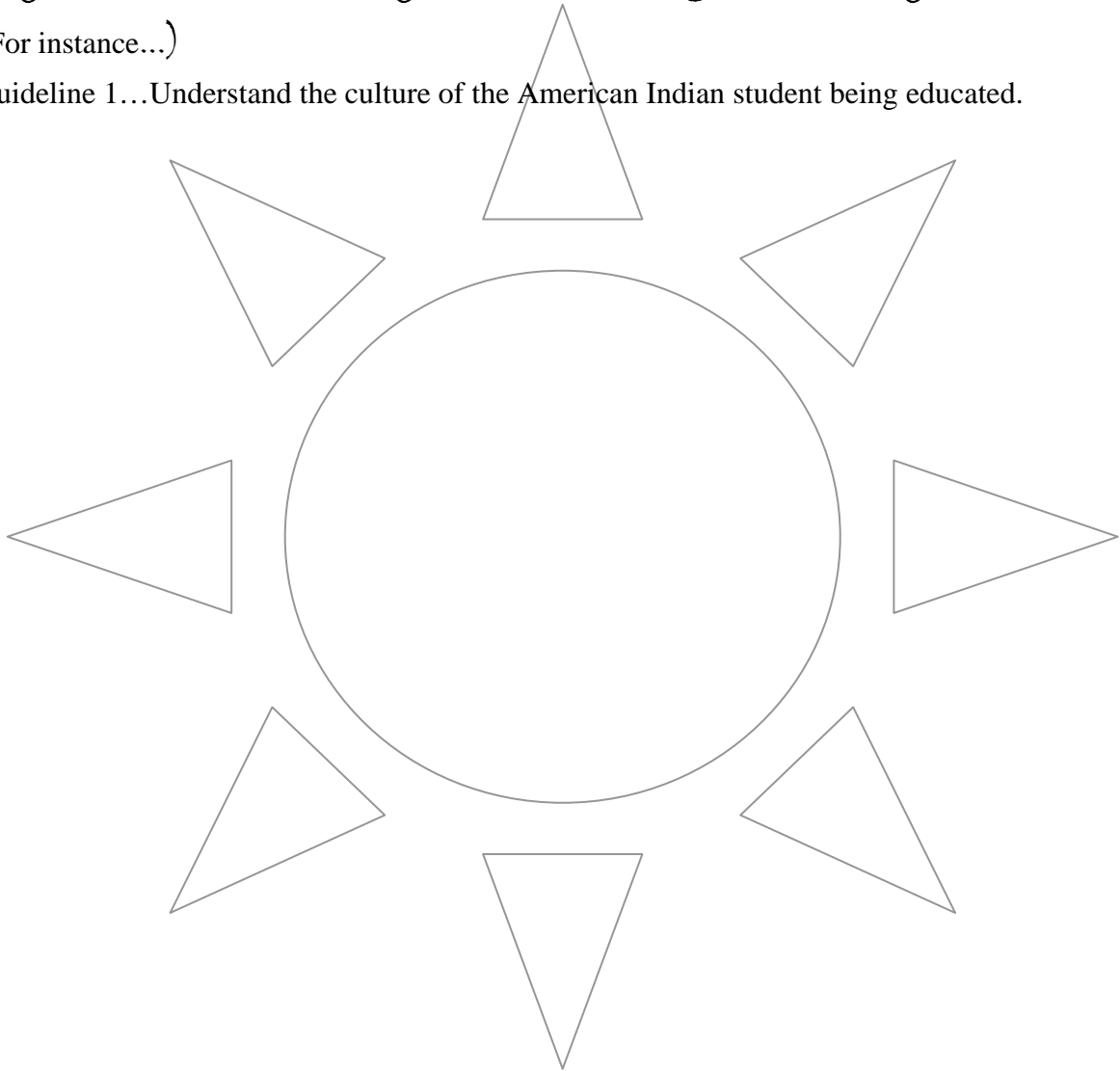


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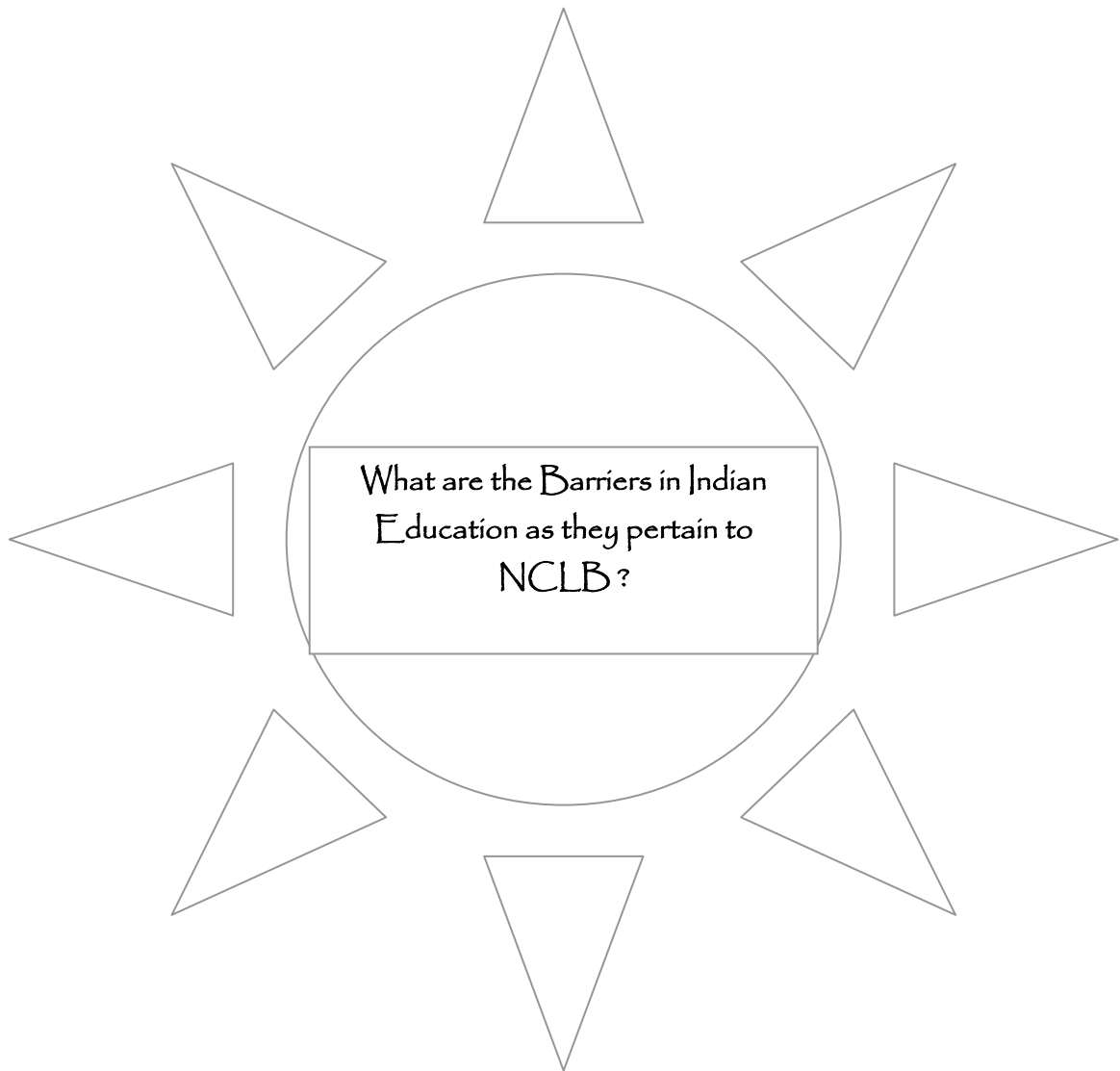
Develop a set of guidelines for Teacher Preparation and Enhancement. Use your barriers and solutions pages as well as your discussions that you've had throughout the day.

(For instance...)

Guideline 1...Understand the culture of the American Indian student being educated.



BRAINSTORMING SESSION



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BRINGING IT TOGETHER

Develop a set of guidelines for Indian Education and NCLB.
Use your barriers and solutions pages as well as your discussions that you've had throughout the day.

(For instance...)

Guideline 1...Change state assessment policies so they meet the cultural needs of our indigenous students.

