



Transforming Teaching and Learning about American Indians

November 1, 2018 • 2:00 p.m. – 5:30 p.m.

Smithsonian National Museum of the American Indian
Rasmuson Theater
4th Street and Independence Avenue, SW, Washington, DC

PROGRAM

2:00 pm Welcome and Opening Remarks

Kevin Gover, Director, National Museum of the American Indian

Maria Marable-Bunch, Associate Director for Museum Learning and Programs, National Museum of the American Indian

2:15 pm The Power of Narrative to Change Education and Society

Maria Elena Campisteguy, Metropolitan Group

2:45 pm Racism Old and New: The Uncomfortable Relationship between Textbooks and American Indians

Edwin Schupman, National Museum of the American Indian

3:15 pm Manifesting Destiny: Representations of Native Peoples and Nations in U.S. History and Civics State-level Standards

Sarah Shear, Penn State Altoona

3:45 pm Reclaiming Native Truths: How the Psychology of Omission Fuels a Cycle of Bias against Native Americans

Stephanie Fryberg, University of Washington

4:15 pm Break

4:30 pm Native Knowledge 360°: A New Approach to Education about American Indians

Edwin Schupman, National Museum of the American Indian

4:50 pm Discussion with Our Speakers

Moderator: Maria Elena Campisteguy, Metropolitan Group

5:30 pm Symposium Concludes

Do you remember the first time you learned about American Indians in school?

If you are like most Americans, you probably received only a tiny glimpse into the rich and diverse cultures, histories, and contemporary lives of Native peoples. You may even have learned inaccurate histories, and demeaning and false stereotypes. Today we are gathered to discuss what needs to take place to transform education about Native Americans to inspire better understanding of our shared experiences.

The museum with its partners among Native nations and in the education community are producing exciting new classroom resources and teacher training through a national education initiative, Native Knowledge 360°. It features more complete narratives and builds a more empathetic and informed public. Learn more about the museum's national education initiative, Native Knowledge 360° at AmericanIndian.si.edu/nk360.

Live webcast:
AmericanIndian.si.edu/multimedia/webcasts



Smithsonian
National Museum of the American Indian

SPEAKER BIOGRAPHIES

Maria Elena Campisteguy, Principal and Senior Executive Vice President, Metropolitan Group, has more than 30 years of professional experience in strategic communication, narrative change, and public will building, in the United States and internationally. She is passionate about designing approaches that allow people from diverse cultural backgrounds, perspectives, and experiences to co-create a shared vision, and strategies and messages to bring that vision to life. As the leader of Metropolitan Group's Multicultural Engagement practice, Campisteguy designs collaborative, values-based approaches to motivate behavior change, affect systems change through shifts in policy and social norms, establish effective and lasting collaborations, engage diverse audience groups, and build inclusive organizational cultures. Most recently, she facilitated the development of a new narrative and narrative change strategy for *Reclaiming Native Truth*, an initiative to dispel myths and misconceptions about Native peoples and tribes in the U.S. She is currently leading similar work in Mexico. She holds a master's in business administration with an emphasis in international marketing from Portland State University and a bachelor of science from Georgetown University.

Stephanie A. Fryberg, a member of the Tulalip Tribes of Washington State, is the William and Ruth Gerberding University Professor of Psychology and American Indian Studies at the University of Washington. She received her Ph.D. from Stanford University and her B.A. from Kenyon College. As a social and cultural psychologist, Dr. Fryberg's research explores the ways in which the social world systematically influences how people understand themselves and their actions, and ultimately how they shape important life outcomes such as educational attainment and health. Her current research program is two-fold: First, for the past three years, she has worked with teachers and administrators across 6 school districts to scale up a model for building culturally inclusive, motivating classroom and school environments that enhance identity safety—the belief that all students belong and can be successful—for students from diverse cultural backgrounds. Second, as part of the Reclaiming Native Truth project, her research examines how the current narratives about Native people in the U.S. reify and maintain systems of inequality (i.e., policies and practices) that undermine the social, psychological, and financial well-being of tribal people and tribal communities. Dr. Fryberg has received numerous awards and her research is published in leading academic journals. In 2011, she was inducted into the Multicultural Alumni Hall of Fame at Stanford University.

Edwin Schupman, a citizen of the Muscogee (Creek) Nation of Oklahoma, is the manager of Native Knowledge 360° (NK360°), the National Museum of the American Indian's national education initiative to inspire and promote improvement of education about American Indians. Schupman completed a master's degree in Music Theory at Miami University and doctoral coursework in ethnomusicology at the University of California, Los Angeles. After completing a repatriation project with early recordings of American Indian music at the American Folklife Center of the Library of

Congress, he began his long career in the field of American Indian education. Beginning in 1988 he worked for ORBIS Associates, an American Indian education firm, creating culture and standards-based lessons on American Indian topics, training teachers nationwide, and evaluating educational projects. At the Bureau of Indian Education, Schupman co-wrote a culture-based health and wellness curriculum and developed a national teacher training program. In 2004, he joined the education staff at the National Museum of the American Indian. During Schupman's career, he has conducted education work in more than 170 Native American reservation and non-reservation communities nationwide.

Sarah B. Shear is an assistant professor of social studies education at Penn State Altoona. Her research focuses on K-12 social studies curriculum within Indigenous contexts. Dr. Shear examines issues of race and settler colonialism in social studies state standards and textbooks, teacher education, film, and qualitative research methodologies. Her work is published in *Theory and Research in Social Education*, *Journal of Social Studies Education*, and *Qualitative Inquiry*. Dr. Shear's work is also featured in the books *Race Lessons: Using Inquiry to Teach about Race in Social Studies*, *Cinematic Social Studies: A Resource for Teaching and Learning Social Studies with Film*, and *Doing Race in Social Studies: Critical Perspectives*. She co-edited *(Re)Imagining Elementary Social Studies: A Controversial Issues Reader*, published in 2018, and is co-editing a forthcoming book, *Marking the Invisible: Articulating Whiteness in Social Studies Education and Research*.



TOP: Middle school students using NMAI educational resources. Photo by Alex Jamison. BOTTOM: Apache rawhide playing cards, 1875–85. Arizona (6/4597)