**Native Am. Lit.**

**Quarter 2 Project/Final**

**Keepers of the Culture**

The ongoing Qtr. 2 project will involve several steps, accomplished over the remaining 6 weeks of the class and tied to one of the major themes in *Lakota Woman*, by Mary Crow Dog: the importance of Native Americans embracing their identities and preserving the traditions and culture for present and future generations. All tribes are blessed with “Keepers of the Culture,” who have made it their mission in life/career to do just that.

You will choose one of these individuals to make a connection with in order to gain a better understanding of his/her history, journey, and connection to cultural preservation. Your final project will be a CREATIVE visual/written tribute to this individual’s contributions and may be a hard copy (book), a video, or a digital slide show, which can be presented to this person at the end of the semester. **Students may work with a partner on this project.**

Timeline:

Week 12: Nov. 17-21

* Finalize choice of “Keeper” and **make initial contact in the preferred method of your keeper** (Skype, e-mail, letter, phone, text, etc.).
* Develop a list of interview questions related to the keeper’s history, journey toward cultural awareness, and connection to cultural preservation. Be sure the questions prompt an in-depth response, so you have enough information to get started.

Week 13: Dec. 1-5

* Contact your keeper with your list of questions and get responses either in person or by e-mail or some other method that works best for all parties. If the reply will be electronic, ask them to please respond within one week if possible. If speaking to the keeper in person, you may wish to make a video of the interview (or part of the interview), especially if you want your presentation to be in a video or digital format. **Be sure to ask permission to videotape the person.** It will be helpful to the keeper to have your questions well before the interview so he/she has time thoughtfully respond. You may also want to take a picture with your keeper and of your keeper “in action.”
* This would be a good time to ask your keeper for copies of photos, articles, awards, or artifacts related to his/her work (**or take pictures of these items with permission).**

Week 14: Dec. 8-12

* Examine responses to questions and think about and organize the information you may include in your presentation.
* Begin writing about your keeper while the information is fresh in your mind. Remember that your work does not have to sound or look like a research paper. It could include storytelling, poetry, song lyrics, sketches, photographs, or other artifacts or art.

Week 15: Dec.15-19

* Continue to create your tribute, clarifying the importance of the keeper’s contribution to preserving the culture and how he/she is doing it.
* Contact your keeper with follow-up questions if necessary and to share what you have done so far to make sure your writing is accurately representing this person. Ask the keeper for suggestions or contribution to the project content.

Week 16: Jan. 5-9

* Continue to create your tribute, clarifying the importance of the keeper’s contribution to preserving the culture and how he/she is doing it

Week 17: Jan. 12-16

* Submit a “finished” draft of your project to me for proofreading and comments.
* Complete project and assemble as needed
* Estimate the amount of time you will need to present the project to the class and let me know, so I can budget class time effectively.

Week 18: Jan. 19-23

* Hand-write a personal thank-you note to your keeper to include with the gift of the final project.
* Final touches and presentation of project to the class during final exam time.

Suggested Candidates for Keepers (not a complete listing)

* Foster Home Director/Coordinator
* AODA Counselors
* Natural Resources/fish/wildlife
* Traditionalists who participate in/teach spearing, ricing, pipe ceremonies, drumming, singing, cooking, dancing, ceremonies for the dead, naming, etc.
* Historic Preservation/Boarding School Museum Director
* Waaswaagoning Village Director
* Tribal Council Members/Tribal Administrator
* Native Writers/poets/song writers/singers/storytellers/performers
* Ojibwe Language Speakers/teachers
* George W. Brown, Jr. Ojibwe Cultural Museum Curator
* Native Artists: baskets, weaving, beading, regalia makers, canoes, jewelry, etc.
* Medicine Men and Women/herbal healing
* Indian Health Advocates
* Social Workers/Domestic Abuse Shelters
* Youth Tribal Council Leader
* Tribal Police/Tribal Court/Tribal Judges
* New Indian Bowl Construction Director
* Native Nations Institute/Native Am. Teachers/Indian Education Leaders
* Bear River Powwow coordinators
* Inwewin Newspaper Staff
* Abinoojiiyag Youth Center Leaders

In addition to me, please use Your Indian Education mentors and any other contacts/resources you have to help you with ideas, contacts, and troubleshooting with your project. Make this a fun, worthwhile learning and networking experience.

Keeper of the Culture Final Exam

Project and Presentation Rubric

Native American Literature

The project clearly focuses on the contributions of the keeper to \_\_\_\_ /10

preserve the Native culture.

The written portion of the tribute explains the keeper’s history \_\_\_\_ /10

related to the culture and desire to keep it alive.

The visuals are well chosen and contribute to a better \_\_\_\_ /10

understanding of the keeper’s impact on the culture.

The project demonstrates the use of correct grammatical \_\_\_\_ /10

conventions.

The presentation is clear, prepared, and engaging. \_\_\_\_ /10