

AMERICAN INDIAN MULTIMEDIA CURRICULUM
DEVELOPMENT PROJECT

NEED STATEMENT

Humboldt State University is located in the homeland of over 10,000 indigenous California Indians. The Yurok, Hupa, and Karuk Tribes are amongst the largest in the State of California. Each of these tribes, along with smaller tribes of the area, have a separate and distinct language and culture. For over twenty-five years, faculty and staff at Humboldt State have worked with tribal elders to retain and rejuvenate the Hupa, Yurok, Karuk and Tolowa languages: languages that were near extinction due to forced assimilation of English language usage at federal and state elementary and secondary schools. This early recognition of the importance of language coupled with Indian cultural preservation and renewal has put Humboldt State University in the forefront of all of the other California State University campuses in its efforts to retain and maintain Indian ways of life.

Experts in the area of language and culture like John Ogbu, University of California Berkeley, and Jim Cummins, Ontario Institute of Language have provided evidence that minority groups have developed an insecurity and ambivalence about the value of their own cultural identity due to the past practices of schools and other institutions of the dominant white society. Schools have had as their main purpose in educating minority students, extraction of their culture and language and replacing them with the culture and language of the dominant society. The end result is that minority students feel disempowered and do not succeed educationally.

Over the past twenty years, the State of California has implemented various programs to address the educational needs of a growing student population who were from language backgrounds other than English. Most of the programs were aimed at getting these students to speak English as soon as possible. Some students were able to acquire enough fluency in English to succeed educationally, but the majority of students remained academically deficient. It has not been until recent times that researchers like Ogbu and Cummins have been able to convince educators that culture is a critical element in the teaching of language. Case studies of programs using a bilingual/bicultural approach, involving Spanish and Chinese speaking students have shown superior results in the acquisition of English over the earlier English only approaches.

The importance of language and culture is expressed through the recent adoption of the CROSSCULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) certificate by the state. The purpose of the certificate is to ensure that teachers in California's K-12, public schools, have the expertise to meet the needs of students who are linguistically and culturally different.

The Indian Teacher and Educational Personnel Program (ITEPP) has recognized the importance of emphasizing language and culture in meeting the educational needs of American Indian students. Its staff and participants have been involved in the development of curriculum and other educational materials that are culturally relevant and appropriate. ITEPP has produced the following publications:

1. NATIVE AMERICAN COOKING: A collection of American Indian recipes.
2. THREE BEARS COLOR BOOK
3. ANIMAL FRIENDS COLOR BOOK
4. AMERICAN INDIAN PAPER DOLLS
5. OUR PEOPLE SPEAK: An anthology of Indian writing.

ITEPP staff also administered the Bilingual Education Training Program (BTEP), a program designed to prepare Indian teachers who would have the expertise to promote bilingual bicultural teaching at schools serving Indian students.

Although ITEPP has been involved in developing materials and training personnel to meet the needs of a diverse Native American student population for over twenty-five years, the need for more personnel and culturally relevant curriculum is ongoing.

PROPOSALS SHOULD INVOLVE THE FOUNDATION IN A SINGLE SPECIFIC PROJECT: The product will be an interactive multimedia CD-ROM DISK.

PROPOSALS SHOULD BE SUBMITTED TO THE FOUNDATION ONLY AFTER OTHER SOURCES HAVE BEEN EXPLORED: The Catalog of Federal Domestic Assistance and the Foundation Directory were consulted. No fund sources were found for a small project like the one proposed.

PROJECTS AND RESEARCH IDEAS WHICH MAY CURRENTLY BE OR MAY BECOME ELGIBLE FOR FUNDING FROM OTHER SOURCES ARE ENCOURAGED: There is a very limited number of CD-ROM DISKS on the market regarding American Indians. The ones that have been reviewed are not interactive. It is expected that once we have developed a prototype, Indian tribes and producers of CD's will approach us for additional productions. Funding for production will come from those requesting the creation of a CD.

LIMITATIONS ON AVAILABLE FUNDS: Funds requested will not be used for financial assistance for faculty or students to complete degree requirements.

IF STUDENTS WILL BE INVOLVED WITH THE ACTIVITY, PLEASE NAME THE STUDENTS: Elsie Griffin and Keri Malloy, two undergraduate students will be employed as Student Assistants to develop CD-ROM DISK. Each of them have received extensive training on the use of the Quadra 800, and the various software to produce the interactive CD-ROM DISK. They will be involved in the total production of the product.

PER DIEM WILL NOT BE FUNDED: Per diem will not be a cost associated with this project.

STATEMENT OF OBJECTIVE AND SCOPE OF INTENDED ACTIVITY:

By August 23, 1994, two ITEPP Student Assistants, under the direction of the ITEPP staff, will produce a prototype interactive multimedia CD-ROM DISK as evidenced by the existence of a master CD-ROM DISK and five copies available for preview and use by HSU teacher trainers, student teachers and teachers in public schools.

METHODOLOGY AND DATES WHEN APPLICABLE: In 1992, an ITEPP graduate student developed the foundation of a curriculum unit around a Hupa legend called "Coyote and Frog". The story was first written in English and then translated into written Hupa language by John Brooks, participant in a local language rejuvenation project, and Dr. Victor Golla, HSU Ethnic Studies professor and Athapascan language expert. The text was then read and recorded on audio tape by three Hupa language speakers, each reading the story in its entirety. Ethel Garcia, another ITEPP student, completed 18 illustrations to be used in the finalized version of the curriculum unit. A written version of the curriculum has not been completed. However, all of the material is available to apply the most recent technology to develop the curriculum into a format that will be much more attractive and useful to educators and students than a written version; a interactive CD-ROM DISK.

The ITEPP undergraduate students involved in this project will be supervised by the Indian Teacher and Educational Personnel Program Coordinator and Director. They will ensure that the product produced by the proposed project meets all of the standards set forth by the California Department of Education.

Preliminary work has been done for the production of the CD-ROM DISK. The materials that have been developed were reviewed to evaluate their usability for transformation from a written to a computerized format. The theme of the piece has been refined and examples of CD-ROM DISKS have been reviewed to develop guidelines for formatting. A complete written outline and a storyboard has been created to determine the visual shape of the piece. The grant funds requested will be used to do the actual transfer from written hard copy to a digitized computer format for production of the CD-ROM DISK.

Activities to complete the project:

1. Create puppets and stage scenery.

Person (s) responsible: Elsie and Keri
Start: June 23 End: June 29

2. Shoot video of the entire story.

Person (s) responsible: Elsie and Keri
Start: June 30 End: July 1

3. Digitize video.

Person (s) responsible: Elsie and Keri
Start: July 11 End: July 12

4. Edit digitized video and audio.

Person (s) responsible: Elsie and Keri
Start: July 13 End: July 19

5. Prepare and assemble components for interactive software.

Person (s) responsible: Elsie and Keri
Start: July 20 End: August 3

6. Proof language and user testing.

Person (s) responsible: Elsie and Keri
Start: August 4 End: August 9

7. Complete bug fixes.

Person (s) responsible: Elsie and Keri
Start: August 10 End: August 11

8. Prepare Data for CD-ROM transfer and submit the final piece to the CD-ROM production company to produce a master and four copies of the finished product.

Person (s) responsible: ITEPP Director, Elsie and Keri
Start: August 12 End: August 15

9. Set up dissemination activities to publicize the CD-ROM DISK.

Person (s) responsible: ITEPP Director and Coordinator
Start: August 26 End: On going

BUDGETS MUST BE ITEMIZED AND DETAILED:

Requested from the Humboldt State University Foundation:

PERSONNEL

Student Assistant 1	80 hrs @ \$7.15	\$ 572.00
Student Assistant 2	80 hrs @ \$6.43	<u>514.00</u>
	TOTAL	\$1086.00

FRINGE

Normal employee cost @14.5%	<u>157.47</u>
Personnel TOTAL	\$1243.47

Project expenses to be covered by the ITEPP Trust Account:

MATERIALS AND PRODUCTION

Graphics and photos	\$ 250.00
CD-ROM DISK Production	<u>500.00</u>
	TOTAL \$ 750.00
PROJECT COST TOTAL	\$1993.47