lang

# Culture

Section D


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# D. Culture, Historic Preservation, and Language

## I. Successes from the MITW 2007 Strategic Plan.

Originally, the 2007 Strategic Plan Culture and Language Workgroup created four goals and sixteen objectives by members of the community, partners, and stakeholders to address the necessary changes needed to improve the quality of life for individuals. With that in mind, they have created long-lasting collaborative relationships over the past 16 years providing services in the following areas:

- The Menominee Tribal Legislature approved a plan to support and fund the Immersion Language Program developed by the Menominee Language and Culture Commission.
- Menominee Language and Culture Code Chapter 395; Historic Preservation was involved with the restructuring of the Menominee Language and Culture Code Chapter 395 for the Immersion Classroom Teachers.
- College of Menominee Nation – UW Extension; accredited courses to obtain Childhood Development Associate (CDA) Degree for State Compliance.
- Menominee Tribal Daycare and Head Start.
- State Department of Public Instruction.
- Cooperative Educational Service Agencies (CESA).
- University of Madison – Linguistics.
- 42 enrolled Menominee Tribal members are currently certified to teach the Menominee Language and now teach in the schools and in the Immersion Daycare Room.
- Compliance with Section 106 of the National Historic Preservation Act which mandates consultation on any projects that are funded by the federal government on trust lands or need a federal permit; this is to ensure that no historic properties will be damaged.
- Historic Preservation is working with Land Management, Community Development, and archeologist Dr. David Overstreet to develop a database of existing land lots to determine if it can be used for recreational or land lease options.
- The National Historic Preservation and Records Commission awarded MLCC grant support to develop a centralized tribal archives program; MLCC, THPO, CMN, Menominee Tribal/County Library, and the University of Wisconsin-Green Bay Special Collections Archivist developed the project.
- The National Science Foundation, through Northwestern University, awarded a grant to focus on language and ecological knowledge inherent in our environmental resources.

The goals and objectives created in 2007 were revisited in 2023 and are ongoing through collaboration and relationship building; culture and language completed five objectives with building the Cultural Museum and creating the curriculum for certifying teachers to be in the Immersion classrooms at Daycare. The Immersion Language Program will continue as we move forward with the strategic plan through the inclusion of the newly formed 2023 goals and objectives.

## II. Community Survey Overview

The Community Survey asked respondents a total of six questions regarding their perceptions of how well the Tribe, its programs, and its members promote Menominee culture or incorporate that culture into its everyday lives. The survey results revealed the following notable highlights:

- Over half of all respondents on-reservation (56%) and off-reservation (50%) have participated in traditional ceremonies.
- On-reservation (74%) and off-reservation (80%) indicated it is very important to educate tribal members in traditional language and culture.
- Respondents were asked how familiar they are with the Menominee culture, 86% on-reservation and 65% off-reservation were very familiar/somewhat familiar with the Menominee culture, while only 63% on-reservation and 55% off-reservation were familiar with the language.

For more information concerning the comparative data results refer to the website, Menominee App, Menominee Nation News, or call Administration at (715) 799-5154 to request information.

Survey respondents rated the following aspects of Menominee community life as ***ESSENTIAL:***

| **TOPIC** | **On/Off Reservation** |
|---|---|
| K-12 Education | 79/74% |
| Environment | 77/74% |
| Healthcare | 76/71% |
| Housing | 75/72% |
| Job Opportunities | 73/74% |
| College Education | 68/59% |
| Culture | 62/64% |

## III. Planning Workgroup

A workgroup comprised of professionals and community members was assembled to evaluate the community survey results. The workgroup identified problem areas and their underlying causes to recommend ways to address topics in this concern area. All Tribal Departments, Legislators, and the Administration Department provided feedback on the strengths, weaknesses, opportunities, and threats related to culture, historic preservation, and language. The workgroup designed objectives aimed at enhancing the Tribe's responses in these areas. The workgroup consisted of the primary and alternate representatives from the following departments:

- Early Childhood Services
- Grants Department
- Historic Preservation
- Human Resources
- Lending and Tax
- Member Services
- Tribal Archives

The workgroup met weekly throughout a two-month period in early 2023. Information about the workgroup's efforts to develop goals and objectives for culture, historic preservation, and language was posted on the website, the Menominee App, and made available at retreats, community meetings, and through the Menominee Nation Newspaper.

## IV. Programs with a Specific Emphasis on Culture, Historic Preservation, and Language

Although the workgroup recognized that all departments and programs operated by the Tribe have a vested interest in the promotion of Menominee Culture, the workgroup identified the following Tribal programs as resources due to their knowledge about Menominee Culture, their program emphasis on Menominee culture, and/or their responsibilities as designated by Tribal law:

- **Historic Preservation:** The department is responsible for identifying and registering properties of historic, archeological, or anthropological importance to the Tribe, and funding and operating a museum and Logging Camp.
- **Language and Culture Department and Commission:** The commission was created by the Menominee Language and Culture Code, Ordinance No. 96-22. The commission is charged with the responsibility of promoting, protecting, preserving, and enhancing Menominee language, culture, and traditions.
- **Tribal Archive Department:** In 2018, the Menominee Tribal Legislature approved the creation of a Tribal Archivist position to catalog, digitize, and make available historic documents and records of Menominee Tribal Government. The position is housed in Tribal Administration and paid for using Indirect Cost funds.

*Figure 1: 2018 Cultural Showcase at Shawano School*

## V. SWOT Analysis

Legislators, Directors, and the Administration Department identified the Strengths and Weaknesses, which focused on the current conditions (NOW), and the Opportunities and Threats, which focused on the future story (FUTURE).

| **Strengths** | **Weaknesses** |
|---|---|
| • Immersion program; Kaehkonawapataeq Charter School; opportunity to connect with youth.<br>• Expanding "Language" learning.<br>• MenominiYou – increased access to language.<br>• Menominee language signage in the community.<br>• Reconnecting with the land through language learning and land-based activities.<br>• Forest Educational Use Ordinance (e.g., schools visiting sugar camps).<br>• Agricultural food system movement; Cultural food programming.<br>• Kekiwak Elder Group.<br>• Wetohkatikamek Center w/Menominee visuals.<br>• How to gather and process medicines.<br>• Abundance of culture activity and communication teachings (e.g., moccasins and games).<br>• Gatherings; Eating together. | • Missing a generation who doesn't speak.<br>• Inclusion of all knowledge bearers.<br>• Minimal knowledge of the Menominee ceremony.<br>• Loss of oral history.<br>• Westernized court system (blood quantum/jurisdiction).<br>• Fear of not having resources to move home.<br>• Hard to fit language and culture learning into a day w/today's society.<br>• Burial benefit is limited to the individual; can't transfer to a family member.<br>• Lack of transportation/access for all to participate.<br>• Early childhood teacher availability/retention @ immersion nests.<br>• Lack of awareness of programs. |
| **Opportunities** | **Threats** |
| • Children's books in the Menominee language.<br>• Cultural naming of the buildings.<br>• Incorporate language and culture into the services departments provide.<br>• Seasonal language camps.<br>• Educational leave for taking language classes.<br>• More history of the Tribe in the schools.<br>• Have elders tell their stories and record them.<br>• Celebrate people returning to the community.<br>• Revitalize wild rice cultivation.<br>• Hold healing gatherings.<br>• Inventory cultural resources at the Tribe.<br>• Provide opportunities for off-reservation members | • EPA-Mining/extraction.<br>• Disconnect with off-reservation members.<br>• Lack of respect for Mother Earth due to loss of connection.<br>• Alcohol and drugs/addiction; drug epidemic.<br>• Over regulation; over harvesting.<br>• Loss of ceremonies.<br>• Incarceration and lack of access to spiritual knowledge/practices for healing.<br>• Language program funding for teachers.<br>• Tribal recognition (blood quantum limits)<br>• Impact of historical trauma.<br>• Incorporate traditional approaches into meetings. |
| **Passions** | **Priorities** |
| • Research cultural restorative justice practices and cultural meeting practices.<br>• Address healing from historical trauma.<br>• Use language more within the tribal structure.<br>• Develop access to "spiritual paths". | • Prioritize MLCC, Historic Preservation and Youth Services in the Tribal budget.<br>• Increase staff at historic preservation.<br>• Connect with elders; celebrate successes.<br>• Be aware of climate change impact. |

A full report of the SWOT Analysis for Culture, Historic Preservation, and Language is available on the website: https://www.menominee-nsn.gov/GovernmentPages/Initiatives/StrategicPlanning.aspx, on the Menominee App, by requesting a copy from the MITW Tribal Chairperson, PO Box 910, W2908 Tribal Office Loop Road, Keshena, WI 54135, or you may call (715) 799-5154.

## VI. Overview of Goals and Objectives

In the Culture, Historic Preservation, and Language service area the workgroup developed four goals and twelve objectives. The goals include the following:

- Goal One: Prioritize access to and dissemination of Menominee language, history, and culture resources.
  - Objective One: Consolidate, catalog, and unify educational materials.
  - Objective Two: Create standard operating policies and procedures for safe access and protection of language, history, and culture.
  - Objective Three: Re-evaluate and search for grant funding to increase present levels of Menominee language fluency and knowledge.
  - Objective Four: Create a process to apply for copyrights on the Menominee language, history, and cultural multimedia and literature to be approved by the MLCC.
- Goal Two: Create a coursework curriculum leading to an advanced degree in Menominee language, history, and culture.
  - Objective One: Create a formalized Menominee language, history, and culture curriculum for PreK-16.
  - Objective Two: Obtain approval from MLCC for the curriculum.
  - Objective Three: Implement curriculum in educational institutions on and off the Reservation.
  - Objective Four: Infuse Menominee language into more Tribal activities, programs, and departments.
- Goal Three: Continue coordination and development of the Menominee Tribal Cultural Center.
  - Objective One: Obtain funding for the Menominee Tribal Cultural Center.
  - Objective Two: Create immersion opportunities within the Menominee Tribal Cultural Center.
- Goal Four: Support the advancement of Menominee language, history, and culture.
  - Objective One: Support Menominee students through career-oriented programming.
  - Objective Two: Plan for the succession of key positions related to Menominee language, history, and culture.

As the community and departments move into the implementation phase of the strategic plan, the community engagement workshops will provide a forum for feedback and updates on the progress being made to complete goals and objectives. As goals and objectives are being implemented, there may be modifications or new goals may be added with the approval of the Legislature.

*Figure 2: Black Ash Basket Making*

| **CULTURE Goal ONE: Prioritize access to and dissemination of Menominee language, history, and culture resources.** | | | | |
|---|---|---|---|---|
| **Objectives: ➔**<br><br>**Categories: ⬇** | ***One:*** *Consolidate, catalog, and unify educational materials.* | ***Two:*** *Create standard operating policies and procedures for safe access and protection of language, history, and culture.* | ***Three:*** *Re-evaluate and search for grant funding to increase present levels of Menominee language fluency and knowledge.* | ***Four:*** *Create a process to apply for copyrights on the Menominee language, history, and cultural multimedia and literature to be approved by MLCC.* |
| **Inputs/ Resources** | ♆ Legal<br>♆ MLCC<br>♆ Elders<br>♆ Historic Preservation<br>♆ Archivist<br>♆ College of Menominee Nation | ♆ Legal<br>♆ MLCC<br>♆ Other Tribes | ♆ # current grants | ♆ Published books.<br>♆ "Official Language" Dictionary.<br>♆ Resource materials with # of copyrights that exist |
| **Outputs/ Activities** | ♆ Inventory of intellectual linguistic, cultural, and historical property and materials.<br>♆ Create standard operating policies and procedures for safe access and protection of language, culture, and history. | ♆ Copyright of intellectual linguistic, cultural, and historical property and materials.<br>♆ Number of policies that currently exist for linguistic, cultural, and historical property and materials | ♆ # - meetings<br>♆ # - community involved.<br>♆ # - Grants applied for.<br>♆ # - Grants awarded. | ♆ Research what items fall within this objective:<br>♆ Symbols<br>♆ Flag<br>♆ Retention "code"<br>♆ Research "Do we need to copyright? |
| **Outcomes/ Results** | ♆ Complete inventory listing.<br>♆ Consolidated linguistic, cultural, and historical data.<br>♆ Standard Operating Procedures.<br>♆ Copyright intellectual linguistic, cultural, and historical property/materials. | ♆ # - 90-day plans created.<br>♆ # - 90-day plans completed.<br>♆ # - 90-day plans approved. | ♆ # - 90-day plans created.<br>♆ # - 90-day plans completed.<br>♆ # - 90-day plans approved. | ♆ # - 90-day plans created.<br>♆ # 90-day plans completed.<br>♆ # - 90-day plans approved. |
| **Baseline Data** | ♆ Current # - educational materials.<br>♆ # - materials currently cataloged. | ♆ # of current policies. | ♆ # - grants in progress.<br>♆ # - RFPs reviewed for application consideration. | ♆ Legal<br>♆ MLCC<br>♆ # of Reports<br>♆ # of Issues<br>♆ # of Copyrights |
| **Timeline** | ♆ | ♆ | ♆ | ♆ |

| **CULTURE Goal TWO: Create a coursework curriculum leading to an advanced degree in Menominee language, history, and culture.** | | | | |
|---|---|---|---|---|
| **Objectives: ➔**<br><br>**Categories: ⬇** | *One: Create a formalized Menominee language/history/ culture curriculum for PreK-16.* | *Two: Obtain approval from MLCC for the curriculum.* | *Three: Implement curriculum in educational institutions on and off the Reservation.* | *Four: Infuse Menominee language into more Tribal activities, programs, and departments.* |
| **Inputs/ Resources** | ♨ Culture Workgroup. | ♨ Current approved curriculum. | ♨ Current approved curriculum. | ♨ Identify all Tribal activities, programs, and departments for participation. |
| **Outputs/ Activities** | ♨ Current developed Curriculum PreK-16. | ♨ Certified Linguist<br>♨ # 90-day plans created.<br>♨ # 90-day plans completed.<br>♨ #90-day plans approved. | ♨ Identify all educational institutions that are on/off-reservation for implementation. | ♨ Create a program that will infuse language into tribal activities, programs, and departments. |
| **Outcomes/ Results** | ♨ Increase 10% by Year 3.<br>♨ Increase the # of students.<br>♨ Pre-determined curriculum for each year from PreK-16. | ♨ Support network<br>♨ # - 90-day plans created.<br>♨ # - 90-day plans completed.<br>♨ # - 90-day plans approved.<br>♨ # of licenses. | ♨ # - Educational institutions teaching Menominee language, culture, and history on and off-reservation. | ♨ # - 90-day plans created.<br>♨ # - 90- day plans completed.<br>♨ # - 90-day plans approved. |
| **Baseline Data** | ♨ Currently available curriculum of language, culture, and history. | ♨ # - people certified.<br>♨ Satisfaction Survey.<br>♨ # - curriculum approved by MLCC. | ♨ # - Curriculum that currently exists.<br>♨ # - Curriculum implemented. | ♨ # - Tribal activities, programs, and departments that currently infuse Menominee language, culture, and history<br>♨ # - events that include Menominee language, culture, and history. |
| **Timeline** | ♨ | ♨ | ♨ | ♨ |

| CULTURE Goal THREE: Continue coordination and development of the Menominee Tribal Cultural Center. | | | | |
|---|---|---|---|---|
| **Objectives: ➔**<br>**Categories: ⬇** | *Objective One: Obtain funding for the Menominee Tribal Cultural Center.* | *Objective Two: Create immersion opportunities within the Menominee Tribal Cultural Center.* | | |
| **Inputs/ Resources** | ♨ Obtain # - current Cultural Center activities. | ♨ Obtain # - Immersion opportunities currently within the Cultural Center. | | |
| **Outputs/ Activities** | ♨ Assessment of Cultural Center program development.<br>♨ # -90-day plans created.<br>♨ # - 90-day plans completed.<br>♨ Establish a yearly budget. | ♨ Assessment of Cultural Center programs for immersion opportunities.<br>♨ # - 90-day plans created.<br>♨ # - 90-day plans completed. | | |
| **Outcomes/ Results** | ♨ Increase # - Development activities.<br>♨ Increase # - Meetings held for implementation of programs.<br>♨ Increase the # of participants.<br>♨ Increase the # of Activities provided. | ♨ # - Meetings held.<br>♨ Increase # - immersion activities. | | |
| **Baseline Data** | ♨ Current # - Cultural center activities held annually. | ♨ Current # - Immersion programs held within the Cultural Center on an annual basis. | | |
| **Timeline** | ♨ | ♨ | | |

| **CULTURE Goal FOUR: Support the advancement of Menominee language, history, and culture.** | | | | |
|---|---|---|---|---|
| **Objectives:** ➔<br><br>**Categories:** ⬇ | *One: Support Menominee students through career-oriented programming.* | *Two: Plan for the succession of key positions related to Menominee language, history, and culture.* | | |
| **Inputs/ Resources** | ♨ # - current programs.<br>♨ # - current students. | ♨ # - current individuals and positions held. | | |
| **Outputs/ Activities** | ♨ # - 90-day plans created.<br>♨ # - 90-day plans completed. | ♨ Creation of a survey to measure support. | | |
| **Outcomes/ Results** | ♨ Establish a yearly budget. | ♨ # - positions.<br>♨ # - succession plans created.<br>♨ # - succession plans implemented. | | |
| **Baseline Data** | ♨ All current career-oriented programs | ♨ None at this time | | |
| **Timeline** | ♨ | ♨ | | |

**VII. Responsible Parties**

The following is used to identify responsible parties in the matrix sections of the strategic plan:

- The primary lead department (P*) is responsible for coordinating efforts to complete the specific objectives listed.
- The primary departments (P) are responsible for directly assisting the lead in completing the specific objectives listed.
- The secondary departments (S) are responsible for attending meetings and providing input to assist in achieving the specific objectives listed.

| Agencies/Organizations | CULTURE, HISTORIC PRESERVATION, and LANGUAGE | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Goal 1 | | | | Goal 2 | | | | Goal 3 | | Goal 4 | |
| | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 1 | Objective 2 | Objective 1 | Objective 2 |
| **Tribal Departments** | | | | | | | | | | | | |
| Administration | P | P | P | P | P | S | S | S | S | | S | P* |
| Advocacy and Support Services | | | | | S | | | S | | | | |
| Aging and Long-Term Care | | | | | S | | | S | | | | |
| Agriculture and Food Systems | | | | | S | | | S | P | | | |
| Chairman's Office | | | | | | | | S | S | | | |
| Child Support | | | | | | | | S | | | | |
| Communications | S | S | | S | S | | | S | S | | S | |
| Community Development | | | | | | | | S | P* | | | |
| Community Resource Center | | | P | | | | | S | S | | S | |
| Conservation | | | | | | | | S | | | | |
| Early Childhood Services | P | P | P | | P* | | P* | p | S | | S | |
| Education | S | S | P | S | P* | S | P | P | S | | P* | P* |
| Emergency Management | | | | | | | | S | | | | |
| Environmental Services | | | | | | | | S | | | | |
| Family Services | | | S | | S | | | S | | | | |
| Finance | | | | | | | | S | S | | | |
| Gaming Commission | | | | | | | | S | | | | |
| Historic Preservation | S | S | S | S | P | | S | P | P* | | S | S |
| Housing | | | | | | | | S | | | | |
| Human Resources | | | | | | | | S | S | | P* | P* |
| Information Technology | | | | | | | | S | S | | | |
| Kaehkenawapahtaeq Charter School | | | S | | P* | | P* | P* | S | | P* | S |
| Land Management | | | | | | | | S | S | | | |
| Language and Culture | P* | P* | P* | P* | P* | P* | P* | P* | P* | P* | P* | P* |
| Legal Services | S | S | S | P* | | S | | S | S | | | S |
| Lending and Taxes | | | | | | | | S | S | | | |

| Agencies/Organizations | CULTURE, HISTORIC PRESERVATION, and LANGUAGE | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Goal 1 | | | | Goal 2 | | | | Goal 3 | | Goal 4 | |
| | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 1 | Objective 2 | Objective 1 | Objective 2 |
| Maehnowesekiyah | S | S | S | | S | S | | S | S | S | | |
| Maintenance | | | | | | | | S | | | | |
| Member Services | S | S | S | | | | | S | S | S | S | S |
| Probation | | | | | | | | S | | | | |
| Prosecutor | | | | | | | | S | | | | |
| Public Defender | | | | | | | | S | | | | |
| Transportation | | | | | | | | S | | S | | |
| Tribal Archives | P* | P | P | | S | | P | P | P | P | | |
| Tribal Jail | | | | | | | | S | | | | |
| Tribal Police | | | | | | | | S | | | | |
| Tribal School | P | P | P | | P* | S | P* | P* | S | S | S | S |
| Youth Services | S | S | S | | S | | P* | P* | S | S | S | S |
| **PARTNERS** | | | | | | | | | | | | |
| Bureau of Indian Affairs | | | | | | | | | S | S | S | |
| Churches | S | S | S | | | | | S | | | | |
| College of Menominee Nation | P | P | P | | S | | S | S | S | | S | S |
| Community | S | S | S | | S | | | S | S | S | S | |
| Great Lakes Inter-Tribal Council | | | | | | | | | | | | |
| Menīkānaehkem | P | P | P | | S | | | S | S | | | |
| Menominee Casino | | | | | | | | S | | | | |
| Menominee County | | | | | | | | S | S | | | |
| Menominee Indian School District | P | P | P | | P | | P* | P* | S | S | S | S |
| Menominee Tribal Clinic | | | | | | | | S | | | | |
| Menominee Tribal Courts | | | | | | | | S | | | | |
| Menominee Tribal Enterprise | | | | | | | | S | S | | | |
| Menominee Tribal Legislature | S | S | S | | S | P | P | S | P | S | | S |
| Menominee Tribal Schools | P | P | P | | P* | S | P* | P* | S | S | S | S |
| Nataenawemakano (YSP) | | | | | | | | | | | | |
| State of Wisconsin | | | S | | | | S | | S | S | | |
| UW Extension | | | | | | | | S | S | S | | |
| Wolf River Development | | | | | | | | S | S | | | |
| Woodland Boys and Girls Club | S | S | S | | S | | S | P | S | S | | |