



REQUEST FOR PROPOSAL

**United Auburn Indian Community
10720 Indian Hill Rd
Auburn, CA 9560**

Nisenan

Native Plant Educational Workbook and Curriculum

2019 Request for Proposals (RFP)

Background:

The United Auburn Indian Community of the Auburn Rancheria is a federally recognized Indian tribe whose primary government offices are located in Auburn, CA. UAIC operates facilities and administers programs for Tribal members, including a Tribal School and a community education program.

Purpose:

The United Auburn Indian Community is requesting proposals to prepare educational materials on native plants that interpret the history, lifeways, or other aspects of Nisenan and Miwok culture to promote stewardship of California's natural resources through education. The educational materials should provide students with an in-depth understanding of native plants from the Feather River region with a strong emphasis on integrating indigenous traditional and scientific knowledge.

Scope of Work:

Task 1: 3rd- and 4th-Grade-Level Workbook and Teacher's Guide

The intent of this Workbook and Teacher's Guide is to create an overview and appreciation of Native Plants, with a strong emphasis on integrating indigenous traditional knowledge. The Workbook and Teacher's Guide will integrate into existing elementary curricula, offering a supplement to existing subjects.

This RFP suggests the following suite of educational material for native plants as part of an interactive student workbook. The intent is to provide the student information, but leave space for students to engage in their own discoveries and research:

- Identify local native plants important to the Nisenan and Miwok people, specifically using those plants from along the Feather River in Sutter and Yuba Counties, California;
- Include when plants are harvested and prepared, within a seasonal framework;
- Include color photographs of plants;
- Include stories that include the plants (for example clover in the Deer and Bear story);
- Include the Nisenan and Miwok name for each plant; and
- Describe traditional plant use.

The workbook should be designed as a tool that incorporates methods and understandings of Native American ethnobotany, concepts of indigenous science, and traditional ecological knowledge in a format that targets the 3rd- and 4th-grade levels.

The workbook should include high quality photos and descriptions of plants important to the Nisenan and Miwok peoples. The lessons should encourage students to study what is outside their door and in the surrounding region. Be aware that some information to be included is confidential to the UAIC.

The Teacher's Manual will lead students in the exploration and appreciation of local native history, tribal culture, and traditional plant usage. It should be part of a broader effort to expand Native California 3rd and 4th Grade curricula and meet the standards of the California Indian History Curriculum Coalition to infuse California Native voices into the content that our children learn in school.

The Workbook and Teacher's Guide are not intended to teach general concepts such as photosynthesis, plant growth, evolution, or natural selection that high school students receive in biology class.

The following methodologies should be included in the finished product:

1. Place-based: The local community is the starting point for teaching concepts in science and culture; students learn about where they live through understanding local ecosystems.
2. Hands-on: Actively explore nature, stewardship, and concepts of indigenous science.
3. Inquiry-based: Students learn science by asking and answering questions as a guide to discovering the world around them.
4. Experiential: Students don't just learn, they DO.
5. Service-learning: Learning activities directly benefit community, motivating students by giving extrinsic value to their work.
6. Fosters community partnerships: Students forge relationships with peers and professionals by taking part in their community.
7. Interdisciplinary: Curriculum components integrate across disciplines teaching about native plants through science, math, social studies, art, and literacy.

Task 2: Native Plant Identification Guide (aimed at an adult audience)

The intent of this native plant identification guide is to use the existing data collected from the 3rd- and 4th-grade-level Workbook and Teacher's Guide, and create a seasonal overview of Native Plants for adults.

Examples of Native American Ethnobotany and Traditional and Scientific Knowledge:

Anderson, Kat. 2005. *Tending the wild: Native American knowledge and the management of California's natural resources*. Berkeley: University of California Press.

Berkes, Fikret. 2017. *Sacred Ecology*. New York, NY: Routledge.

Cajete, Gregory. 2000. *Native science: natural laws of interdependence*. Santa Fe, NM: Clear Light Publishers.

Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass [indigenous wisdom, scientific knowledge and the teachings of plants]*.

Moerman, Daniel E. 1998. *Native American Ethnobotany*. Portland, OR: Timber Press

Websites:

California Indian History Curriculum Coalition: <https://www.csus.edu/coe/cic/>

Calflora: <http://www.calflora.org/>

Tending the Wild Weaving Community: https://youtu.be/X5E76JDnG_A

USDA: <http://plants.usda.gov/index.html>

Contents of Proposal:

All responses to this RFP should include the following sections:

1. An introduction summarizing your background, resources, and relevant experience (1 page max). If the applicant is a company, team, or group, please include information on all key members of the team.
2. Examples of past projects, preferably of a similar size and scope (3 pages max).
3. References from past projects, preferably matching those projects used as examples in #2 above (1 page max).
4. A project proposal for the full scope of work, including the 3rd and 4th Grade Workbook and Teacher's Manual and the Native Plan Identification Guide. Please include proposed examples of content areas such as: course descriptions, skills, big ideas, essential questions, enduring understandings, areas of focus and proficiencies, outcomes, sample assessments, instructional strategies, interdisciplinary connections and any relevant visual examples.

5. A budget proposal for the entire project with itemized fees, including post production and print services.
6. A proposed Schedule for the project including project stages, milestones and payments (maximum 2 pages).
7. Optional supporting materials of your choice.

Responses:

Please respond to Tammy Kirchhof either by mail or by email. Send all materials to:

United Auburn Indian Community
c/o Tammy Kirchhof
10720 Indian Hill Rd
Auburn, CA 95603

OR

tkirchhof@auburnrancheria.com

Review Process:

All submitted proposals will be reviewed by UAIC. You will be notified if an interview or presentation is required.

Timeline:

Proposals must be received no later than **June 3, 2019**. Applicants will be notified of the status of their proposal no later than July 3, 2019.