

Cultural Resource Mapping

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Project Background

- Creating a Cultural Resources Map for the Ho-Chunk Nation
- Useful in educating the general public about history and presence, mound preservation, stewardship and etiquette
- Will hopefully aid in protecting those cultural resources from being abused in the future

CULTURAL RESOURCES MAP

The ancient Hawaiians were sophisticated seafarers who sailed from the Marquesas Islands in the South Pacific around A.D. 500-800 in large wooden voyaging canoes and navigated using celestial objects, birds, currents and sea waves. They developed an understanding and close relationship with their environmental surroundings. They were masters of agriculture and aquaculture and developed large field systems, terraced platforms (ka'i) in areas with steep slopes, elaborate irrigation systems and fishponds (koko 'ia) to raise many varieties of food.

As the production of food grew, population increased, creating a need for land and resource management. Therefore, the island was subdivided into units of varying size, depending on the natural geography of mountains, streams and valleys.

The largest land division was the moku (district), which came under the jurisdiction of a high chief. There were six moku on O'ahu, which were subdivided into ahupua'a, each with its own chief-landlord.

The ahupua'a represented land divisions that were complete ecological and economic production systems. The ahupua'a had boundaries usually marked by a heap of stones ('ahu) crowned by an image of a pig ('ua'u), carved of kukui or kaka wood.

During the Islands of 1848, when the Hawaii were spatially divided, there were 86 ahupua'a on O'ahu (depicted on this map).

EXPLANATION

- MOKU Boundary
- Ahupua'a Boundary
- Railroad (1928)
- Fishponds
- Heiau (mostly intact)
- Heiau (site remains)
- Petroglyph Site
- Site of Interest
- Shipwrecks
- SUGAR MILLS (Clos 1919)
- PINEAPPLE CANNERIES (Clos 1913)

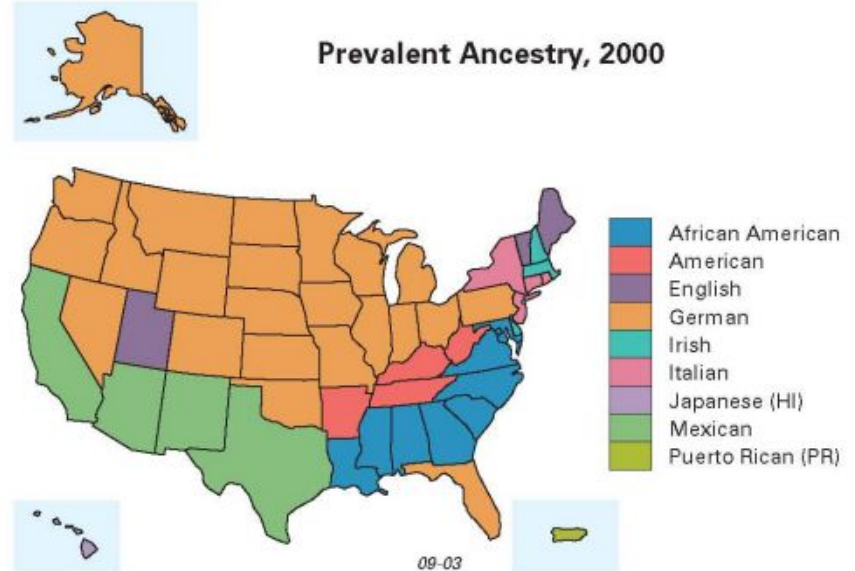
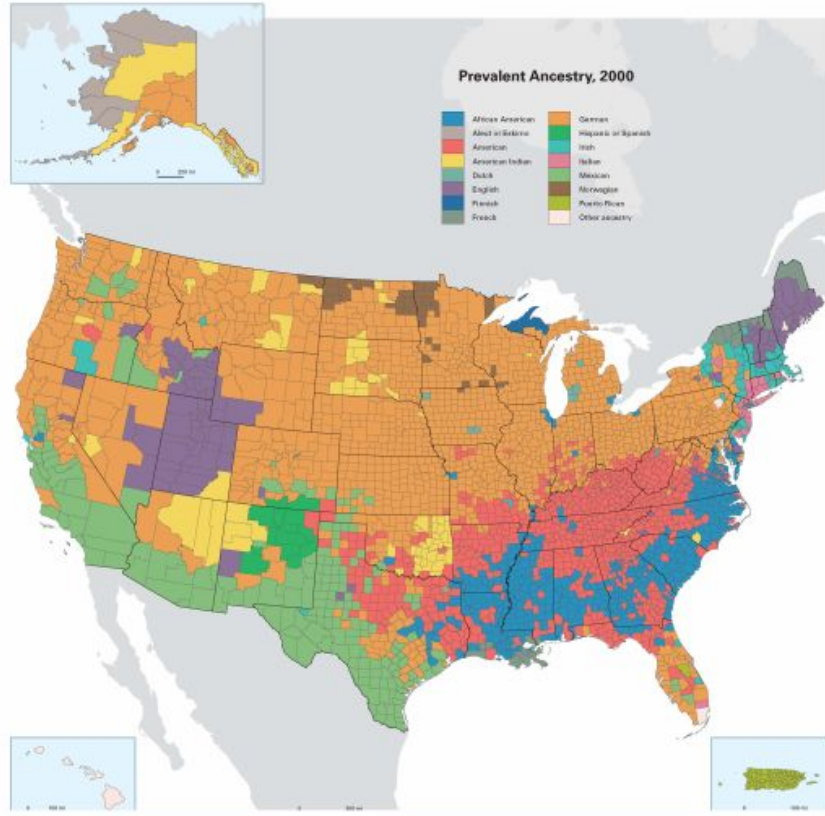
The Hawaiian culture flourished until English explorer, navigator and cartographer, Captain James Cook arrived in January of 1778. Population estimates range from 200,000 to one million Hawaiians living in the archipelago when Cook arrived. Within a few decades, 80-90% of the Hawaiian population died from disease, starvation and hardship. The Office of Hawaiian Affairs (OHA) survey of 1984 reported 8,244 pure blood native Hawaiians.

Soon after the Europeans arrived, missionaries, laborers, food and goods were transported from around the globe and between the islands, with various types of boats. More than 100 vessels sank or were lost around O'ahu by 1930 (47 are shown on the map) and over 50 since then, including WWII vessels).

From the early 1800s through 1996, the sugar industry was a large economic base for the island of O'ahu after the military dollar. The sugar and the pineapple industry brought many laborers, engineers and managers from Asia, Europe and the United States. By 1930, Hawaii was the pineapple capital of the world. These agricultural industries modified the landscape, developed roads and communities and created irrigation canals. They even built an extensive 3D inch gauge railway system for hauling sugarcane and sugarcane and for transportation.

Example map:
<https://www.envdhawaii.com/wp-content/uploads/2012/06/oahu-cultural-resources-map.jpg>

Misrepresentation in Mapping and Data



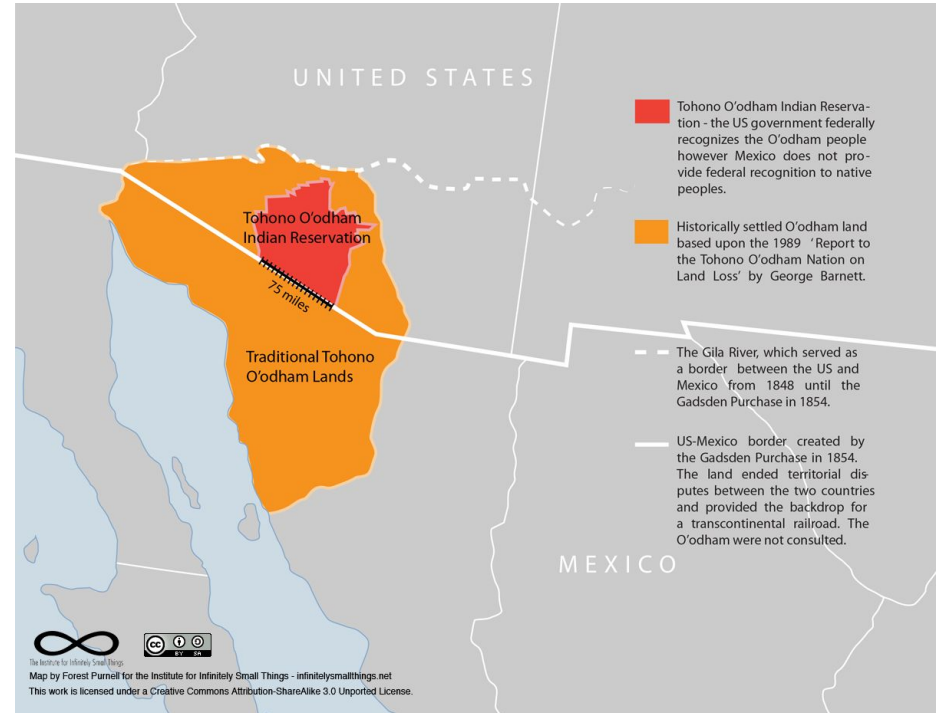
https://www.census.gov/population/www/cen2000/censusatlas/pdf/3_Race-and-Hispanic-Origin.pdf

Tohono O'odham Border Conflict

- Cultural histories place the Tohono O'odham in Southern Arizona and the Mexican state of Sonora as much as 3,000 years ago
 - Euro American historical accounts ~300 years ago

Think About It:

Consider the different ways cultures document history. How did this affect the way Euro Americans approached land acquisitions in the American West?



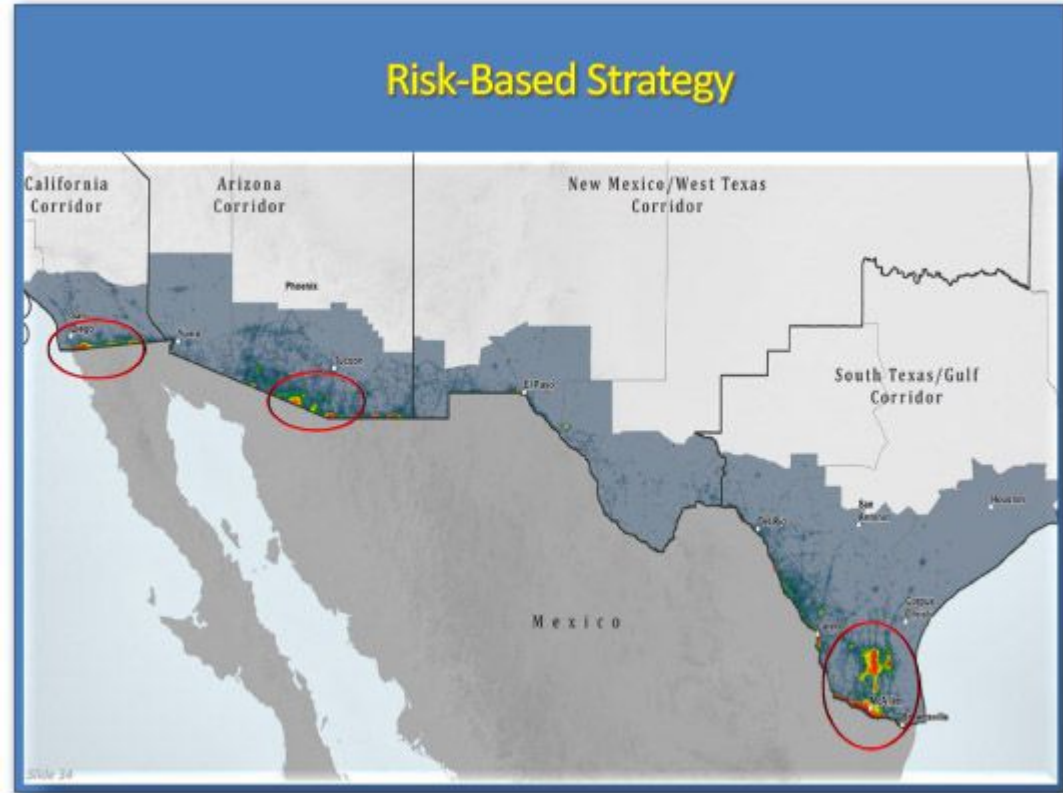
Overview of Conflict

Gadsden Purchase 1854

- “Line in the Sand” approach
- Environmental Considerations
- Cultural considerations

1994 U.S. Southern Border Strategy

- Militant presence at borders
- Drove illegal activity to rural areas
- How to solve a problem we created?



https://www.dhs.gov/sites/default/files/images/opa/border-security/14_1009_s1_borde_r_slide-34.jpg

Lessons Learned

1) Failure to acknowledge and document the existence, culture, settlement and of indigenous peoples

- Use culturally diverse documentation methods and understanding is crucial for accurate representation in data
 - Oral Histories
 - Landmarking

2) Historical decision-making has lasting effects on future generations and should be used as a predictive and planning measure in legislature.

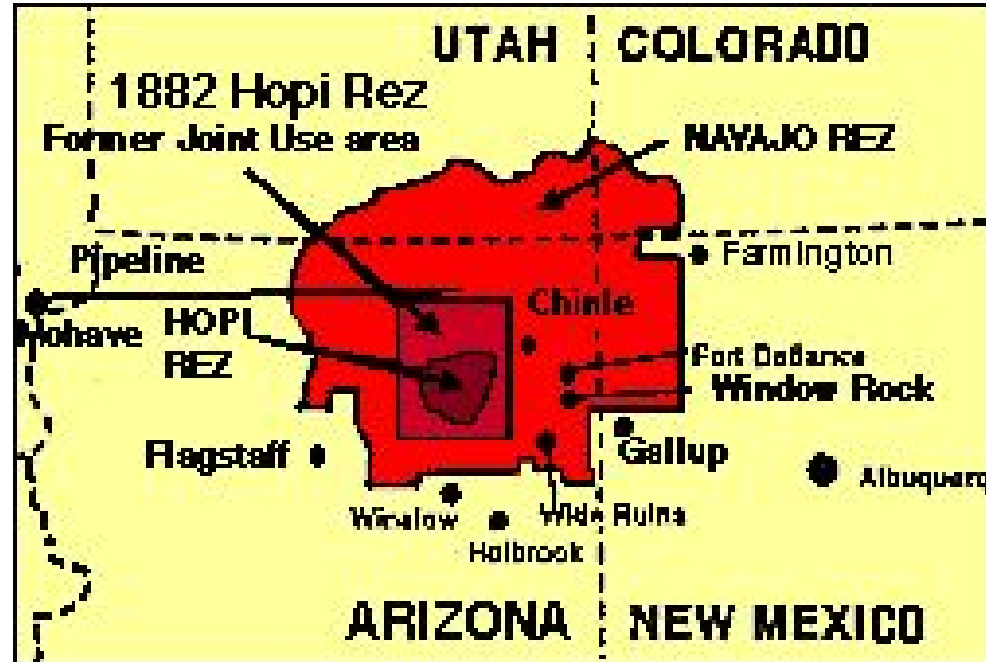
- System dynamics based on policy and outcomes

Navajo-Hopi Protection of Big Mountain Reservation

Diné: “Children of the Holy People”

Hopi: “Peaceful Little Ones”

- 1863: Death Marches
- 1951: Coal rush begins
- 1967: Peabody Coal lease
- 1974: Relocation Act
- 1996: Peabody’s right to mine is revoked
- 2008–2010: The last stand



Lessons Learned

- Inhumane acts committed by government against Native American people, and any peoples for that matter, should never be allowed.
- Sovereign Tribal Nations need to have more autonomy when dealing with matters within their borders.
- Pre-established land rights must be followed so land partitioning of already occupied land does not occur.
- These lessons should be kept in mind when dealing with future cases involving mapping land boundaries such as resource mapping in Monona.

Mille Lacs Battle to Assert Treaty Rights

- Mille Lacs Band of Ojibwe of the MN Chippewa Tribe
- Chippewa = Ojibwe (Preferred by Mille Lacs)
- Oral history suggests the Ojibwe arrived in MN ~500 years ago, originating near the Atlantic coast.

Background and Argument:

Economic forces driven by business men and the US Govt. facilitated the 1837 land cession treaty among others.

The treaty promised certain rights to the Mille Lacs Band, but the state government was able to deny those rights because the band lacked autonomy and self-regulating power.



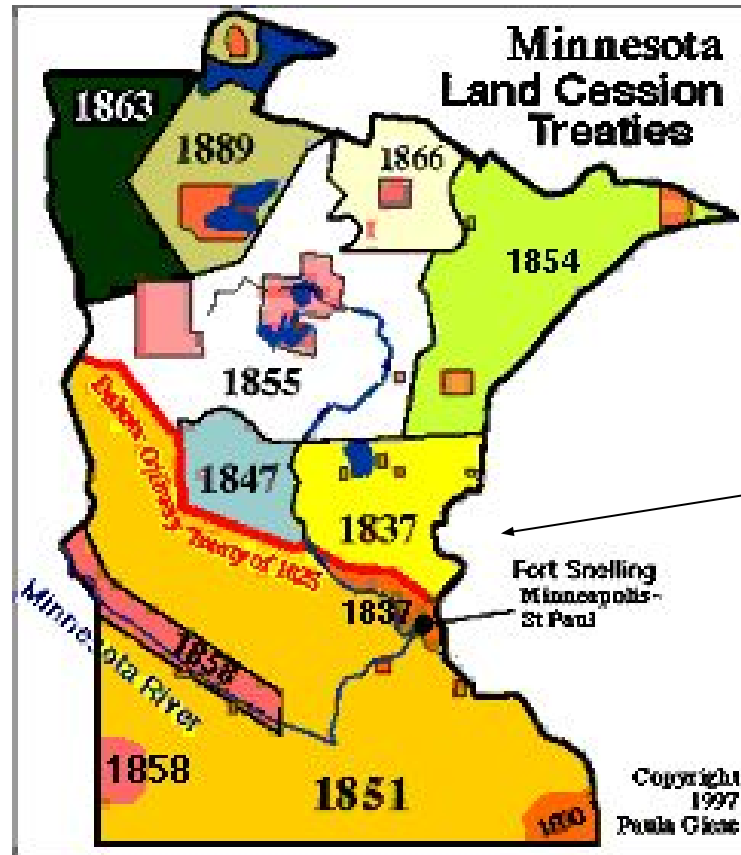
<http://www.glifwc.org/map.html>

Timeline

- 1837** - The fur trade collapsed and the Ojibwe ceded their land in exchange for \$24,000 in cash, and land-use rights in the ceded territory and beyond
- 1990** - Mille Lacs Band sues State of Minnesota
- 1993** - The DNR collaborated with the band on a **settlement agreement** which failed
- 1994** - U.S. District Court rules that treaty rights are **valid**
- 1997** - Scope of treaty rights determined (**detailed** conclusions about seasons, bag limits, methods, commercialization, and general land-use)
- 1999**- Supreme Court affirms ruling (Mille Lacs awarded \$3.9 million with all legal expenses paid by the state of Minnesota).

Ceded Territory Map

- The Mille Lacs case study is only **one of many similar land cession disputes** that happened across the midwest.
- Example: The Fon du Lac tribe of Lake Superior Chippewa fought to affirm 1854 Treaty rights at the same time.



<http://www.kstrom.net/isk/maps/mn/treaties.html>

Lessons Learned

- The Mille Lacs band lacked **autonomy and self-regulating power** which left the band vulnerable to abuse by the government.
 - Maps, borders and rights were explicitly defined, but that was not enough
- Conflicting interests over **cultural resources** are still disputed
 - Cultural resources relevant to both tribes and non-native local.
 - Fish, game, timber, crops, land must be managed collaboratively and respectfully
 - We must promote cultural competency

