



Indian Land Tenure Foundation



**INTEGRATION OF THE
INDIAN LAND TENURE CURRICULUM**



Teacher's Guide

Grades K-12

Preface

This guide is intended to be used in conjunction with the Kindergarten through grade 12 components of the Indian Land Tenure Curriculum. It was developed by Anishinaabe Ojibway educators Dr. Martin Reinhardt and Ms. Tina Moses of Reinhardt & Associates, in partnership with the Indian Land Tenure Foundation, the Tribal Education Departments National Assembly, and the Native American Rights Fund.

While the authors took great care in creating this guide to be inclusive of multiple viewpoints from diverse tribal areas and their surrounding states, it should be noted that the examples are still rather limited. Educators are encouraged to consider how the examples might be applicable to their particular situation and modify their units, lesson plans, activities, and materials as necessary.

Your feedback is highly valued. Please let us know about your experience with this guide. Future editions of this guide may include changes based on the suggestions that are submitted to the Indian Land Tenure Foundation at the following address:

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Introduction

In the words of Onondaga tribal leader Oren Lyons (1992) in an address to the United Nations “Land is the issue. Land has always been the issue with Indigenous Peoples”. What is Indian land? Why is it important for teachers and students to understand the historical and contemporary issues surrounding Indian land? How does an understanding of Indian land issues fit into the goals of our educational systems today?

For many American Indian cultures, education is seen as an interaction that occurs constantly between the individual and the world around them. This type of spiritual and ecological system of education is literally rooted in the Mother Earth. Educators should strive to understand how their work does, or does not, reflect the interconnectedness of life, especially as they interact with American Indian people and their traditional homelands.

According to Aikenhead (1996) teachers should be cognizant of the role they play as cultural border crossers in their classrooms and communities. As educators deal with the myriad of issues surrounding the historical and contemporary relations between Indian and non-Indian peoples and the lands that are now called the United States, Canada, or Mexico, it is extremely important that they are aware of how their social location impacts the educational interaction. In the sections that follow, we consider different approaches to implementing the Indian Land Tenure Curriculum (ILTC), and how an educator’s, or student’s, social location may influence the interaction.

The ILTC focuses on both the historic and contemporary relationships between American Indian people and the land. All of the curricular components are based on four curriculum standards and are intended to instill a greater sense of connectedness to the land.

Throughout this guide, educators are offered examples of how the ILTC can be used to provide an educational experience that integrates American Indian cultural perspectives on the land, while simultaneously meeting state standards and benchmarks. While it is understood that state standards have some variance, it is asserted here that with minor modifications this curriculum can be implemented widely.

We highly recommend that educators keep a journal specific to their experience with the ILTC. This journal should at the very least chronicle the major activities of your implementation process, your reflections on how it went, and your thoughts for how the ILTC could be improved for future use. We would also encourage you to include notes about your experience with the professional development activities included in this guide.

PD Activity 1: Defining Indian Land Tenure

All group members should be asked to take a few minutes and define *Indian land tenure*, in their own words, without the aid of any dictionaries, internet, etc. Definitions should be posted in a common area after they are through. The facilitator should then read the definitions aloud, and as a group, look for common elements contained in the body of definitions. The facilitator should then read aloud the four curricular standards from the ILTC and compare the common elements of the definitions with the standards.

The Four Curricular Standards

The four curricular standards comprise the core of the Indian land tenure curriculum. The standards were designed to provide a more meaningful, culturally relevant educational experience for American Indian students, but were also designed to be non-exclusive to American Indian people. All students can benefit from a curriculum that includes: historical and contemporary perspectives on the land, multiple tribal cultural and linguistic references; a focus on civics that is inclusive of tribal governments and citizens; and an approach to the natural sciences that acknowledges the importance of spiritual and ecological relationships.

Standard One: American Indian traditional land values

Objective: Students will demonstrate a knowledge and understanding of traditional American Indian land values that formed the foundation for Indian cultural identity, sense of place, and survival.

This first standard considers traditional Native American land values. The survival of American Indian tribal societies is dependent upon their abilities to know and retain special connections to their homelands. The origin stories and related cultural practices that create unique tribal identities are often based upon particular places, land-related incidents or the use of specific natural resources and materials. Many tribal societies that were heavily dependent upon and sustained by their lands are seeking to restore that relationship in order to strengthen their communities.

Standard Two: American Indian land tenure history

Objective: Students will demonstrate a knowledge of key events in American Indian history and how these events relate to the current land tenure of American Indian tribes and individuals.

Modern Indian land tenure is a result of centuries-long history between natives and their colonizers. Huge native land losses were a result of warfare, displacement, assimilation, broken treaties, tax lien foreclosures, congressional diminishment, executive orders, forced evictions, illegal settlement by non-natives and illegitimate sales. Furthermore, highly complex relationships between federal government, tribal governments, and state governments have evolved, created by treaties, legislation, executive orders and court decisions. All of this has had an enormous impact on modern Indian land tenure, which

cannot be fully understood without an understanding of the history of American Indian colonization. In addition to exploring the history of domestic colonization and subsequent changes in land tenure, principles of European colonization are further explored in relation to indigenous homeland losses in Canada, Australia, New Zealand, Africa and South America.

Standard Three: Contemporary land issues

Objective: Students will be able to discuss issues presently affecting American Indian lands and the ability of tribal nations to exercise sovereign powers over those lands.

The third standard grapples with a variety of issues concerning Indian land that are relevant today. The evolution of federal Indian land policy has created a special “trust relationship” with American Indian tribal nations and the lands they occupy. This trust relationship has created a complex set of issues that must be thoroughly understood by Indian communities in order for them to effectively exercise their sovereign powers and prevent further land loss, regain lost lands, realize benefits from good land stewardship and revitalize traditional connections to the lands. Contemporary issues include continued land losses but also successful land claims and acquisitions, land management issues, jurisdictional conflict, natural resource disputes, and the protection of sacred sites.

Standard Four: Building a positive future for Indian communities

Objective: Students will explore how a return to American Indian traditional land values can help correct the effects of decades of land loss.

The final standard looks to what Indian communities should consider as they work toward a successful future in managing their lands. Indians have had their lands severely diminished and, in many cases, they have been moved great distances from their original homelands. This diminishment and displacement has had significant impacts on tribal culture, clan and social structure, traditional education, languages and overall tribal health. Tribal nations are finding the means of asserting their sovereign status and taking steps to correct some of the harm to their tribal societies and their land bases. This assertion can include acquisition of lost lands, halting the erosion of Indian land base, restoration of traditional land values and development of sustainable land-based tribal economies.

Pre-Implementation Considerations

Cajete (1994) asserts that a contemporary form of Indigenous education should not only help children develop their critical analysis skills, but should also encourage the development of their ability to engage in oral traditions. All of the recommendations in this guide were developed with this in mind. While we realize it will take more than reading through a teacher’s guide to become experts in teaching about Indian land tenure, we also realize that many educators have had little to no previous training in this area.

Thus, we feel strongly that this guide will serve as a good place to start, or restart, that journey.

In the *Interdisciplinary Manual for American Indian Inclusion*, Reinhardt & Maday (2006) presented a continuum of cultural knowledge and needs. The continuum considered both Indian and non-Indian experiences. On one end of the continuum you find educators who have very little knowledge regarding Indian cultures. This corresponds with a great need to learn about the same. On the other end of the continuum you find educators who have a great deal of knowledge about Indian cultures, and the corresponding need is along the lines of reinforcement and reification.

While both Indian and non-Indian educators may find themselves in similar situations regarding cultural knowledge and needs, there are some differences that are worthy of note.

- Indian educators are often expected to have a greater understanding of Indian cultures than their non-Indian peers.
- There is a belief that the mere presence of an Indian educator in a classroom can have a positive impact on Indian children.
- Indian educators are more likely to be seen by Indian communities as insiders, whereas non-Indian educators are often seen as outsiders.

Even the authenticity of materials about Indian cultural issues, like this teacher's guide, is often judged using a set of criteria that includes the identity of the author.

The reality is that many educators, whether Indian or non-Indian, have had very little training in American Indian education. Most educators rely on common knowledge in their approach to Indian cultural issues. Thus, what may be common knowledge in Indian communities about Indian issues, is often different than common knowledge outside Indian communities. It should not be surprising then that Indian people often have greater knowledge of Indian cultures than their non-Indian peers. It is important not to assume that Indian people are steeped in traditional cultural knowledge, however, as many Indian families have suffered through loss of Native languages and cultural customs and traditions due to anti-Indian educational initiatives.

We propose that both Indian and non-Indian educators should continually seek to increase their background cultural knowledge of the Indian cultures that they are dealing with in the classroom. The ILTC provides much information about Indian perspectives on Indian land, but we encourage educators to seek out local and regional perspectives as a priority in teaching about Indian land issues.

PD activity 2: Think, Pair, Share Activity on Knowledge of Indian Land Tenure

Each member of the group should take a few minutes and think about where their knowledge comes from regarding Indian land tenure. They should then pair off with another person, and discuss briefly their thoughts about where their knowledge comes from. The group facilitator should let the group know when five minutes is up and tell them to switch. At the end of the second five minute block, the facilitator should ask that one person from each group volunteer to share with the larger group the highlights of their discussion focusing on where their or their partner’s knowledge of Indian land tenure comes from.

Educators cannot change the fact that they are Indian or non-Indian, but they should be aware of how their identity impacts their interactions with their students. To blindly assume that their personal identity doesn’t matter can have negative impacts on their endeavors to help students learn.

In the diagram that follows, we have provided a simple comparison of Indian and non-Indian identity that is focused on biological, cultural, and legal/political aspects of identity. As you will note, there are obvious differences between Indian and non-Indian people under each category, but there are also similarities. As educators work through the diversity rounds activity, they should think about this example and how aspects of their identities are similar or different from their colleagues, students, and community members.

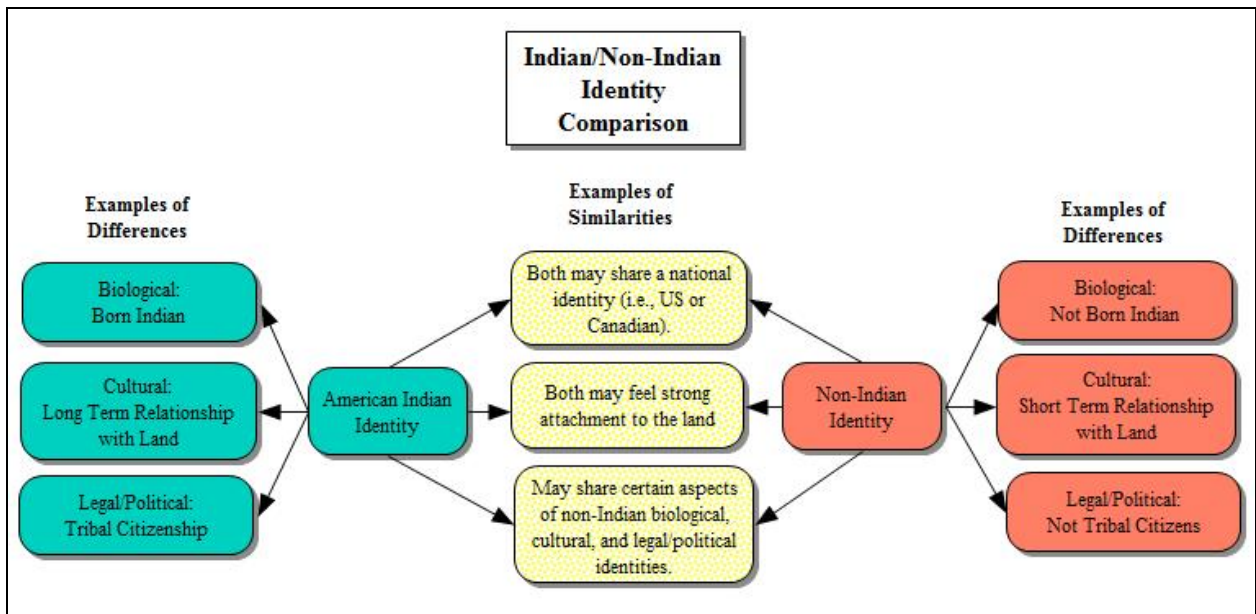


Figure 1. Indian/Non-Indian Identity Comparison

PD Activity 3: Diversity Rounds and Large Group Discussion on the Impact of Identity and Common Knowledge in the Classroom

Form circles of seven or fewer people. Have each member of the circle share with others an experience of how their identity has impacted their interactions with their students. After all of the groups have completed their rounds, share the following scenario with the large group, and as a large group answer the discussion questions that follow:

A non-Indian middle school teacher has incorporated a book about an Ojibway girl's experience living through an era which was characterized by small-pox epidemics, introduction of foreign technologies, and loss of Indian control of their traditional homelands. After a review of the chapter in which small-pox had killed many people in the girl's village and surrounding villages, an Indian student asks the teacher why she (the teacher) thinks the United States killed so many Indian people by spreading small-pox. The teacher points out that the book never said that the United States was responsible for the small-pox epidemic. She then asks the student to explain where he got that information from. The student responds that his dad told him that the US gave blankets to Indian people with small-pox in them so that they could take our land. The teacher says she has heard something about that, but wasn't sure if it were true or not. The student goes home that evening as tells his father that the teacher said she didn't know if it was true about what his father had said about small-pox. The father calls up the school and complains to the principal about the teacher distorting history. The father meets with the teacher and the principal and says that this would never have been an issue if the teacher were Indian, because Indian people know about the history of small-pox.

Discussion Question:

Did the teacher's identity as a non-Indian person and her background knowledge of Indian cultures impact this educational interaction? If so, how?

Educators who interact with Indian children often deal with the historic mistrust of non-Indian education systems by Indian people. This mistrust comes from negative educational interactions between non-Indian people and Indian communities. Missionary schools sought to harvest Indian souls. Federal boarding schools sought to assimilate Indian people into non-Indian society to create a subservient class. Public schools have negated Indian culture and traditions and have largely excluded tribal governments from participating in the education of their citizens. As a result, Indian people often have serious misgivings about how education occurs in schools that are largely run by non-Indian people.

It is sometimes difficult, especially for non-Indian educators, to gain the trust of Indian families and communities. Often times, non-Indian educators are seen as outsiders in Indian communities. When they make mistakes along cultural lines, it seems to be amplified by their non-Indian status.

So, how do non-Indian educators go from being outsiders to insiders, is it even possible? Klug and Whitfield (2003) describe their experiences as non-Indian educators in the book *Widening the Circle: Culturally Relevant Pedagogy for American Indian Children*. They present case studies and critical thinking questions that challenge educators to rethink their approach to Indian education. Among the models included in their text, is a process for becoming bicultural for teachers of Indian students. The process includes six stages:

1. Learning Stereotypes and Prejudices of Native Peoples: At this stage, educators begin to identify their preconceptions of “Indian” cultures.
2. Confronting Our Prejudices: At this stage, educators confront preconceived ideas as they begin interacting with Indian people. They find that many preconceived ideas are inaccurate or biased.
3. Redefining Our Perceptions of Native American Cultures: This stage marks the beginning of a recursive process where educators may find themselves in a state of flux going back and forth between stages at times or feeling like they have begun moving from one way of thinking to another.
4. Opening Ourselves to New Experiences: When educators begin to purposefully engage with the Indian community of the children they are working with, by attending cultural events, or visiting with families outside of the school environment, they become less the expert and more of an equal. This helps educators realize where the children are coming from.
5. Adjustment and Reshaping Our Cultural Identities: Educators begin to examine the world around them from multiple perspectives. They take risks as they try to do things in an Indian way. This is also the stage when they begin to see how members of the Indian community see things in their community.
6. Our Transformation as Bicultural Teachers: At this stage, educators have shown their willingness to work with Indian families. They have become advocates for Indian students and Indian ways of doing things. Indian people recognize that the educators are sincere in their efforts to learn about Indian cultures.

All along this continuum, the recursive process may also occur. Even as an educator begins to advocate for Indian ways of doing things, they may encounter their own stereotypical presuppositions that confound their efforts.

It is important to underscore that this process of becoming bi-cultural does not condone identity fraud. The phenomenon known as wanna-be-ism, meaning that a non-Indian person wants to be Indian, has had some very serious damaging effects on Indian education over the years. While we encourage educators to continuously improve in their knowledge of Indian cultures, we would never suggest that they in fact call themselves Indian, or that they begin redefining what it means to be Indian. These aspects are left to Indian people alone.

It is important to realize that many Indian people who lack tribal cultural knowledge may find that they too could benefit from this process. They may be Indian, but they may have grown up in a non-Indian family or community, and may have more in common with non-Indian people than the children that they are working with in the school.

Lastly, it should be mentioned that Indian people have historically been forced to learn about non-Indian cultures. Our education systems today, although much more open to the idea of multiculturalism than in previous years, are very much controlled by non-Indian people who have little to no background in Indian anything. Thus, a process for becoming bi-cultural educators in many ways shows a respect to Indian cultural ways of educating that has been absent throughout most of post-colonial history. This model shows all students how learning about other cultures can be done in a positive way.

One of the great strengths of the ILTC is that it comes from within the larger Indian community. It has been developed by Indian educators. It is based on concerns that most, if not all, Indian tribes share about the history and contemporary status of Indian lands. It incorporates Indian tribal cultural perspectives, and references other materials that have been developed along similar lines. Perhaps most importantly, it provides both Indian and non-Indian educators opportunities to engage their students in lessons about the lands that comprise the Country that both now call their home.

PD Activity 4: Self-Reflection Activity

Each person should take as much time as necessary to develop a self-reflection sheet that will serve as a record of where they were at as they began to implement the ILTC in their school or classroom. They should include information about their identity, their familiarity with the subject matter, their experiences that have helped shaped their perspective on Indian cultures, and anything else that they feel is important to look back on as they grow in their knowledge and experience in teaching about Indian land tenure. It is not necessary to share these reflections with the large group, but the facilitator should provide an opportunity for individuals to share if they would like to.

The ILTC Structure

The ILTC provides a curriculum summary for each standard at different grade levels. Grade levels are split into four categories including K-2, 3-5, 6-8, and 9-12. The curriculum summary includes a rationale for each standard, and achievement goals for each lesson developed for that standard at each grade level. The lesson plans themselves contain a suggested timeframe for each lesson, identification of core subjects included in each lesson, a restatement of achievement goals for the students, background information, preparation activities, student activities, a summary discussion on what the student should have learned, and resource references for further reading. Some lessons were developed using a pan-Indian viewpoint, other lessons were focused on specific tribes. At the end of each lesson, the students are asked to evaluate what they learned through questions and discussion.

PD Activity 5: ILTC Jigsaw Puzzle

Split the large group up into grade level groups that correspond with the ILTC grade levels: K-2, 3-5, 6-8, and 9-12. Each grade level group will be responsible for reading through their grade level ILTC materials, summarizing in two paragraphs or less each lesson, and reporting back to the large group their findings.

The ILTC was developed using a lesson plan approach. This approach allows teachers to readily integrate ILTC lessons into the curriculum that is already in place at most schools. Minor modifications may be required to meet certain standards or benchmarks, or to address local preferences. In the sections of this guide that follow, we have provided examples of how different ILTC lessons can be used as is, or modified, to meet state standards and benchmarks in multiple states, and for different tribal group preferences.

All of the examples that are provided in this guide are interdisciplinary in nature. We highly recommend using an American Indian – Interdisciplinary Thematic Unit (AI-ITU) approach to American Indian education. While we realize that the thematic unit approach is still uncommon for many educators and school systems, it has been shown to be highly effective in engaging all students in the learning process, and is particularly well suited for American Indian students who may be oriented toward a more holistic learning style.

A primary strength of the AI-ITU approach is that it encourages a team of classroom teachers to integrate concepts of Indian land tenure across the curriculum. The AI-ITU process helps both teachers and students see the natural bridges between different subject areas regarding Indian issues. The interconnectedness of life is reflected in the interconnectedness of the curriculum through a thematic approach utilizing the large concept of Indian land tenure.

In *Power and Place* Deloria and Wildcat (2004) utilize the term *indigenizing* when referring to the process of basing the curriculum in American Indian traditions. This is similar to what Reinhardt and Maday (2006) refer to as finding the curriculum in the Indian in the *Interdisciplinary Manual for American Indian Inclusion* (IMAI).

The more common approach has been referred to by Reinhardt and Maday (2006) is finding the Indian in the curriculum. Educators using this approach find ways to incorporate American Indian content into the established curriculum. This approach is often supplemental in nature.

The ITLC is based on American Indian cultural perspectives on Indian land. Thus, it can serve as a resource for AI-ITUs, lesson plans, activities, and materials. It can also be used as an indigenized curriculum, in and of itself, or its various components can be readily integrated into standing curricula.

The IMAI and *A Guide for Developing Interdisciplinary Thematic Units* by Roberts and Kellough (2008) are two great resources that could be used along with the ILTC as you and your school begin to integrate the ILTC into your curriculum using an AI-ITU approach. The Roberts and Kellough (2008) guide provides an introduction to ITUs, considerations for initiating ITUs within your school, developmental concerns, assessment, and finalizing activities. The IMAI is specific to American Indian education and provides an example AI-ITU that was developed around an American Indian traditional housing theme.

While we hope that educators will find the ILTC useful and will implement it in their schools, we also encourage you to plan with the end in mind. What we hope doesn't occur is disjointed, piece-meal, superficial inclusion of the ILTC or any American Indian content.

Standards Alignment and Adaptation for Preferences

Although all of the components of the ILTC incorporate the four curricular standards described earlier, it is important to understand how the ILTC can be used to address state and tribal standards and/or preferences as well. Throughout this guide we have provided examples of how various components of the ILTC can be aligned with standards or adapted for local tribal preferences.

It is important to note that some standards are very specific while others are rather ambiguous. In the examples used to illustrate the alignment process we strived to be as specific as possible given the context of the standard. For example, the Michigan Curriculum Framework for English Language Arts and Social Studies is structured by subject, strand, standard and benchmark, for early elementary, later elementary, middle school, and high school grade levels, whereas the Lakota Studies standards for Todd County School District in South Dakota (developed in collaboration with the Rosebud Sioux Tribe) has the same standards and rationales for all grade levels, but has benchmarks and achievement goals that vary per the grade levels of K-2, 3-5, 6-8, and 9-12.

This section provides examples of how ILTC lessons can be adapted for use in different states and for diverse tribal cultural groups. As educators begin the planning process for ILTC implementation in their classrooms, they should ask the following questions:

1. What is the goal that we hope to achieve?
2. How can the ILTC lesson, or lessons, as they currently exist help meet that goal?
3. What components of the ILTC lesson, or lessons, would need to be adapted to help meet that goal?

It is very important to stay goal oriented and plan with the end in mind. Otherwise, educators run the risk of trying to fit a square peg in a round hole. If it is unclear to the educator how the ILTC fits into their overall educational goals, it will most likely be unclear to the students as well.

In the examples that follow you can see how certain ILTC lessons can be adapted to meet educational goals that may prefer for local tribal cultures and must be aligned with state standards and tribal standards where they exist. The ILTC lesson plan is presented first, followed by the adaptation and alignment.

It is important to note that the examples included in this guide are for training purposes only. They are not comprehensive, and have not been approved by any state, local or

tribal education agencies. The ILTC is being implemented in the field in various forms. Evaluation of the ILTC is formative, and data collection is ongoing.

Example for ILTC Standard Four Lesson Two for Grades K-2

The examples that follow show how the ILTC Standard Four Lesson two for Grades K-2 can be used as is and aligned with Colorado standards, or how it can be adapted for Ojibway culture and aligned with Michigan standards. In the single bordered area you can see how the lesson actually appears in the ILTC.

ILTC Standard Four:

Building a Positive Future in Indian Communities

Lesson Two:

Develop knowledge of how leaders' decisions can make things better in the home, community and school.

Grades:

K-2

Achievement Goal:

Describe some decisions made by family, school and community leaders, and how these decisions affect others.

Time Period:

One class period

Core Subjects:

Civics/Government

Background:

Many American Indian tribes emphasize group values centered on the family, the community and the tribe. The importance of maintaining harmony within the group and the needs of the group are considered over those of the individual. These values inform leadership in many Indian communities. Students will learn about leadership by taking turns being a class leader in simple and fun activities.

Preparation:

- Decorate a box to be used as a "leadership" box.
- Have the name of each student on a slip of paper in the box.

Student Activity:

- Read the story "Baby Rattlesnake" to the students from the book listed in the resources section below.
- Using the book as an example, talk about making decisions with the students. Ask them to talk about the decision Baby Rattlesnake made and the consequences of this decision.

- Discuss how leaders make decisions all the time. Provide actual example of leaders they should know. Their decisions make a difference to the entire community and not just to themselves. If they make bad decisions, it will affect many other people. If they make good decisions, then many others benefit. Leaders are special people because of the decisions they make for others and these decisions must take into consideration the well-being of other people.
- The teacher will ask the students to close their eyes and select a slip of paper from the leadership box. The name of the student pulled from the box will be the leader. That student will stand in the front of the class and the rest of the class will stand facing him/her. Whatever the leader does, the rest of the class will do: stand on one foot, rub the top of his/her head, say something, sit down, etc.
- Select a second leader from the box. This leader will lead the class around the room. They can hop on one foot, walk with their arms out stretched, the rest of the class will follow the leaders example.
- When the students are re-seated, talk to them about the decisions some of their leaders make. For example, the principal may decide to close the school on a snow day, or a grandmother may decide to arrange a special ceremony for the family. Tribal leaders decide about tribal land and how to take care of it. Ask students to share their ideas of decisions leaders sometimes make.
- Tell the class that each day more leaders will be selected from the box. As each student takes a turn at being leader, they will have the opportunity to make a decision that the class will follow. Younger students may need help with decisions. Give them choices. For instance, the leader can choose to have the class sing a new song, or listen to a storybook. Or they may decide that everyone will draw a purple horse, or a pink kitten. The leadership choice can be short, but make sure that by the end of the week, each student has had a turn at being leader.
- Observe which students are more comfortable being a leader. Not everyone aspires to leadership positions. Some people are more comfortable contributing at other levels. Discuss this idea with the students. If a student is reluctant to lead, he/she should not be forced or criticized.

Evaluation:

- Ask the students what kinds of things leaders do that help their people. Observe the decisions the student-leaders make to see if they grasp that good decisions take into consideration the well-being of other people.

Resources:

Ata, Te. *Baby Rattlesnake*. San Francisco, CA: Children’s Book Press, 1989.
 Colorado Department of Education, Office of Standards and Assessments,
http://www.cde.state.co.us/index_stnd-access.htm

The next section shows how the existing ILTC lesson is aligned with the Colorado Model Content Standards in Civics, Geography, and History. We also added Reading and Writing to show how this lesson can be used to meet state standards in multiple disciplines.

Colorado Model Content Standards

Reading and Writing Grades K-4

Standard 1: Students read and understand a variety of materials.

In order to meet this standard, students will

- use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech

In grades K-4, what the students know and are able to do includes <ul style="list-style-type: none">• using a full range of strategies to comprehend materials such as directions, nonfiction material, rhymes and poems, and stories.	Teacher reads story to students. Class discusses the decisions made by baby rattlesnake and the elders.
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Standard 2: Students write and speak for a variety of purposes and audiences.

In order to meet this standard, students will

- write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading;
- write and speak for audiences such as peers, teachers, and the community;
- use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning;
- organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and

In grades K-4, what students know and are able to do includes <ul style="list-style-type: none">• generating topics and developing ideas for a variety of writing and speaking purposes (<i>for example, telling a story, introducing a speaker or an event, narrating a presentation</i>);• organizing their speaking and writing;• creating readable documents with legible handwriting or word processing at the appropriate time.	Students participate in class discussion on book. Students participate in class discussion on community leaders. Each student has opportunity to lead class in activities.
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Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

In order to meet this standard, students will

- know and use correct grammar in speaking and writing;
- apply correct usage in speaking and writing;

<p>In grades K-4, what the students know and are able to do includes</p> <ul style="list-style-type: none"> • knowing and using subject/verb agreement; • knowing and using correct modifiers 	<p>Students provide input on book and community leaders.</p> <p>Students provide clear instructions on leadership activities.</p>
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Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

In order to meet this standard, students will

- use reading, writing, speaking, listening, and viewing to define and solve problems;
- recognize, express, and defend points of view orally and in writing;
- identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • predicting and drawing conclusions about stories; • using reading, writing, speaking, and listening to define and solve problems; • responding to written and oral presentations as a reader, listener, and articulate speaker; • formulating questions about what they read, write, hear, and view; and • using listening skills to understand directions. 	<p>Teacher leads discussion on book.</p> <p>Discuss baby rattlesnake’s decision, the elder’s decision and the outcomes.</p> <p>Teacher will discuss the differences in how to request help in the community leaders’ activity.</p> <p>Class will follow directions of leader.</p>
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Standard 6: Students read and recognize literature as a record of human experience.

In order to meet this standard, students will

- read literature to investigate common issues and interests;
- read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar;
- read literature that reflects the uniqueness and integrity of the American experience;
- read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world; and
- read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • reading, responding to, and discussing a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading; • reading, responding to, and discussing literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written 	<p>Students will discuss outcome of book, community leader’s decisions, and student leader’s decision.</p>
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**Civics
Grades K-4**

Standard 1: Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.

1.4 Students know the distinctive characteristics of the political culture* of the United States.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • explaining the importance of respect for individuals, property, rule of law, and civic responsibility. 	<p>Discussion on community leaders, including tribal leaders, and decisions they make. Discussion to include good/bad decisions.</p>
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Standard 2: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.

2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.

<p>In grades K-4, what students know and are able to do includes:</p> <ul style="list-style-type: none"> • identifying people and groups who apply and enforce rules and laws as government (<i>for example, police, judges, legislatures, mayors, principals</i>); • explaining why we have classroom and school rules; and • identifying what makes a good rule or law. 	<p>Students will discuss community leaders, including tribal leaders. Discussion to include good/bad decisions.</p>
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2.4 Students know how public policy* is developed at the local, state, and national levels.

<p>In grades K-4, what students know and</p>	<p>Discussion on leaders’ decisions including</p>
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<p>are able to do includes</p> <ul style="list-style-type: none"> identifying how people monitor and influence decisions of their government (<i>for example, read, follow issues, have discussions, vote, and contact elected representatives</i>). 	benefit to others.
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Standard 4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life* at all levels - local, state, and national.

4.4 Students know how citizens can participate in civic life*.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> identifying ways in which they could take an active part in improving their school and community; and identifying criteria useful in selecting leaders within school. 	<p>Students have opportunity to become leaders. Class will discuss how leaders can make decisions that will affect many.</p>
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Geography Grades K-4

Standard 1: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

1.3: Students know how to analyze the dynamic spatial organization of people, places, and environments.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> making and defending locational decisions for human activity (<i>for example, where one would locate a new piece of playground equipment</i>). 	<p>Discuss who makes decisions for community, family, etc. Each student is given opportunity to provide leadership decisions for the class. Discuss how tribal leaders make decisions about tribal land.</p>
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Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

2.3 Students know how culture* and experience influence people's perceptions of places and regions.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> identifying ways in which different people view and relate to places and regions. 	Discuss how tribal leaders make decisions about tribal land.
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Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

4.2 Students know the nature and spatial distribution* of cultural patterns.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • identifying how the elements of culture affect the ways in which people live 	<p>Discuss tribal leaders and how decisions are made for tribal land.</p>
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4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • describing how and why people create boundaries; and • describing how cooperation and conflict affect neighborhoods and communities. 	<p>Teacher will lead discussion on community leaders. Students will discuss community leader's decisions.</p>
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Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

6.2 Students know how to apply geography to understand the present and plan for the future.

<p>In grades K-4, what students know and are able to do include</p> <ul style="list-style-type: none"> • identifying personal behaviors that can affect community planning. 	<p>Students will discuss who makes decisions for the community.</p>
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History **Grades K-4**

Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.3 Students use chronology to examine and explain historical relationships.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • identifying cause-and-effect relationships in a sequence of events. 	<p>Discuss the decisions made by the rattlesnake elders and the decision made by the baby rattlesnake. Discuss decisions made by community leaders.</p>
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Standard 3: Students understand that societies are diverse and have changed over time.

3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • recognizing how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state; and • describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado (<i>for example, African-Americans, Asian Americans, European Americans, Latino Americans, and Native Americans</i>). 	<p>Discussion on community leader’s decisions, including tribal leaders. Students identify leaders.</p>
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3.2 Students understand the history of social organization* in various societies.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • describing important components of the cultural heritage of the United States 	<p>Discussion on tribal leaders and how they make decisions about tribal land.</p>
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Content Standard 5: Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • identifying historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good; • explaining the importance of national celebrations, symbols, and ideas in their historical context 	<p>Discuss leaders, including tribal leaders, and their decisions. Students have opportunity to be leaders Teacher discusses crab council and community leaders.</p>
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5.2 Students know how various systems of government have developed and functioned throughout history.

<p>In grades K-4, what students know and are able to do includes</p> <ul style="list-style-type: none"> • explaining why rules and laws have been established and enforced in schools, communities, states, and nations; and • giving examples of different heads of 	<p>Discuss how decisions may be good or bad and how it affects many. Discuss leaders students may know or should know in their community and government.</p>
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government (for example, presidents, kings, mayors, governors).	
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5.4 Students know the history of relationships among different political powers and the development of international relations.

In grades K-4, what students know and are able to do includes <ul style="list-style-type: none"> • giving examples of how members of families and communities depend on each other; and • giving examples of how states and regions have become interdependent. 	Discuss decisions leaders make, including tribal leaders.
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This next section in the double bordered areas shows how the original lesson was adapted for Ojibway culture.

<p>ILTC Standard Four: Building a Positive Future in Indian Communities</p> <p>Lesson Two: Develop knowledge of how leaders’ decisions can make things better in the home, community and school.</p> <p>Grades: K-2</p> <p>Achievement Goal: Describe some decisions made by family, school and community leaders, and how these decisions affect others.</p> <p>Time Period: One class period or longer if needed (depends on number of students and amount of discussion generated)</p> <p>Core Subjects: Language Arts, Social Studies, Science, Math (Civics/Government was changed to Social Studies for alignment with Michigan Standards. We also added language arts, science and math to show how this lesson can be used to meet state standards in multiple disciplines.)</p> <p>Background: Many American Indian tribes emphasize group values centered on the family, the community and the tribe. The importance of maintaining harmony within the group and the needs of the group are considered over those of the individual. These values inform leadership in many Indian communities. Students will learn about leadership by taking turns being a class leader in simple and fun activities.</p>

Preparation:

(This was changed to accommodate background information for students and to provide teacher with a more integrated lesson.)

Required materials:

- Books – *Old Meshikee and the Little Crabs* for reading activity
- Have students write name on slip of paper and decorate as they wish
- Have box/hat/or some other type of container for storage of students nametags

Additional materials (if available):

- Familiarize students with wigwams, topographical map of Michigan including lakes, turtles of different size, and crabs through pictures or, if possible, live animals
- Different types/sizes/styles of Ojibway drums
- Different types/sizes/styles of Ojibway baskets (try to include one that holds liquids like in the story)
- Ropes made of different materials – try to include one made of roots or the inside bark of an elm tree as in the story.

If any of the Additional materials are not available, use pictures.

Other considerations:

- Discuss with other teachers (art, music, gym, etc) the activity you plan on doing and ask if they would be willing to work with you in this leadership activity.

Student Activities:

The basic lesson on leadership remains intact. Activities were modified to Ojibway culture with Michigan standards and benchmarks identified.

-Before reading the story, tell them about “Old Meshikee and the Little Crabs”. Ask them to identify on the state map where the story could take place – *in a small lake with one little island.*

Start reading the story. Use the pictures or hands-on items to relate the story to them. Stop after Old Meshikee replies to the Little Crabs second decision. Ask the students to write the ending of the story. *See if they were paying attention to the clues Old Meshikee gives the Little Crabs.*

Finish reading the story. Ask how many finished their story in the same fashion as the author.

Using the book as an example, talk about making decisions with the students. Ask them to talk about the decision the little crabs made and the consequences of their decision.

Discussion questions: the crabs met in council – what is a council? Who makes a decision in a council? *It's a decision by the group of selected members*

Why is the story about “old” Meshikee? Why not young?

Why “little” crabs? What do you think would have happened if turtle didn't say he was afraid of the cold, deep water?

Discuss some alternative endings – What would have happened if the crabs had invited turtle to drum with them?

-Discuss how leaders make decisions. Provide actual examples of leaders they should know and the titles of leaders (teacher, principal, superintendent, school board, manager, president, chairperson, chief, director, coach, etc).

Provide names of local tribal leaders, principal, superintendent, Indian education director, etc. if they don't know.

Discuss how their decisions affect the entire community (may have to introduce the concept of "community" if they don't already understand). If bad decisions are made, those decisions will affect everybody. If they make good decisions then many others will benefit.

For example, a principal decides that each school day every person in school will go outside to pick up trash in and around the schoolyard. Who is affected by this decision? Are there benefits to this decision?

-Discuss what makes a good leader. Try to get them to say (among other things) "someone who is willing to share" or "thinks of others".

Tell the students that a leader will be chosen from the basket. That person will lead the class in a follow-the-leader-type activity – everyone stands, sits down, raises right hand, repeat after me, sing a song, etc. (*Note that some students may need guidance or suggestions.*) Decide how often a different leader will be chosen so everyone gets one chance.

A math activity would be to ask the students the probability that their name will be chosen each time a name is drawn; or, if you know how many names will be drawn per day, the probability it will be chosen that day; or, to narrow it down, split the names into boys and girls and ask the probability, etc.

Allow each student to lead in as many activities as time allows or as feasible given the subjects covered. Once each student had an opportunity to lead, ask the class what they thought of the activities – were some things chosen that everyone could do or were some things chosen because the leader could do it? For example, if a student is in gymnastics, did that person decide to have everyone do a handspring?

-Open the discussion to different types of leaders – traditionally the Anishinaabe have leaders who are chosen based on their individual strengths, knowledge, or skills. There may be more than one person who is considered a leader in their specialty area.

For example, if we wanted to learn how to harvest wild rice, we would go to someone who is knowledgeable about harvesting wild rice in order to learn or ask questions. Use this scenario as a lead to a discussion on how Anishinaabe leaders make decisions for the land that may be different than some other community leaders. Help the students understand that wild rice grows in small lakes and if motor boats or jet skis were allowed

on those lakes, then the wild rice may not grow because of the pollution from the engines and the wave motion caused by the moving boat/jet ski.

Likewise, if we needed help in math, we may find someone who is good in math to ask for help. Help the students understand that this person may, or may not, be good in other things, like top chair in band or captain of the basketball team, but if he or she is good in math, that what we are looking for.

-Discuss how community leaders are referred to for various things.

Ask the students if they know of someone in their family or community to go to if you needed venison for a special ceremony?

Who would you go to if you needed a drum at this ceremony?

Ask students if they would approach someone in the community the same as they would a family member or teacher.

- Let the students know the class will begin a new leadership activity based on different individual qualities. Ask the class to decide who could be the leader in various aspects of the school day. The teacher must decide beforehand how many leaders they will choose and in what subject areas. You may want to limit the number of student leaders.

For example, have the students decide who could be a leader for art? Is it someone who is very good in art or someone is popular or outspoken that they choose? The art leader would choose what they draw or work on during art time. If the art teacher is not able to participate in this activity, you may want to have the leader choose to have everyone will draw something.

Have the students decide who could be a leader for reading. The reading leader would choose which books they would read (or the teacher would read).

Have the students decide who could be a leader for ensuring the homework area is tidy/a leader for singing/a leader for geography/etc.

Be sure the leaders understand that their decision will affect the whole classroom and that they have to base their decisions on the well-being of all. Some students may need to be given options or guidance in their activities. *You may want to discuss with other teachers the possibility of incorporating this leadership activity into their classroom as well.*

Allow leaders to remain in their position for as long as time permits. At the end of this time period, discuss how the leaders made their decisions. Did they base their decisions on only what they wanted or did they take advice from others? *It's important to note that the object of the students taking leadership positions is to think of activities that would be good for all, not just themselves.*

Evaluation:

Ask the students what kinds of things leaders do that help their people. Observe the decisions the student-leaders make to see if they grasp that good decisions take into consideration the well-being of other people.

Resources:

Old Meshikee and the Little Crabs (1996 Michael Spooner, Lolita Taylor)
Michigan Department of Education, Michigan Curriculum Framework,
http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf
Locally known tribal leaders – Indian Education program directors, tribal cultural departments, American Indian Studies programs at local colleges/universities
<http://dictionary.com>

Vocabulary and Definitions:

Native American (Ojibway) words (*Pronunciations*)
Meshikee (*me-shī-kē*) – turtle
Shagizenz (*shu-gī-zehs*) – sand crabs
Wigwam (*wī-gwahm*) – a conical shape structure commonly made of birchbark and cedar
Mah-jon (*mah-zhon*) – go away

Tough words

Council – an assembly or meeting
Swoon – to faint or pass out

The Venn diagram below shows how the original ILTC lesson and the adapted lesson are similar in some aspects, but different in others. In the original ILTC lesson, it calls for the teacher to read aloud with the students a book about a baby rattlesnake. While rattlesnakes are prevalent throughout much of Indian Country, they are not as prevalent in Michigan Ojibway tribal communities. In the adapted lesson, we show how core teachings about family/tribal values, balance and harmony, and shared decision making are important utilizing a children's text that has characters that would be more familiar in Ojibway communities.

As educators work to integrate the ILTC in their schools and classrooms, we encourage you to do a similar comparison of the original ILTC materials, and your new adapted lesson. This will help you maintain the integrity of the primary goals for the ILTC lessons, while allowing enough flexibility to make changes for local preferences. This comparison will also provide good data for the Indian Land Tenure Foundation as they work towards making the ILTC more accessible to educators across Indian Country.

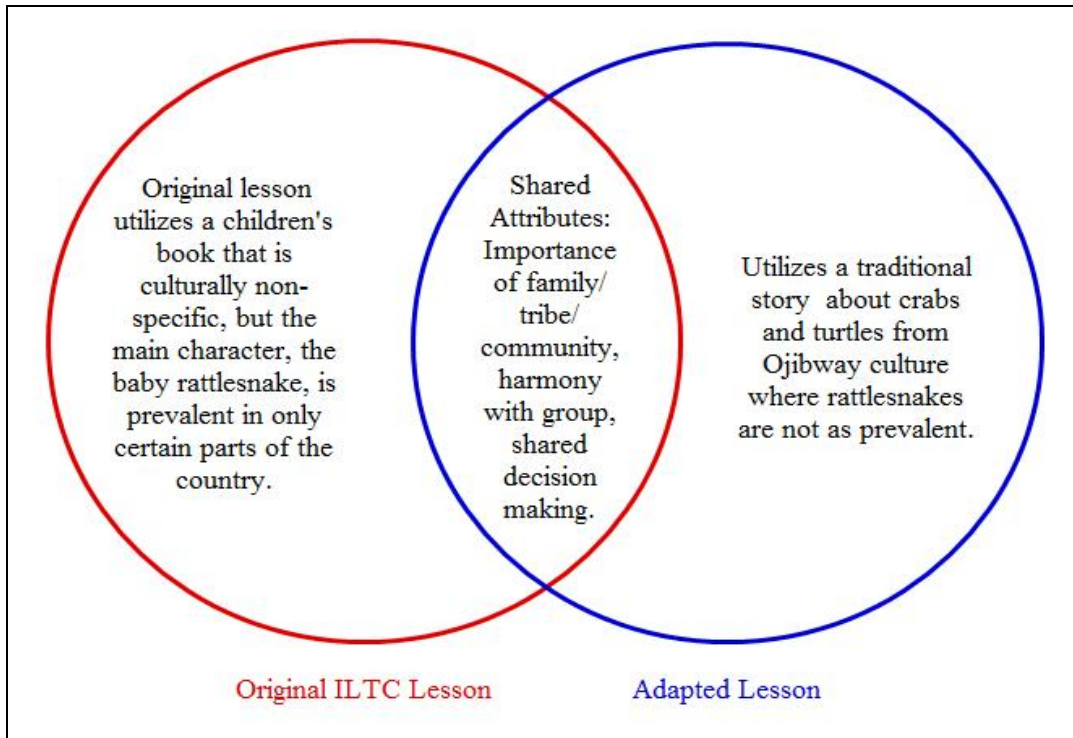


Figure 2. Original and Adapted Lesson Comparison

The next section shows how the adapted lesson is aligned with Michigan standards in the areas of Language Arts, Social Studies, Math, and Science. These are the content areas that most closely align with the adapted ILTC lesson.

Michigan Content Standards and Benchmarks

**English Language Arts
Early Elementary**

Meaning and Communication

Content Standard 1: All students will read and comprehend general and technical material.

1. Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.	Teacher reads story to students, relates story to manipulatives provided for hands-on experience.
2. Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	Teacher reads story with students and engages students in developing alternative ending.
3. Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and	Teacher may ask students if they know what a word means. Some may answer and assist others in understanding.

generating questions.	
4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	Use manipulatives to assist students in understanding story.
5. Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.	Students respond to hypothetical situations about crabs and turtle interaction.

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	Each student writes his/her own name and decorates nametag. Students write ending of story.
2. Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.	After finishing story, teacher demonstrates how story may differ if author used different word choice.

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.	Teachers engages students in discussion re: story, leaders, allows students to become leader,
5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.	Teacher may use manipulatives to help students understand. Students have opportunity to create their own ending (predict).
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.	Students may not all understand what some of the items are in story. Important to have items available for reference – Ex. A birchbark container that holds water.

7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.	Show pictures from book after reading each page.
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Language

Content Standard 4: All students will use the English language effectively

1. Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks.	Teacher will discuss how help is requested in the community leaders activity.
3. Demonstrate awareness of words that have entered the English language from many cultures.	Wigwam, Ojibwe, canoe, moccasins. Ma-john, meshikee, shagizenz – words in story
5. Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.	Students will write their own ending to the story. Students will be leaders who have to tell class what they want to do.

Literature

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

3. Describe how characters in literature and other texts can represent members of several different communities.	Have students discuss the council of crabs and the old turtle.
4. Recognize the representation of various cultures as well as our common heritage in literature and other texts.	The turtle and crabs speak Ojibway language.
5. Explain how characters in literature and other texts express attitudes about one another.	Teacher discusses different possible outcomes.

Voice

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

1. Identify elements of effective	Each student has opportunity to be leader
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communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.	and must clearly articulate what he or she wants the class to do.
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Skills and Processes

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.	Show pictures of different items – wigwam, baskets, sand crabs, etc. – while reading. Allow students to write their own ending to the story.
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Depth of Understanding

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.	Discuss who makes decisions for the group. Discuss “old” teaching “young”
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Inquiry and Research

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.	Discuss who the community leaders are and how does their decisions affect the students.
2. Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.	Discuss who students would ask for help in certain situations as provided in the lesson. Discuss who makes decisions for their family, their community, their school, etc.
3. Organize and interpret information to draw conclusions based on the investigation of an issue or problem.	Students write their own ending to the story and discuss the actual story ending to what they felt would happen
4. Develop and present conclusions based on the investigation of an issue or problem.	Students write their own ending to the story.

Examples include skits, plays, songs, and personal or creative stories.	
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**Social Studies
Early Elementary**

I Historical Perspective

Content Standard 4: All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)

1. Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.	Discuss who makes decisions for community, family, etc. Each student is provided opportunity to provide leadership decisions for the class.
2. Evaluate decisions made by others as reported in stories about the past.	This may be touched on in the discussion about community leaders and traditional Ojibway leaders.

II Geographic Perspective

Content Standard 2: All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)

1. Describe how people use the environment to meet human needs and wants.	Use pictures to help students see what the Ojibway people would have used. Discuss what items are made of.
2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.	This may be touched on during discussion on items Ojibway people used. Depends on the student interaction.
3. Suggest ways the people can help improve their environment.	Discuss with students the example of cleaning the school yard.

Content Standard 3: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)

1. Identify locations of significance in their Immediate environment and explain reasons for their location.	This will be touched on during discussion on community leaders.
2. Identify people and places in other locations and explain their importance to the community.	This will be touched on during discussion on community leaders.

III. Civic Perspective

Content Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)

1. Cite examples of government carrying out its legal authority in their local community.	Discussion with students on leaders
2. Describe consequences of not having rules.	This may be touched on during the discussion on leader's decisions, depends on student interaction.

Content Standard 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power. (American Government and Politics)

1. Identify rules at school and in the local community and consider consequences for breaking rules.	This will be covered in discussions on leaders and their decisions.
2. Describe fair ways for groups to make decisions.	Students have opportunity to be leaders, teacher discusses crab council and community leaders.
3. Describe ways that individuals influence each other.	Students have opportunity to be leaders, teacher discusses turtle influence on crab, community leaders.

V. Inquiry

Content Standard 1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)

1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.	Using Michigan map, identify where story could take place.
2. Acquire information from observation of the local environment.	Ask them to identify on the map (or to just think about) where their school or town is located. Could the story take place near them?

Mathematics Elementary

VI. Probability and Discrete Mathematics

Content Standard 1: Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. (Probability)

4. Conduct experiments, record the outcomes, examine those outcomes to determine if they make sense and search	Engage students in activity regarding the probability his/her name will be chosen as the leader.
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for explanations of the outcomes.	
5. Conduct probability experiments and simulations to model and solve problems.	An option would be to separate boys and girls and ask the probability for each student.

Content Standard 2: Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design. (Discrete Mathematics)

1. Use manipulatives and diagrams to explore problems involving counting and arranging objects.	Write probability problem on board showing how problem changes with each student name drawn.
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Science Elementary

Constructing New Scientific Knowledge (C) I.1

All students will ask questions that help them learn about the world:

1. Generate questions about the world based on observation. <i>Key concepts:</i> Questions lead to action, including careful observation and testing; questions often begin with “What happens if...?” or “How do these two things differ?” <i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge.	Students view map to determine where story could take place.
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All students will design and conduct investigations using appropriate methodology and technology:

2. Develop solutions to problems through reasoning, observation, and investigations. <i>Key concepts:</i> (K-2) gather information, ask questions, think; (3-5) observe, predict, collect data, draw conclusions, conduct fair tests; prior knowledge. <i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge.	Students know story takes place in a small lake with an island nearby.
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Reflecting on Scientific Knowledge (R) II.1.

All students will show how science and technology affect our society:

3. Describe ways in which technology is used in everyday life. <i>Key concepts:</i> Provide faster and farther transportation and communication,	Discussion on items used in Ojibway culture – wigwams, canoes, birchbark baskets, etc. Discussion on where to find help or
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organize information and solves problems, save time. <i>Real-world contexts:</i> Cars, other machines, radios, telephones, computer games, calculators, appliances, e-mail, the World Wide Web.	knowledgeable people.
4. Develop an awareness of and sensitivity to the natural world. <i>Key concepts:</i> Appreciation of the balance of nature and the effects organisms have on each other, including the effects humans have on the natural world. <i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge appropriate to elementary school.	Discussion on items used in Ojibway culture – wigwams, canoes, birchbark baskets, etc. Discussion on picking up trash around the school yard.

All students will show how people of diverse cultures have contributed to and influenced developments in science:

5. Develop an awareness of contributions made to science by people of diverse backgrounds and cultures. <i>Key concepts:</i> Scientific contributions made by people of diverse cultures and backgrounds. <i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge appropriate to this benchmark.	Discussion on items used in Ojibway culture – wigwams, canoes, birchbark baskets, etc.
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Example for ILTC Standard Two Lesson One for Grades 3-5

The example for this ILTC standard and lesson has been modified slightly and aligned with both South Dakota Content Standards and Todd County School District Lakota Studies Standards (developed in collaboration with the Rosebud Sioux Tribe). Modifications are shaded in gray in both the lesson and the standards tables.

<p>ILTC Standard Two: American Indian Land Tenure History</p> <p>Lesson One: Demonstrate knowledge of the variety of indigenous groups in North America and the relationship between land and culture.</p> <p>Grades: 3rd – 5th</p>

Achievement Goal:

Describe how North America is home to many distinct Indian tribes and communities and how these groups established their homelands in every part of the continent. Explain the word “indigenous”.

Time Period:

One class period

Core Subjects:

History, Civics/Government

Background:

Long before Europeans came to America, Indians, who are the indigenous peoples of North America, lived in every environment throughout continent. From the cold tundra in Alaska to the wet marshes of Florida, from the dry deserts in Arizona to the Eastern seaboard, Indians adapted to and thrived in their home territories. Of course, there was movement and migration of many tribal nations caused by the search for better hunting, gathering and farming lands. There were also territorial disputes both causing and caused by this movement. However, most tribes and groups tended to stay in their chosen lands, believing in their sacred and inherent rights to their lands established long ago. The people carried ancient knowledge about their lands that was passed down through the generations, creating strong bonds to their home territories. Each tribe and tribal community was part of a distinct culture, spoke one of hundreds of languages found on this continent at that time, and had a unique tribal history. They governed themselves and were observant stewards of their lands and natural resources. Such was the nature of their sovereignty when Europeans arrived.

This lesson will teach children about the word “indigenous” and how North America was populated by an amazing variety of peoples and cultures before contact. This lesson will also encourage the students to think about how geography, place, and culture are intertwined.

Preparation:

1. View the “Early Indian Tribes, Culture Areas, and Linguistic Stocks” map at either of the websites listed in the resource section of this lesson.

2. View the lesson plan from the online curriculum “A World of their Own: The Americas to 1500” at

http://www.eduref.org/Virtual/Lessons/crossroads/sec4/Unit_1/Unit_IQ1.html.

This lesson teaches children about the different Indian cultures found across the United States and helps them relate these different cultures to the different landforms, environment, and natural resources found in these regions. Using an atlas and the “Early Indian Tribes” map listed earlier, you may want to create maps of specific parts of the

United States (such as the Pacific Northwest or the East Coast) to display greater geographic detail and the diversity of tribes within culture areas.

Note: The lesson plan at this website is designed for Kindergarten through third grade students.

Student Activity:

1. Introduce the word “indigenous” to your students. Explain that indigenous plants are ones that originated in or occur naturally in an area or environment. Apply the word to animals that may live in the lands surrounding the community. Finally, ask the students what “indigenous people” are. Ask them how this is reflected in and affects these peoples’ history, knowledge, spiritual beliefs, and culture. This activity should help students understand the relationships between indigenous peoples and their surrounding environment.

2. Show the children the map “Early Indian Tribes, Culture Areas, and Linguistic Stocks” to students at the website listed in the resources section of this lesson. Emphasize that native people were found everywhere in North America (Note: you may want to change how this is worded. American Indian tribes or people lived all across the North American continent and south into Central America and South America). Explain to the students that this map is an anthropological study that seeks to find similarities and differences between groups of people. Explain that any borders shown in the maps between different tribes are conceptual rather than fact. Modified activity: show geographical map of the Western United States to help students compare indigenous groups, show map of current reservations located in Plains area. Point out major geographical features that would provide resources for indigenous groups, such as rivers, woodlands, etc.

3. Discuss the concepts of “homelands” and “territory.” Today, a person’s homelands may be the city, community or neighborhood, while a person’s territory could be analogous to their reservation, state or region.

4. Working in small groups, have students quickly brainstorm about different local animals, and what their territory might be. For example, a student might think about a Black-Footed Ferret. An individual or family of ferrets’ home range would be an area of sagebrush prairie from which they could find food, water and shelter. Its territory as a distinct species might be North Dakota or the Northern Plains.

5. Have the students write down some of the things they need in their own homeland, such as where to find food, material for clothes or where to buy clothes, be with friends, and go to school or the doctor. Have the students share their lists with the class.

Modified activity: teacher would provide examples from personal background (modeling): food/water, stores, clothes, friends/family, school, doctor or medical, cell phone/computer/cable/internet/electricity, house or home, heat, car, service centers – gas stations or repair shops, laws or rules, leaders, church, spirituality, animals, plants/trees, resources, etc.

Modified Activity: tell the students that their group paper will be turned in for a grade, so it must be legible with correct spelling and grammar usage. Modified activity: use the Tough Words listed below as a spelling test.

6. Have students discuss where their homeland, or community, is located within a larger territory, such as their reservation or aboriginal territory.

7. On the back of the first sheet of paper, have the students write down some of the things their native ancestors (or the ancestors of Native people in that area) needed in their original homelands before there were stores and cars and shopping. They may want to include some of the social or ceremonial activities of their native ancestors and where these activities took place. Some examples include: food/water, clothing, tools, shelter, family/friends, ceremonies, rules/laws, spirituality, heat, modes of transportation, animals, plants/trees, and leaders, etc.

8. Ask what might happen if part of a student's community or "homeland" was no longer available to them. For example, what might happen if the portion of their homeland containing the grocery store or the mall was no longer available to them? How would they adjust to this change? Would they move to find a new source of groceries or clothes?

9. Explain that this is similar to what happened to native ancestors when settlers began arriving into their original homelands. If settlers claimed their forests, grasslands, or lakes and streams, natives often found they could no longer use those places. That portion of their homelands was no longer available, similar to losing a grocery store today.

10. Ask how native ancestors would have to adjust their lives if a portion of their homelands disappeared in this manner. For example, what might they have to do if the plains where the buffalo grazed were no longer available because settlers had plowed it up for agriculture?

11. Have the students think about their current homelands. How would their lives change if the population suddenly increased ten times in only two years? How would this big population growth effect the natural environment? The community?

12. If you seek to have the children relate homelands, culture, and geography more closely, have them follow the activity presented in the "A World of their Own: The Americas to 1500" curriculum described in the Preparation section of this lesson. The supplemental lesson has not been aligned with South Dakota Content Standards or Lakota Studies Standards.

Evaluation:

- Students should be able to explain what the word "indigenous" means and how to spell it.
- Determine if the students can comprehend the idea of homelands and how modern homelands are similar to those of native ancestors.

- Assess the students’ grasp of the relationships between environment, geography, and culture.

Resources:

- 1) <http://www.lib.utexas.edu/maps/histus.html> or http://www.reisenett.no/map_collection/histus.html

These two websites feature a map entitled “Early Indian Tribes, Culture Areas, and Linguistic Stocks”, from The National Atlas of the United States of America (Arch C. Gerlach, editor). Washington, D.C.: U.S. Dept. of the Interior, Geological Survey, 1970.

Note: Both websites contain the same map.

2)

- http://www.thebearbyte.com/Maps/NativeAmericanLandsMaps/NATribFront_JPG.html.

This map is easier to read and simply lists the name of the tribe in an undefined geographic location in the United States without reference to culture group.

Note: Can’t find this map – The Bear Byte website is a search engine.

- 3) Online curriculum from “Crossroads: A K-16 American History Curriculum”, section “A World of their Own: The Americas to 1500” at

<http://www.eduref.org/Virtual/Lessons/crossroads/>.

Note: The lesson plan at this website is designed for Kindergarten through third grade students.

- 4) For an alternative activity, review the lesson “Not ‘Indians,’ Many Tribes” at the National Endowment for the Humanities “Edsitement” webpage,

http://edsitement.neh.gov/view_lesson_plan.asp?id=324.

Note: This is a supplemental activity and has not been aligned with South Dakota Content Standards or Lakota Studies Standards.

- 5) South Dakota Department of Education, Office of Curriculum, Technology, and Assessment, South Dakota Content Standards, <http://doe.sd.gov/contentstandards/>

- 6) Todd County School District Lakota Studies Standards, Dorothy LeBeau, Dir of Culture/Linguistics, Todd County School District, Mission, SD 605-856-3502

- 7) Bloom, Benjamin, definition of Bloom’s Taxonomy Level found at this website, <http://www.officeport.com/edu/blooms.htm>:

Vocabulary and Definitions:

Tough words:

Anthropological – having to do with the study of human beings

Indigenous – originating in a particular region

Conceptual – pertaining to a general notion or idea.

Community – a social group of varying sizes that reside in a shared location, or share a common heritage.

Homeland – one’s native land.

Territory – the land under the jurisdiction of a sovereign government.

Ancestors – the people from whom one descends, relatives from the past.

Environment – the area in which something exists or lives, including the total surrounding conditions

Geography – the surface features of the Earth.

Culture - the attitudes and behavior that characterize the functioning of a group or organization.

Adapt – to adjust to different conditions.

Aboriginal - original or earliest known.

Reservation - according to the US Census Bureau, an area that has been set aside by the United States for the use of a tribe, the exterior boundaries of which are more particularly defined in the final tribal treaty, agreement, Executive Order, federal statute, Secretarial Order, or judicial determination. The Census Bureau recognizes AIRs (American Indian Reservations) as territory over which American Indians have primary governmental authority. These entities are known as colonies, communities, pueblos, rancherias, ranches, reservations, reserves, tribal towns, and tribal villages. The Bureau of Indian Affairs (BIA) maintains a list of federally recognized tribal governments.

Agriculture -

In the section that follows, we have aligned the ILTC lesson with the South Dakota content standards in Language Arts, Science, and Social Studies.

South Dakota Content Standards

LANGUAGE ARTS

Reading Standards

Indicator 1: Students can recognize and analyze words. (the first number indicates the grade level.)

Bloom's Taxonomy Level	Standard	ILTC Component
(Application)	3.R.1.1 Students can decode using word recognition skills.	Students read map and map key
(Comprehension)	4.R.1.2 Students can identify meanings of unfamiliar vocabulary.	Students read map and map key. Teacher introduces tough words listed at the end of the lesson.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standard	ILTC Component
(Analysis)	3.R.4.1 Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.	Discussion on indigenous people, native ancestors' needs, students' needs in their homeland.
(Analysis)	4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.	
(Analysis)	5.R.4.1 Students can examine and	

	compare texts from various cultures, time periods, and geographical locations.	
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Writing Standards

Indicator 1: Students can apply the writing process to compose text. (The first number indicates the grade level.)

Bloom's Taxonomy Level	Standards	ILTC Component
(Knowledge)	3.W.1.1 Students can write statements, questions, commands, and exclamations.	Students write lists of their own needs and the native ancestors' needs within their homelands. Share with class.
(Synthesis)	4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.	
(Synthesis)	5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.	

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards	ILTC Component
(Knowledge)	3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.	Students write lists of their own needs and the Native American ancestors' needs within their homelands.
(Application)	4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	<i>This is a modification to the lesson in order to meet additional SD Content Standards. The modification entails turning in the paper to the teacher for a grade based on spelling, legibility, and grammar usage.</i>
(Application)	5.W.2.1 Students can punctuate and capitalize text including dialogue.	
(Application)	3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.	
(Application)	3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.	Students write lists of their own needs and the native ancestors' needs.

Listening, Viewing, & Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information. (The first number indicates the grade level.)

Bloom's		
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Taxonomy Level	Standards	ILTC Component
(Knowledge)	3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.	Discussion and student interaction on student's needs. Share ideas with class.
(Application)	4.LVS.1.1 Students can identify and explain the purpose of the presentation through listening and viewing.	Students will participate in discussions on maps, indigenous plants/animals/people, student's needs, ancestor's needs, homeland changes, and territory.
(Knowledge)	5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.	
(Comprehension)	3.LVS.1.2 Students can recall the content of a visual and auditory presentation.	Discussion and student interaction on indigenous plants, animals, and people.
(Comprehension)	4.LVS.1.2 Students can record and explain information while listening and viewing.	Discussion/interaction on homelands, needs, and changes to homeland.
(Comprehension)	5.LVS.1.2 Students can explain the purpose and content of the presentation.	
(Synthesis)	3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.	Group discussion on student's needs and native ancestor's needs.
(Synthesis)	4.LVS.1.3 Students can express ideas and convey information in an oral presentation.	
(Application)	5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.	

SCIENCE STANDARDS

Nature of Science

Grade Standards, Supporting Skills, and Examples

Note: Mastery is not expected at these grade levels.

Indicator 1: Understand the nature and origin of scientific knowledge.

*Note: These skills should be taught and practiced in grade-level study of Physical, Life, and Earth/Space Science although **mastery is not expected at these grade levels.***

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
	3 rd Grade Identify scientific contributions. Automobile Telephone	Discussion on indigenous people. Discussion on native ancestor's needs.

	<p>Flight Motors</p> <p>Explain science as a process involving asking and answering questions.</p>	
	<p>4th Grade</p> <p>Describe science as the process of asking and answering questions and comparing the results to what is already known.</p> <p>Example: KWL Chart</p>	<p><i>Discussion on ancestor's needs – teacher should discuss tools, medicines, etc. that were used by Plains tribes.</i></p>
	<p>5th Grade</p> <p>Investigate scientific contributions of people who have revolutionized scientific thinking.</p> <p>Describe how scientific knowledge increases and changes over time.</p>	<p>Discussion on different indigenous people and their culture, history, knowledge, and spiritual belief.</p> <p>Discussion on indigenous people and their needs in original homeland.</p>

Life Science

Grade Standards, Supporting Skills, and Examples

Indicator 2: Analyze various patterns and products of natural and induced biological change. (The first number indicates grade level.)

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Analysis)	<p>4.L.2.2. Students are able to explain how a size of a population is dependent upon the available resources within its community.</p> <p>Know community resources.</p> <p>Define population.</p>	Discussion on population increase.

Indicator 3: Analyze how organisms are linked to one another and the environment.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Comprehension)	<p>3.L.3.1. Students are able to describe how species depend on one another and on the environment for survival.</p> <p>Describe cause-and-effect relationships in living systems.</p>	<p>Discussion on student's needs and ancestor's needs.</p> <p>Discussion on population increases.</p>
(Comprehension)	<p>5.L.3.1. Students are able to describe how natural events and/or human influences may help or harm ecosystems.</p>	Discussion on changes to homeland.

	Example: biotic (over-population) and abiotic (floods) Define ecosystem.	
(Comprehension)	3.L.3.2. Students are able to explain how environments support a diversity of plants and animals. Describe types of environments. Example: deserts and what lives there	Discussion on indigenous plants and animals. Compare groups of indigenous people.
(Correspondence)	5.L.3.3. Students are able to describe how interrelationships enable some organisms to survive. Define interrelationships. Adaptation, parasitism, mutation	Discussion on population increase.

**Science, Technology, Environment, and Society
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society. (The first number indicates the grade level.)

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Comprehension)	4.S.1.1. Students are able to describe how people continue to invent new ways of doing things, solving problems, and getting work done. Ways progress makes our lives easier People and inventions can have tremendous impact on our daily lives. Examples: CDs vs tapes; cell phones vs telephones; ziplock baggies vs wax paper	Discussion on students needs. Discussion on native ancestors needs.
(Comprehension)	4.S.1.2. Students are able to explain how new ideas and inventions often affect people. Explain the benefits of new ideas and inventions. Examples: television, electric lights	
(Knowledge)	5.S.1.1. Students are able to identify scientific changes that have affected transportation, health, sanitation, and communication.	

SOCIAL STUDIES STANDARDS

U.S. History

Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology. (The first number indicates the grade level.)

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Comprehension)	<p>4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota. Identify historic tribes. Examples: Arikara, Lakota, Dakota, Nakota</p> <p>Relate railroad expansion and town building. Example: how Sioux Falls developed versus the way Aberdeen or Brookings began</p> <p>Explain the impact of homesteading and gold mining on the growth of South Dakota. Examples: Homestead Act, Black Hills Communities</p>	<p>Compare groups of indigenous people. Discussion on changes to native ancestor's homelands.</p>
(Knowledge)	<p>4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota. Identify water issues, farming and ranching issues, and Native American and non-Native American relationships. Examples: Missouri River, open range vs. homesteaders, east vs. west river, unemployment</p> <p>Identify urban/rural population changes. Examples: movement from rural to urban, east vs. west river, poverty as a cause of population changes on the reservation</p>	<p>Discussion on indigenous plants, animals, and people. Compare groups of indigenous people. Discussion on population growth and changes to homeland.</p>
(Comprehension)	<p>5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes. Examples: Northwest, Southwest, Plains, Eastern Woodlands, Middle America Examples: jobs, dwellings, religious</p>	<p>Compare groups of indigenous people.</p>

	beliefs, clothing, tools, food, government	
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Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S. (The first number indicates the grade level.)

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Knowledge)	3.US.2.1. Students are able to describe characteristics of a community. Examples: language, cultures, values, rules, and laws	Discussion on students' needs.
(Knowledge)	3.US.2.2. Students are able to identify a community's culture and history. Example: influential people and events	Discussion on indigenous people. Discussion on student's needs and ancestor's needs.
(Comprehension)	4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture. Identify major reasons or events leading to the establishment of reservations in South Dakota. Example: discovery of gold, homesteaders, Native American conflicts Describe the effects that the relocation of Native Americans had on their culture. Identify the locations of the nine major reservations in South Dakota.	Discussion on changes in the homelands. Modified activity to include discussion on map of South Dakota reservations.

Geography

Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region. (The first number indicates grade level.)

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Knowledge)	3.G.1.1. Students are able to identify and use map components. Examples: title, map key, compass rose, lines and borders, roads and routes, objects and symbols	Use maps to compare groups of indigenous people.

(Application)	<p>4.G.1.2. Students are able to locate major South Dakota geographical and political features:</p> <p>Locate the Missouri River.</p> <p>Locate the Black Hills and Badlands.</p> <p>Locate other important cities.</p> <p>Examples: Pierre, Sioux Falls, Rapid City, your hometown, your county seat</p>	<p>Use maps to compare groups of indigenous people and geographical features.</p> <p>Discussion on ancestors' needs in homeland.</p>
(Application)	<p>5.G.1.2. Students are able to compare maps of different types and scales.</p> <p>Interpret information using appropriate maps.</p> <p>Examples: relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, historical</p>	<p>Modified activity to include different maps showing indigenous people, geographical features, and reservations.</p>

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Knowledge)	<p>3.G.2.1. Students are able to identify reasons people move and how it affects their communities.</p> <p>Examples: rural to urban, ghost towns, overpopulation, school consolidation</p>	<p>Discussion on changes in the student's homeland and population increase.</p>
(Comprehension)	<p>5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.</p> <p>Describe ways humans impacted the natural environment.</p> <p>Example: building dams, roads, railroads, cities and towns, farming</p> <p>Explain the influence of geographic and climatic factors on the movement of people, goods, and services.</p>	<p>Use maps to compare groups of indigenous people.</p> <p>Discussion on indigenous animals, plants, and people.</p>

Civics (Government)
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Comprehension)	3.C.1.1. Students are able to explain human relationships and roles in a community. Community Example: volunteer Civic life Examples: following laws, voting, paying taxes	Discussion on indigenous people. Discussion on needs of students and ancestors.
(Comprehension)	3.C.1.2. Students are able to recognize government agencies and their roles in a community. Councils and boards Lawmaking and law enforcement	Modified activity based on teacher's modeled needs.

Economics

Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies. (The first number indicates the grade level.)

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples	ILTC Component
(Comprehension)	3.E.1.1. Students are able to explain ways producers use resources to produce goods and services. Examples: human resources-workers, natural resources-trees, water, animals, soil	Discussion on indigenous plants, animals, and people.
(Knowledge)	3.E.1.2. Students are able to identify goods and services available in the students' communities.	Discussion on student's needs.

In the next section, we have aligned the ILTC lesson with the Todd County School District Lakota Studies Standards (developed in collaboration with the Rosebud Sioux Tribe) for grades 3-5.

Todd County School District Lakota Studies Standards

STANDARD TWO:

Students will develop knowledge and understanding of the reservation land base and natural resources.

RATIONALE:

The survival of Lakota society is dependent on maintaining a place—a “homeland.” The essential philosophy of Lakota people is grounded in the relationship of people to the land and people – to all things—and the notion of being caretakers of the land and all things—both now and for future generations. Natural resources could serve as a vehicle to economic independence for the Sicangu Lakota Oyate. It is important to recognize how care of the land, water and other natural resources here affects areas elsewhere and the interrelationship of all things. Interdependence of all things is a cornerstone of Lakota thought and philosophy.

BENCHMARKS:

3-5 students will:	ILTC Component
2. describe the connection between schools, the communities, the reservation, and how important all these communities are to their lives	Discussion on student’s needs in their homelands.
7. describe all the natural resources on tribal land	Discussion on indigenous plants, animals, and people.

STANDARD THREE:

Students will develop knowledge and understanding of their Hocokan (the center, in this context “to be in harmony – to be centered.”) as it relates to the Lakota values, thoughts and philosophy.

RATIONALE:

Lakol Wicohan (ceremonies, wacipis and other events that exclusively reflect Lakota philosophy and society) is the basic foundation of Lakota culture. It is critical to understand that Lakota children, because of their world view, are often in conflict with mainstream societal values and beliefs. Therefore, it is important for students to experience a variety of activities that validate Lakota values, beliefs, thoughts and philosophy.

BENCHMARKS:

3-5 students will:	ILTC Component
1. identify Lakota values as were/are practiced, (e.g. ceremonies)	Discussion on groups of indigenous people.
4. explore their own personal values and responsibilities,	Discussion on student’s needs. Discussion on native ancestor’s needs.
5. identify and affirm values practiced among other cultures,	

STANDARD SIX:

Students will develop knowledge and understanding of Lakota history and culture.

RATIONALE:

The Lakota perspective has not been portrayed, represented, or interpreted accurately in American history. As a result, Native American history and culture has been distorted. It is important for Lakota children to know their own true tribal history and culture and how it impacts their lives today.

BENCHMARKS:

3-5 students will:	ILTC Component
7. identify and describe the inventions of Lakota people historically,	Discussion on groups of indigenous people. Discussion on student’s needs and ancestor’s needs.
8. examine how Lakota society was changed, (and is still changing) by the introduction of “modern advancements”. (i.e. buffalo hides to canvas to wood; quills to beads; bow to arrow to rifle; impact of cars and railroads on transportation; media, etc.)	Compare the needs of students to needs of ancestors.

Glossary of Lakota Words:

(As used in this context)

Hocokan – the center, in this context “to be in harmony – to be centered.”

Lakol Wicohan – ceremonies, wacipis and other events that exclusively reflect Lakota philosophy and society.

Example for ILTC Standard One Lesson One for Grades 6-8

The example for this ILTC standard and lesson has been modified slightly and aligned with Minnesota Academic Standards. Modifications are shaded in gray in both the lesson and the standards tables.

<p>ILTC Standard One American Indian Culture – Traditional Land Values</p> <p>Lesson One: Know how tribal origin stories may reflect traditional beliefs regarding land stewardship.</p> <p>Grades: 6 – 8</p> <p>Achievement Goal: Analyze and discuss how tribal origin stories teach about responsibilities to the land.</p> <p>Time Period: Two class periods</p> <p>Core Subjects:</p>

Background:

American Indian tribes, like many other peoples, have explanations for how they originated as a distinct, unique people. Many stories tell of powerful beings that created peoples' place in the world. The origin stories relate how the universe and the earth were created and how time and space were established. Inherent in the story is a reverence of place or location in which ancestors of the tribe were created. From these stories, tribes derived laws, values, traditions and ceremonies. Many origin stories stressed kindness, generosity, cooperation and respect for the earth. In these stories, the universe could not be created without these teachings.

Many tribal individuals consider their beliefs important everyday elements that contribute to rich tradition and cultural heritage. These stories are represented in ceremonies and teachings. They are passed on to each new generation. The beliefs and traditions connect people to the land, plant life, all living creatures, and to the mysteries of birth, life, death and the spirit world. Many native people closely compare these connections to the connections they have with family and relatives.

There are as many different origin stories as there are different cultures and peoples. In this lesson the students will learn about origin stories of tribes and how to demonstrate respect for others' beliefs. They will also look closely at the land ethics usually found within creation stories and how these beliefs relate to the identity of the tribe.

To do this, this lesson will use Michael Caduto and Joseph Bruchac's "Keepers" series of books that were created for use in the classroom. Their book "Keepers of Life" is most suitable for this lesson. In preparation for this lesson, the instructor should borrow or acquire the two "Keepers of Life" books noted in (1) and (2) of this lesson's reference section.

Preparation:

- Review the Mic Mac Creation Story found at <http://www.ilhawaii.net/~stony/lore21.html>. Print out enough for the students to read in class on their own, in pairs, or in several groups.

Modified Activity: use a map to locate where Mic Mac tribe is including the Gaspé coast of Quebec, New Brunswick, Prince Edward Island and Nova Scotia.

- Obtain copies of the Keepers of Life books listed in the reference section of this lesson. Review the stories and choose an appropriate activity for the students.

Chapter 5 The Circle of Life and the Clambake (Wampanoag – Eastern Woodland)

Modified Activity: use a map to locate where the story takes place in the southeastern coast of Massachusetts, Cape Cod, Popponesset Bay, Gay Head, and the islands of Nantucket and Martha's Vineyard.

Student Activity:

• Assign the students the task of reading the Mic Mac creation story. You may want to assign particular sections to groups and have them present or retell their section to the class after they have done the readings themselves. After the readings, initiate a class discussion about the Mic Mac's origin story. Focus specifically on how the story reveals reverence for place and the land ethics of Mic Macs. Ask the students to delve into their own personal knowledge about their tribe's creation stories. Ask them to verbally compare and contrast the story with that of the Mic Mac, focusing on the land ethic and reverence for place in the stories. In facilitating the discussion, actively encourage respect for all of the stories the children read or mention.

Modified activity: students to identify new vocabulary words from Mic Mac creation story.

• Assign the students the task of reading selected chapters of "Keepers of Life", (2) below. Have them study in particular the sections that deal with the traditional American Indian land values and responsibilities for the lands.

The teacher can choose any of the chapters from the book. For this activity, we used Chapter 5 due to the similar area to the Mic Mac.

Have the students read Chapter 5 The Circle of Life and the Clambake (Wampanoag – Eastern Woodland). Discuss similarities and differences of the Wampanoag, the Mic Mac, and any other tribes the students introduce.

Students will identify new vocabulary words from Wampanoag story.

Students will split into their assigned groups to answer the questions on page 66 using complete sentences and correct grammar usage and punctuation. Students will utilize dictionaries, thesaurus, and other sources to determine word meanings within the text.

Assign the student groups the Ocean Food Web Wipe-Out activity on page 69. Modified activity: students will use the scientific method to conduct this activity. Each student will have opportunity to conduct sufficient samples.

Evaluation:

- Evaluate the student's ability to work alone or in pairs to read the origin story and present essential parts of it to the class.
- Evaluate the ability of the student's to make connections between the origin story and the traditional Mic Mac land ethic.
- Assess the student's ability to discuss similarities and differences between the origin stories with respect.
- Through the "Keepers of Life" activities, evaluate the students' understanding of how American Indian origin stories may provide the basis for tribal members' sense of kinship and responsibility to the lands and natural world.

Resources:

1. Caduto, Michael J. and Joseph Bruchac. Keepers of Life: Discovering Plants Through Native American Stories and Earth Activities for Children. Golden, Colorado: Fulcrum, 1995.
2. Caduto, Michael J. and Joseph Bruchac. Teachers Guide to Keepers of Life: Discovering Plants Through Native American Stories and Earth Activities for Children. Golden, Colorado: Fulcrum, 1995.

3. Mic Mac Creation Story, Stonee's Weblodge:

<http://www.ilhawaii.net/~stony/lore21.html> or
<http://www.earthbow.com/native/micmac/creation.htm> .

4. Minnesota Department of Education, K-12 Minnesota Academic Standards,

http://www.education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/index.html

Vocabulary and Definitions:

Native American (Mic Mac) words

Mic Mac or Mik'Maq – an American Indian tribe living along the Gaspé coast of Quebec
Gisoolg – “you have been created” or “the one credited for your existence”, the Great Spirit Creator who made everything

Nisgam – the sun, the giver of life

Ootsitgamoo – the earth

Glooscap - the first human in the Mic Mac creation story

Nogami – Glooscap's grandmother

Netaoansom – Glooscap's nephew

Neganogonimgosseesgo – Glooscap's mother

Native American (Wampanoag) Words

Wampanoag – “the People of the First Light”, an American Indian tribe living along the southeastern coast of Massachusetts

Maushop – a giant hero to the Wampanoag

Kehteam – the Great Spirit

Appanaug – seafood cooking that makes use of all that is around the Wampanoag – earth, plants, animals, and water

Rock People – old round stones smoothed by the tide

Wigwam – a conical shape structure commonly made of birchbark and cedar

Tough words

Philosophical – a system of principles for guidance

Indigenous – originating in a particular region

Rockweed – a type of seaweed

Interdependence – depending on each other

Respect – the condition of being esteemed or honored

Spiritual – pertaining to the spirit or soul, as distinguished from the physical nature

Subsistence – means of supporting life

Abundance - plentiful

Resources – a source of supply, support, or aid

Sacred – regarded with reverence

Reverence – a feeling or attitude of deep respect

Honor – high respect

Responsibility – to be accountable for something within one's power, control, or management

Quahog Clams – a type of clam found along the East Coast see photo at:

<http://www.assateague.com/clam.html>

Minnesota Academic Standards

Language Arts

Strand: I. Reading and Literature

Sub-Strand: A. Word Recognition, Analysis, and Fluency

Standard: The student will read with accuracy and fluency.

Benchmarks for Grade 6	ILTC Component
1. Read unfamiliar complex and multi-syllabic words using advanced phonetic analysis and structural analysis.	Students read Mic Mac story and Chapter 5 in the Keepers of Life book.

Benchmarks for Grade 7	ILTC Component
1. Read unfamiliar complex and multi-syllabic words using cueing systems, advanced phonetic analysis and structural analysis.	Students read Mic Mac story and Chapter 5 in the Keepers of Life book.
2. Read narrative and expository text with fluency, accuracy and comprehension at an appropriate silent reading rate.	Students read Mic Mac story and Chapter 5 in the Keepers of Life book.

Benchmarks for Grade 8	ILTC Component
(Standards under this heading may be locally determined and based on the individual needs of the student.)	N/A

Sub-Strand: B. Vocabulary Expansion

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

Benchmarks for Grade 6	ILTC Component
1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.	Students identify new vocabulary words from the Mic Mac and Wampanoag stories. Students read Chapter 5 in the Keepers of Life book and identify and look up word meanings they do not know.
2. Analyze word structure and use cueing systems to understand new words.	
3. Determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.	

Benchmarks for Grade 7	ILTC Component
1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.	
2. Analyze word structure and use context clues to understand new words.	

4. Recognize the influences of other languages on the English language.	meanings they do not know.
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Benchmarks for Grade 8	ILTC Component
1. Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.	Students identify new vocabulary words from the Mic Mac and Wampanoag stories.
2. Determine the meaning of unknown words by using a dictionary or context clues.	Students read Chapter 5 in the Keepers of Life book and identify and look up word meanings they do not know.
4. Describe the influences of other languages on the English language.	

Sub-Strand: C. Comprehension

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

Benchmarks for Grade 6	ILTC Component
1. Summarize and paraphrase what is read.	Students read and summarize Mic Mac and Wampanoag stories.
3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.	Discussion on Mic Mac and Wampanoag stories. Groups will answer questions from Chapter 5 in Keepers of Life book.
6. Retell significant sequences of events or ideas.	Students will summarize and discuss Mic Mac and Wampanoag stories.
10. Use texts' structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to enhance comprehension.	Use Chapter 5 headings to answer questions.
12. Compare and contrast information from different sources on the same topic.	Discussion on Mic Mac and Wampanoag tribes and student's tribes.

Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

Benchmarks for Grade 7	ILTC Component
1. Comprehend, interpret and evaluate text by asking and answering questions.	Students participate in discussion on Mic Mac and Wampanoag tribes and student's tribes.

Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

Benchmarks for Grade 8	ILTC Component
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3. Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies before, during and after reading.	Student groups will read assigned section of Mic Mac and Wampanoag stories, summarize for class
9. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension.	Use Chapter 5 headings to help answer questions.

Sub-Strand: D. Literature

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

Benchmarks for Grade 6	ILTC Component
1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.	Students will read stories from the Mic Mac and Wampanoag tribes.
6. Relate a given literary work to historical events (place, time and custom).	Students will relate stories to location on the map.
8. Respond to literature using ideas and details from the text to support reactions and make literary connections.	Discussion comparing Mic Mac, Wampanoag, and any other tribes the students introduce.

Benchmarks for Grade 7	ILTC Component
1. Read a variety of high-quality, traditional, classical, and contemporary literary works specific to America, as well as significant works from other countries.	Students will read stories from the Mic Mac and Wampanoag tribes.
7. Relate a given literary work to historical events (place, time and custom).	Students will relate stories to location on the map.
9. Identify and understand recurring themes across literary works, citing evidence from the texts.	Discussion about Mic Mac, Wampanoag, and other tribes the students introduce. Compare similarities and differences of each tribe discussed.
10. Respond to literature using ideas and details from the text to support reactions and make literary connections.	

Benchmarks for Grade 8	ILTC Component
1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.	Students will read stories from the Mic Mac and Wampanoag tribes.
6. Relate a given literary work to historical events (place, time and custom).	Students will relate stories to location on the map.
8. Identify and understand recurring themes	Discussion about Mic Mac, Wampanoag,

across literary works, citing evidence from texts.	and other tribes the students introduce. Compare similarities and differences of each tribe discussed.
10. Compare and evaluate recurring themes across literary works and historic eras.	
12. Respond to literature using ideas and details from the text to support reactions and make literary connections.	

Strand: II. Writing

Sub-Strand: C. Spelling, Grammar, and Usage

Standard: The student will apply standard English conventions when writing.

(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)

Benchmarks for Grade 6	ILTC Component
1. Compose complete sentences when writing. 2. Edit writing for correct spelling and sentence clarity. 3. Apply grammar conventions correctly in writing, including: <ul style="list-style-type: none"> a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative case d. objective, and possessive pronouns e. subject and verb agreement when interrupted by a phrase. 4. Apply punctuation conventions correctly in writing, including: <ul style="list-style-type: none"> a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (after opening words, in compound sentences, and after subordinating conjunctions) g. quotation marks (to identify dialogue). 	Students answer questions from Chapter 5 in the Keepers of Life book.

Benchmarks for Grade 7	ILTC Component
1. Compose complete sentences when writing. 2. Edit writing for correct spelling and sentence clarity.	Students answer questions from Chapter 5 in the Keepers of Life book.

<p>3. Apply grammar conventions correctly in writing, including:</p> <ul style="list-style-type: none"> a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative, reflexive, objective, and possessive pronouns, pronoun/antecedent agreement d. subject and verb agreement when interrupted by a phrase. <p>4. Apply punctuation conventions correctly in writing, including:</p> <ul style="list-style-type: none"> a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses) g. quotation marks (to identify dialogue). 	
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Benchmarks for Grade 8	ILTC Component
<p>1. Compose complete sentences when writing.</p> <p>2. Edit writing for correct spelling and sentence clarity.</p> <p>3. Apply grammar conventions correctly in writing, including:</p> <ul style="list-style-type: none"> a. consistent verb tense b. adjectives and adverbs c. subject and verb agreement with simple and compound subjects d. nominative, reflexive, objective, and possessive pronouns e. pronoun/antecedent agreement f. subject and verb agreement when interrupted by a phrase g. active/passive voice h. subjunctive mood. <p>4. Apply punctuation conventions correctly in writing, including:</p> <ul style="list-style-type: none"> a. apostrophes b. semi-colon c. capitalizations of proper nouns 	<p>Students answer questions from Chapter 5 in the Keepers of Life book.</p>

d. commas (compound sentences, and after subordinating conjunctions, nouns of address, non-essential clauses) e. quotation marks.	
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Sub-Strand: E. Handwriting and Word Processing

Standard: The student will write legibly and demonstrate effective keyboarding skills.

Benchmarks for Grade 6	ILTC Component
1. Write legibly in cursive.	Students answer questions from Chapter 5 in the Keepers of Life book.

Benchmarks for Grade 7 and 8	ILTC Component
1. Write legibly using cursive.	Students answer questions from Chapter 5 in the Keepers of Life book.

Strand: III. Speaking, Listening, and Viewing

Sub-Strand: A. Speaking and Listening

Standard: Students will demonstrate understanding and communicate effectively through listening and speaking.

Benchmarks for Grade 6	ILTC Component
1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.	Student groups will summarize assigned Mic Mac section, discuss Wampanoag story, compare tribes and answer questions from Chapter 5 in the Keepers of Life book.
3. Actively listen and comprehend messages.	Listen to other student groups summarize stories. Discuss comparisons of tribes.
6. Orally communicate information, opinions and ideas effectively to different audiences for a variety of purposes.	Student groups will discuss and summarize Mic Mac story and discuss Wampanoag story, and compare with local or student tribe.

Benchmarks for Grade 7	ILTC Component
1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.	Student groups will summarize assigned Mic Mac section, discuss Wampanoag story, compare tribes and answer questions from Chapter 5 in the Keepers of Life book.
6. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	Student groups will discuss and summarize Mic Mac story and discuss Wampanoag story, and compare with local or student tribe.

Benchmarks for Grade 8	ILTC Component
1. Participate in and follow agreed-upon	Student groups will summarize assigned

rules for conversation and formal discussions in large and small groups.	Mic Mac section, discuss Wampanoag story, compare tribes and answer questions from Chapter 5 in the <i>Keepers of Life</i> book.
2. Actively listen and comprehend messages.	Listen to other student groups summarize stories. Discuss comparisons of tribes.
6. Orally communicate information, opinions and ideas effectively to different audiences, adjusting delivery and language for intended audience and purpose.	Student groups will discuss and summarize Mic Mac story and discuss Wampanoag story, and compare with local or student tribe.
7. Participate effectively in group meetings.	Student groups summarize assigned sections of the Mic Mac story and answer questions from Chapter 5 in the <i>Keepers of Life</i> book.

History and Social Studies

United States History Grades 4 – 8

Strand: US History

Sub-Strand: A. Pre-history through 1607

Standard: The student will understand that large and diverse American Indian nations were the original inhabitants of North America.

Benchmarks	ILTC Component
1. Students will compare ways of life of Indian Nations from different regions of North America. Examples: Iroquois, Cherokee, Ojibwe, Dakota, Hopi, Navajo, Yakama	Students will read stories from the Mic Mac and Wampanoag tribe and compare with local tribes or the student’s tribe.

Science

Strand: I. History and Nature of Science

Sub-Strand: B. Scientific Inquiry

Grade 6 Standard: The student will understand that scientific inquiry is used in systematic ways to investigate the natural world.

Benchmarks for Grade 6	ILTC Component
1. The student will identify questions that can be answered through scientific investigation and those that cannot.	Students will participate in the “Ocean Food Web Wipe-Out” activity in Chapter 5 of the <i>Keepers of Life</i> book.

Grade 7 Standard: The student will design and conduct scientific investigations.

Benchmarks for Grade 7	ILTC Component
2. The student will recognize that a variable is a condition that may influence the outcome of an investigation and know the importance of manipulating one	Students will participate in the “Ocean Food Web Wipe-Out” activity in Chapter 5 of the <i>Keepers of Life</i> book.

variable at a time.	
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Grade 8 Standard: The student will understand that scientific inquiry is used by scientists to investigate the natural world in systematic ways.

Benchmarks for Grade 8	ILTC Component
1. The student will know that scientific investigations involve the common elements of systematic observations, the careful collection of relevant evidence, logical reasoning and innovation in developing hypotheses and explanations.	Students will participate in the “Ocean Food Web Wipe-Out” activity in Chapter 5 of the <i>Keepers of Life</i> book.

Grade 8 Standard: The student will use multiple skills to design and conduct scientific investigations.

Benchmarks for Grade 8	ILTC Component
1. The student will specify variables to be changed, controlled and measured.	Students will participate in the Ocean Food Web Wipe-Out activity from Chapter 5 in the <i>Keepers of Life</i> book.
2. The student will use sufficient trials and adequate sample size to ensure reliable data.	

Sub-Strand: D. Historic Perspectives

Grade 7 Standard: The student will understand how scientific discovery, culture, societal norms and technology have influenced one another in different time periods.

Benchmarks for Grade 7	ILTC Component
2. The student will cite examples of how culture influences scientific and technological advances.	Students will read “Practical Uses of Algae” in the <i>Keepers of Life</i> book. Students will answer questions in Chapter 5.

Grade 8 Standard: The student will understand how scientific discovery, culture, societal norms and technology have influenced one another in different time periods.

Benchmarks for Grade 8	ILTC Component
2. The student will cite examples of how science and technology contributed to changes in agriculture, manufacturing, sanitation, medicine, warfare, transportation, information processing or communication.	Students will read “Practical Uses of Algae” in the <i>Keepers of Life</i> book. Students will answer questions in Chapter 5.

Strand: II. Physical Science

Sub-Strand: C. Energy Transformations

Grade 6 Standard: The student will understand that energy exists in many forms and can be transferred in many ways.

Benchmarks for Grade 6	ILTC Component
4. The student will recognize the	Students will read Chapter 5 in the

relationship between light and heat.	Keepers of Life book – topic covered in various areas.
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Strand: IV. Life Science

Sub-Strand: A. Cells

Grade 7 Standard: The student will understand that all organisms are composed of cells that carry on the many functions needed to sustain life.

Benchmarks for Grade 7	ILTC Component
1. The student will know that cells are the fundamental units of life.	Students will read Chapter 5 in the Keepers of Life book
5. The student will recognize that cells convert energy from food for the production of molecules necessary for life, and for life processes including cell growth and cell division.	Students will read “Plants: Catchers of Light, Givers of Life” in the <i>Keepers of Life</i> book. Students will answer questions from Chapter 5.

Sub-Strand: B. Diversity of Organisms

Grade 7 Standard: The student will understand that living systems, at every level of organization, demonstrate the complementary nature of structure and function.

Benchmark for Grade 7	ILTC Component
2. The student will recognize that an organism’s body plan and its ability to regulate its internal environment enable it to make or find food, grow and reproduce in a constantly changing environment.	Students will read and answer questions from Chapter 5 in the Keepers of Life book – topic covered in various areas.
5. The student will use the characteristics of an organism to identify the kingdom to which it belongs.	Students will read “Algae” in the Keepers of Life book. Students will answer questions from chapter.

Sub-Strand: C. Interdependence of Life

Grade 7 Standard: The student will understand that within ecosystems, complex interactions exist between organisms and the physical environment.

Benchmarks for Grade 7	ILTC Component
1. The student will provide examples of the potentially irreversible effects of human activity on ecosystems.	Students will read “Stewardship of Aquatic Environments” in the Keepers of Life book and answer questions.
3. The student will define an ecosystem as all populations living together and the physical factors with which they interact.	Students will read Chapter 5 in the Keepers of Life book and answer questions. Students will participate in the Ocean Food Web Wipe-Out activity.
4. The student will explain the factors that affect the number and types of organisms an ecosystem can support, including available resources, abiotic and biotic	Students will read Chapter 5 in the Keepers of Life book – topic is covered in various areas. Students will answer questions from

factors and disease.	Chapter 5.
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Sub-Strand: D. Heredity

Grade 7 Standard: The student will understand that heredity information is contained in genes which are inherited through both sexual and asexual reproduction.

Benchmarks for Grade 7	ILTC Component
5. The student will comprehend that reproduction is essential for the continuation of a species.	Students will read and answer questions from Chapter 5 in the <i>Keepers of Life</i> book – topic covered in various areas.

Sub-Strand: E. Biological Populations Change Over Time

Grade 7 Standard: The student will understand how biological evolution provides a scientific explanation for the fossil record of ancient life forms, as well as for the striking similarities observed among the diverse species of living organisms.

Benchmarks for Grade 7	ILTC Component
3. The student will explain how biological adaptations in structure, function and behavior enhance the reproductive success and survival of a species in a particular environment.	Students will read “Algal Adaptations for Survival” in the <i>Keepers of Life</i> book. Answer questions on page 66.
5. The student will explain how diversity of species develops through gradual processes over generations.	Students will read and answer questions from Chapter 5 in the <i>Keepers of Life</i> book – topic covered in various areas.

Sub-Strand: F. Flow of Matter and Energy

Grade 7 Standard: The student will understand how the flow of energy and the recycling of matter contribute to a stable ecosystem.

Benchmarks for Grade 7	ILTC Component
1. The student will know that plants use the energy in light to make sugars out of carbon dioxide and water.	Students will read “Plants: Catchers of Light, Givers of Life” in the <i>Keepers of Life</i> book. Students will participate in the Ocean Food Web Wipe-Out activity.
2. The student will explain how energy is transferred through food chains and food webs in an ecosystem.	
5. The student will compare and contrast predator/prey, parasite/host and producer/consumer/ decomposer relationships.	

Example for ILTC Standard Three Lesson Four for Grades 9-12

The example for this ILTC standard and lesson has been modified slightly and aligned with Arizona Academic Standards. Modifications are shaded in gray in both the lesson and the standards tables.

ILTC Standard Three
Contemporary American Indian Land Issues

Lesson Four

Grades:

9 – 12

Achievement Goal:

Students will explore several ways of thinking about where and what is Indian Country.

Time:

One class period

Core Subjects:

Geography, Civics/Government, Language Arts

Background:

What is Indian Country?

This question has several answers. Many native people might simply state that Indian Country is “the rez”. Others might argue that Indian Country has a narrower, legal definition that is limited to land held in-trust by the federal government. Still others might argue that, in reality, all of the United States is Indian Country, or at least all of the lands for which tribes negotiated in their original treaties. None of these definitions is more “correct” than another, although it may be more appropriate to use one definition in a particular circumstance.

The many answers to the question reflect the dynamic nature of American Indians’ presence in the United States. It also reflects the political and social complexities tribes and tribal communities face. Intellectually, it also reveals tensions between people’s perception of place, the law, and social relations. This lesson will ask students to think about the question of what is Indian country in order to introduce them to these themes. The students will analyze and discuss a series of maps that attempts to describe Indian County in three ways: legally, “ethnohistorically”, and politically. They will use these maps to analyze their own reservations and they will think about how each conception may strengthen tribal land tenure, resolve or create conflicts with non-tribal members and governments, and protect areas of cultural significance to the tribe.

Preparation:

- Review chapter 7 of Imre Sutton’s “American Indian Territoriality: An Online Research Guide” at <http://thorpe.ou.edu/treatises/AITchptr%20pdfs/Indian%20Country.pdf>. Transfer to transparencies, or somehow make available to students, figures 7.1, 7.2, and 7.3, which are found at the end of this lesson.
- For background on the US legal definition of Indian Country, review the short article “What is Indian Country?” at <http://tribaljurisdiction.tripod.com/id7.html>. For the actual definition as set forth in the US Code (reprinted below), made available by the Legal Information Institute, see <http://www4.law.cornell.edu/uscode/18/1151.html>.
- If possible, create transparencies of maps of the reservation most students live on or near. These will be used to illustrate the various conceptions of Indian Country applied to the lands of a specific tribe or native nation.

Student Activity:

- Begin the lesson by asking the students the question “What is Indian Country?” Write their suggestions on the board as they give them. Explain that there are various definitions of Indian Country, such as a legal definition, which plays a role in jurisdictional and environmental issues, a historical definition, and a political/social view that takes into consideration the complicated relationships between tribal members, non-members on the reservations, and tribal, county, state and federal governments due to the various types of land ownership on reservations. None of these definitions is more important than another, although it may be more appropriate to use one definition in a particular circumstance than another.
 - Review these various conceptions of Indian Country by presenting to the students Figures 7.1, 7.2, and 7.3 of Sutton’s “Indian Land Territoriality.” In each figure, point on the features that Sutton indicates are important to that particular conception of Indian Country, and make sure students understand how this feature relates to or came out of Indian land tenure history. When discussing the legal definition of Indian Country, refer students to the US Code, Chapter 18, 1151 below.
- Modified activity: have students split into groups then review the map assigned to the group. Ask them to highlight what they need to know in order to fully understand what is represented on the map. For example, do they know the definition of each word on the map? Do they know what allotment is? Each group will share with the rest of the class.
- Modified activity: refer to the “Curriculum Guide for Dine Government, Grades 9-12” for additional activities relating to the Navajo Nation, treaties, and trust relationships. These activities have not been aligned with current Arizona standards.

Sec. 1151. - Indian country defined

Except as otherwise provided in sections 1154 and 1156 of this title, the term "Indian country", as used in this chapter, means

- (a) all land within the limits of any Indian reservation under the jurisdiction of the United States Government, notwithstanding the issuance of any patent, and, including rights-of-way running through the reservation,

(b) all dependent Indian communities within the borders of the United States whether within the original or subsequently acquired territory thereof, and whether within or without the limits of a state, and

(c) all Indian allotments, the Indian titles to which have not been extinguished, including rights-of-way running through the same

- Use transparencies and map resources to apply these conceptions of Indian Country to the reservation that most students live on or near. Have the students actively contribute to the visualization of the tribe's land by having them volunteer what they know about the history of their tribe, geographic knowledge, and knowledge of current events.
- To close this lesson, ask the students to discuss the strengths and weaknesses of each conception of Indian Country. In discussing this, have the students think about how each conception can strengthen the tribes land tenure, build the tribal land base, resolve conflicts with non tribal members and governments, and protect areas of cultural significance to the tribe. Ask the students if there is anything missing from these conceptions and if there is another way of viewing Indian Country.

Resources:

1. Imre Sutton, "American Indian Territoriality: An Online Research Guide", <http://thorpe.ou.edu/treatises/AITchptr%20pdfs/>.
2. <http://tribaljurisdiction.tripod.com>.
3. Legal Information Institute, Cornell Law School, <http://www.law.cornell.edu/>.
4. Arizona Department of Education, Standards and Assessment Division, Arizona Academic Standards, <http://www.ade.az.gov/standards/contentstandards.asp>
5. Locally known tribal leaders – Indian Education Program Directors, tribal cultural departments, or American Indian Studies programs at local colleges/universities
6. U. S. Census Bureau, <http://www.census.gov/>
7. <http://dictionary.com>

Vocabulary and Definitions:

Tough words

Reservation - According to the US Census Bureau, an area that has been set aside by the United States for the use of a tribe, the exterior boundaries of which are more particularly defined in the final tribal treaty, agreement, Executive Order, federal statute, Secretarial Order, or judicial determination. The Census Bureau recognizes AIRs (American Indian Reservations) as territory over which American Indians have primary governmental authority. These entities are known as colonies, communities, pueblos, rancherias, ranches, reservations, reserves, tribal towns, and tribal villages. The Bureau of Indian Affairs (BIA) maintains a list of federally recognized tribal governments.

Jurisdiction – the right, power, or authority to administer justice by hearing and determining controversies.

Dependent – subordinate; relying on someone or something else for aid, support, etc.

Allotments – a share set aside for a specific purpose

Proprietary – assigned, appropriated to someone or something

Trust – a legal title to property held by one party for the benefit of another
 Tribal HQ – tribal headquarters, possibly the tribal administration office
 BIA Agency – the Bureau of Indian Affairs is an agency of the federal government of the United States within the Department of the Interior charged with the administration and management of 55.7 million acres (87,000 sq. miles or 225,000 km²) of land held in trust by the United States for Native Americans in the United States, Native American Tribes and Alaska Natives. Ethnohistorical – a study of the development of cultures
 Contemporary- current; modern; characterized by the present period
 Cessions – to withdraw; yield to another
 Treaty – a contract in writing between two or more sovereign nations
 Adjudicated – to settle judicially
 Homesteaders – the owner or holder of a homestead; a settler under the Homestead Act
 Litigation – to contest in law
 Sovereignty – autonomy; freedom from external control

Arizona Academic Standards

Language Arts

Reading Standard

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Grade 9 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	Students will define in their own words unknown words from text based on the context of the word
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	Students will look up unknown words using a dictionary to compare with their own contextual definition
Grade 10 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	
PO 2. Infer word meanings from context	Students will define in their own words

(e.g., definition, example, restatement, comparison/contrast, cause/effect).	unknown words from text based on the context of the word
PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	Students will look up unknown words using a dictionary to compare with their own contextual definition

Grade 9 – 12 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	
PO 2. Generate clarifying questions in order to comprehend text.	Modified activity – students will work in groups to discuss needed items to understand maps.
PO 4. Connect information and events in text to experience and to related text and sources.	Class discussion on local tribes history and geographic location compared to information obtained in maps.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Grade 9 and 10 Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (<u>Connected to Research Strand in Writing</u>)	Modified activity – students groups will discuss needed items to understand maps. Class discussion on concepts of Indian Country as based on US Code, Chapter 18, 1151
PO 8. Support conclusions drawn from ideas and concepts in expository text.	Student groups will share information from maps with class

Grade 11 Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
PO 3. Make relevant inferences by synthesizing concepts and ideas from a	Students will discuss Indian Country based on US Code, Chapter 18, 1151

single reading selection.	
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Social Studies High School

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

<p>Concept 1: Research Skills for History Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.</p>	
<p>PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p>	<p>Modified activity – student groups will determine what information is needed to interpret assigned map</p>
<p>PO 3. Formulate questions that can be answered by historical study and research.</p>	<p>Student groups will look up unknown words and concepts to share with class</p>
<p>PO 7. Compare present events with past events: a. cause and effect b. change over time c. different points of view</p>	<p>Class discussion on current events related to local tribe or student tribal affiliation.</p>

<p>Concept 10: Contemporary United States 1970s – Present Current events and issues continue to shape our nation and our involvement in the global community.</p>	
<p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>Class discussion on student’s knowledge of current events involving local tribe or student’s tribe. Students use maps and US Code, Chapter 18, 1151 as reference.</p>
<p>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

<p>Concept 2: Structure of Government The United States structure of government is characterized by the separation and balance of powers.</p>	
<p>PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).</p>	<p>Class discussion on Indian Country to include legal/historical/social/political definitions. Class discussion on history of local tribe, geographic knowledge of area, and current events.</p>

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth’s places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students’ understanding of history, civics, and economics.

<p>Concept 1: The World in Spatial Terms The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</p>	
<p>PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).</p>	<p>Modified activity – student groups will discuss needed items in order to interpret assigned map and share with class</p>
<p>PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p>	<p>Students groups will discuss maps with class and compare to map of local area. Class discussion on history of local tribe, geographic knowledge, and current events.</p>
<p>PO 4. Use an atlas to access information.</p>	<p>Students will review map of local area.</p>

<p>Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.</p>	
<p>PO 1. Identify the characteristics that define a region:</p> <ul style="list-style-type: none"> a. physical processes such as climate, terrain, and resources b. human processes such as religion, political organization, economy, and demographics 	<p>Class discussion on history of local tribe, geographic knowledge, and current events. Use Indian Country concepts to discuss the local tribal region.</p>
<p>PO 4. Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.</p>	
<p>PO 5. Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).</p>	
<p>PO 6. Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p>	

<p>Concept 4: Human Systems Human cultures, their nature, and distribution affect societies and the Earth.</p>	
<p>PO 3. Analyze the effects of migration on places of origin and destination, including border areas.</p>	<p>Class discussion on maps in lesson and map of local region including tribal lands.</p>
<p>PO 5. Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).</p>	

<p>Concept 6: Geographic Applications Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</p>	
<p>PO 1. Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.</p>	<p>Class discussion on concepts of Indian Country. Students share knowledge of local tribe's history, geography, and current events. Class discussion on how each concept of Indian Country strengthens Indian land tenure, builds tribal land base, resolves</p>
<p>PO 2. Analyze how changing perceptions</p>	

<p>of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.</p>	<p>conflicts with non-Indians and governments, and protects culturally significant areas of tribe.</p>
<p>PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).</p>	

Interview with Salish Educator Julie Cajune

On October 17, 2008, Dr. Martin Reinhardt interviewed Julie Cajune, a Salish educator and citizen of the Confederated Salish and Kootenai Tribes in Montana. At the time of the interview, Julie was engaged in a project supported by the Indian Land Tenure Foundation that focuses on how the ILTC can be used in Montana as part of the efforts under the Indian Education for All Act.

Martin- Could you summarize the scope of work that you'll be doing with the Indian Land Tenure Curriculum in Montana?

Julie- We're looking at all seven reservations in Montana, and are providing teachers a historic overview of tribal land tenure. There are 12 tribes in the state. I think it's important for teachers to get a historic context of aboriginal territory, the tribal homelands of all the tribes in the state. That involves migration stories and some very lengthy occupations of their reserve land base. It's particularly important for teachers to understand the historic timeline because teachers often start presenting materials as though history began in the 1700 or 1800s. So we are trying to provide some information that sets a context for an old tribal world. We're doing that through oral history, oral literature, and some creation stories. That's our starting place.

Martin- A focus on tribal land history makes a lot of sense. What else will you be working on regarding this project?

Julie- From that point we bring teachers through the concept of tribal sovereignty as introduced through the treaty process. And students create definitions of important terms and concepts. Then we take them on a journey, a vicarious journey, through Montana's seven reservations by exploring the tribes of that reservation, the geography, the land status, and the natural resources. We do this primarily through the use of photographs—a pictorial DVD. That's one of the things we did when visiting every reservation. I took a photographer with me. Because Montana is a large state, we can't be certain that students have been everywhere and visited all these places. And when we're talking about land, I think it's important for students to actually see it.

Martin- They say a picture is worth a thousand words. I can see where these photos will be a great resource for curriculum development about the tribes in Montana.

Julie- We're also creating two maps. We've visited with every tribal council to acquire approval to get the digital data on their land status. There will be two maps created of every reservation. One map will show land status, including individual trust, tribal trust, state lands, federal and ceded lands. That map will support lessons that explore federal legislation. We're creating a second map that highlights the reservations geography and natural resources. It includes historic sites, tribal movements, and tribal population centers. It will be linked to lessons talking about contemporary land management issues. We're planning a total of 32 lessons, but we may go over. It's a lot of information to cover.

Martin- What is it that you hope will be the major outcomes of this project?

Julie- We want students to come away with a good understanding of historic land tenure, the notion of inherent sovereignty, the recognition of tribal sovereignty, land occupation, and rights to the land through the treaty process. These are really big concepts. We're trying to do that through some simulation and role plays, primary documents whenever possible. Creating engaging and interactive lessons rather than passive lessons is important, so that students are involved in creating their own knowledge. I'm a former classroom teacher so I have fairly good experience doing that. The other important thing we have incorporated into the planning are stories of specific people and families. History needs to be personalized, so that when we're talking about tribal land tenure and history, we're actually talking about people. It becomes more subjective and thus more concrete to the student.

Martin- It sounds like you're doing something that goes beyond what is currently included in the Indian Land Tenure Curriculum. How will you be using the ILTC lessons in this project?

Julie- The ILTC lessons, like those that address treaty relations for instance, will be used along with the materials that are Montana specific. We would have some analysis of treaty documents and role play with treaties. We would encourage teachers to use both ILTC and Montana specific materials. As we put our own lessons together, we're try to follow the four curricular standards for the ILTC. The way we have developed and identified our lessons is by creating a matrix with the four standards and building the lessons under those four standards with specific information on Montana reservation lands. So it should be complementary. We're taking the ILTC and making it very tribally specific. We're really hoping they'll use both.

Martin- You mentioned that you have visited all of the tribal communities in Montana and spoke with tribal representatives about your work. Why was this necessary?

Julie- It is one thing to be a member of my own tribal community and to have a certain comfort level in developing curriculum about my own Tribe, but to talk about Crow or Northern Cheyenne, I felt that it was important to model the type of respect and recognition that tribes should be given as sovereign nations. So if I'm working on a project that includes information about them, that will be disseminated publicly, it is appropriate cultural and political protocol for me to formally visit that community and let people know who I am and what it is that I'm doing. Then I ask for permission and approval. I felt really good about that. The tribal communities were very supportive and hospitable and it was a wonderful time for me. I'd like to do it again after the curriculum is done. I'd like to revisit each community to show them the final product.

Martin- As a teacher, you probably know that most teachers won't get that kind of opportunity you have had to visit all of the tribal communities in their state. What would you say to the teachers who want to do something similar to adapt the ILTC to the tribes in their state?

Julie- I would use the ILTC and what we are doing here in Montana as a model. I would also encourage them to consider primary documents. If you can't access human beings, then you need to access primary documents if you're talking about history. I would begin by contacting tribes themselves and find out if they have a tribal college, or if they have an education department. Teachers will need to be patient in dealing with tribal governments because they are often very busy with governing and community decision making processes.

Martin- It sounds like you're an advocate of using other forms of contact for that human-to-human connection, maybe through technology.

Julie- E-mail tribal officials and seeing what is available at official tribal websites are good uses of technology. The Library of Congress and state historical societies are often good places to go. I use the Montana State Historical Society quite often. I go into their photo archives to collect photographs and historic maps. There are a lot of resources where they can access really good materials.

Martin- What process are you using to make sure that the ITLC and your materials are aligned with Montana standards?

Julie- Because Montana has a history of having very proactive Indian educators and political leaders, we have been able to get tribal history and tribal government included in state content standards. This is a pretty remarkable achievement. So, the Social Studies standards already require teachers to teach tribal history and tribal government. The problem is that teachers haven't had good materials to support them in doing so. It is not difficult to align the curriculum to the standards because the standards are already present. It's more a matter of highlighting those standards and showing teachers how they can meet them using materials like the ILTC and the ones we are creating under Indian Education for All.

Martin- What about subjects beyond Social Studies?

Julie- Showing teachers alternatives for instructional content is important. They can meet science standards or literature standards in different ways with different content. But the social studies standards are specific. It's going to help them meet those standards. We're really not asking them to do anything different from teaching to the standards. We're simply asking them to look at what they're already teaching and see where these materials can be used in place of something else.

Martin- Would you support the idea of teachers using an American Indian interdisciplinary thematic unit approach in their efforts to incorporate the ILTC and meet state standards?

Julie- Yes, absolutely. I don't know how you can teach US history or American government without covering every thing included in the ILTC. You can't teach constitutional law without teaching about the Supremacy Clause or the Commerce Clause. There are obvious connections to reading and writing, but the connections become less obvious for math and science unless you connect the dots for them. One thing we have in our favor is that students find this content engaging and interesting. For instance, I've talked with assemblies of high school students on treaty law. Explaining how certain lands were set aside for the exclusive use of the Salish people. The treaty says that no white man can reside here without express approval from them. This engages both Indian and non-Indian kids because they can look around and see who their peers are and think about what that would mean in today's world. You have to do something like that to engage young people.

Martin- In Montana, more than in other states, it is emphasized that it is Indian education for "All". In the work that you're doing with ILTC how do you see that impacting Indian or non-Indian differently or similarly?

Julie- For young Indian students, they don't necessarily know this information. And so for a tribal member learning about their own tribe, I think it's empowering and affirming and enlightening. For me, I have learned a lot from other tribes in the process of doing this and I think that we have a lot to learn from each other. If tribes could be more politically united or collaborative then we could accomplish a lot more in education and public policy. I think we have something to learn about that and we can only do that if we learn about each other. I think another thing this curriculum will do is provide any citizen in Montana, or the US, a historic context to make an informed decision or create an informed opinion on contemporary tribal issues. I don't think anyone can really make informed decisions about Indian land without having this base of knowledge whether they are Indian or not. The whole notion of tribal sovereignty, tribal government, which is embedded throughout this curriculum is informative and enlightening from both a historic and contemporary perspective. Just think if our current tribal, state, and federal legislators, justices, and executives had this kind of education when they were growing up. How different would the interactions be? Can you imagine?

Martin- One final question, what other insights or advice do you have for educator's at the K-12 level who may be looking at using the ILTC in their schools?

Julie- I'd advise them to look through all of it. We're writing the lessons at different grade levels. Some lessons can be adapted up and down. Look through everything. I'd want them to commit to doing the readings. Read not only the lessons, but also the primary documents and references mentioned. The stories are very readable in their narrative form - and they're interesting. Teachers need to commit the time to reading through the resources, then they will be better able to adapt things to their style. I'm writing these lessons based on my style of teaching, but I would encourage teachers to adapt them to their instructional methods. I encourage them to look for ways to improve them. I realize that many teachers feel stressed for time, but many of these lessons are ready to implement as is, or only with slight modifications. They should look through the curriculum and begin with what they feel are the most important areas. If they need more information before they feel comfortable with a lesson, they should find time to do the background reading. Start with something you feel comfortable with and then you just build on it. I think as teachers try a lesson, it will encourage them and they'll say I can do this. Some people will feel uncomfortable because they're not historians or experts in federal Indian law, but they can use this as an opportunity to model learning along with their students. I think that students appreciate teachers modeling the types of behavior they expect from their students.

Martin- Chi-miigwech, many thanks, Julie for the work you are doing in Indian education. I am sure that many teachers and students will benefit greatly from this effort.

As educators approach the ILTC integration process, we encourage you to address four major areas of concerns in your planning, implementation, and follow-up activities. The diagrams below lay out these concerns.

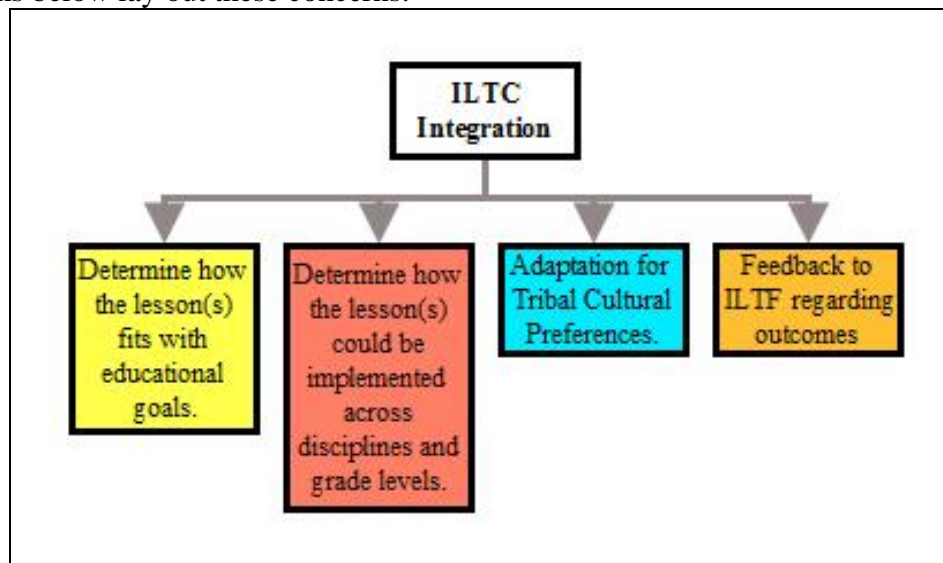


Figure 3. Major ILTC Integration Concerns

The next diagram expands on the concern regarding alignment of the ILTC lessons with educational goals. We highly encourage educators to plan with the end in mind. As such, it is necessary to think through how the ILTC fits in to the educational goals you have set out for your classroom. Ideally, educational goals will be standards based. Sometimes the standards will include state, tribal, or national standards, but most often we find that public education systems are concerned with only state standards because of high stakes testing.

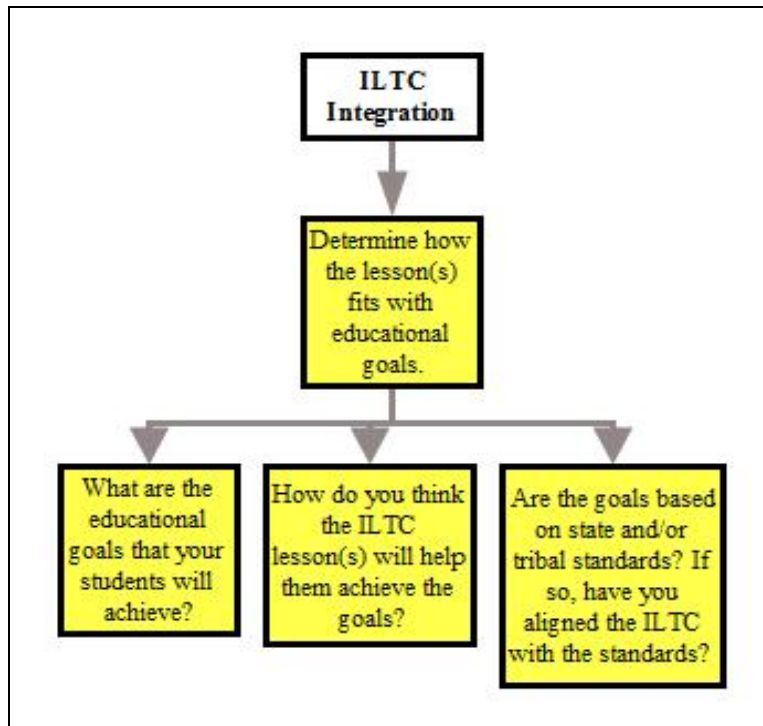


Figure 4. ILTC Integration and Educational Goals

Another ILTC integration concern is focused on the interdisciplinary nature of the curriculum. The American Indian – Interdisciplinary Thematic Unit approach is well suited for American Indian content delivery as it speaks to the interconnectedness of life. The ILTC is structured around a theme of Indian land tenure. It can be readily integrated in its entirety, but can also serve as a resource for individual lessons, recommended materials, or activity ideas.

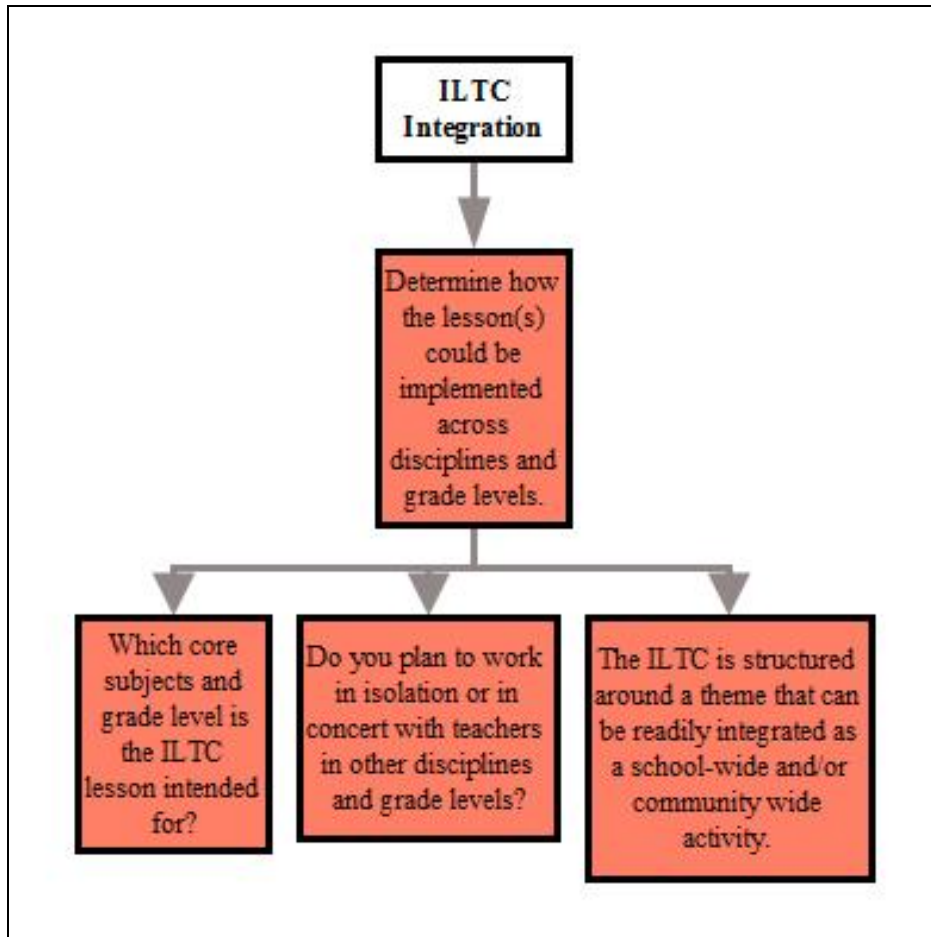


Figure 5. ILTC Integration and Curricular Breadth

A third major area of concern regarding ILTC integration is how the ILTC is adapted for tribal cultural preferences. While the ILTC could be implemented as is and provide all students with excellent lessons on Indian land tenure, we are aware that some communities may prefer to have a more local focus. The examples of adaptation included in this guide illustrate how the ILTC lessons can be adapted. The diagram below highlights some key considerations as you work through the adaptation process.

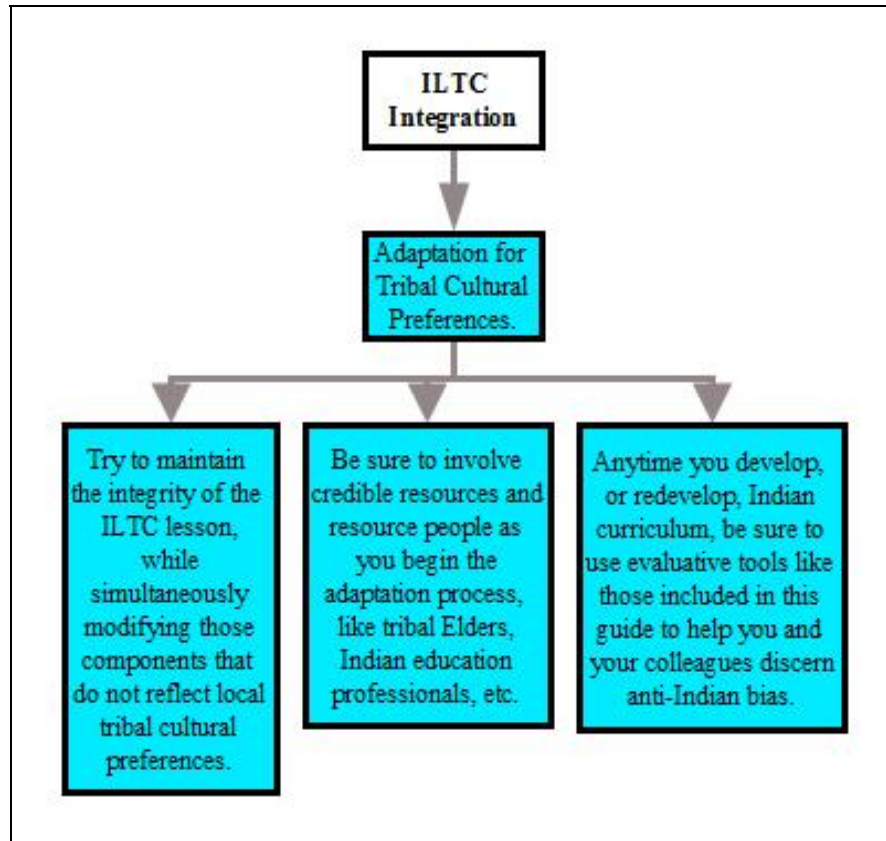


Figure 6. ILTC Integration and Adaptation

A fourth and final major area of concern regarding ILTC integration is feedback. The ILTF is very interested in knowing how the ILTC worked for you and your students. The information that you provide ILTF regarding your experience will help shape future editions of the curriculum as we continue to improve it.

For grantees who received funds for ILTC implementation, evaluation is required to give meaningful, constructive feedback about the curriculum itself. This evaluation should include:

- Collection of data on numbers of teachers and class segments where the curriculum was used and numbers of students;
- Appropriate pre and post-tests showing learning and impact on students;
- Teacher satisfaction and recommendations for the curriculum, including copies of lesson plan and materials used in class;
- Institutional assessment of implementation process and recommendations to improve teacher use of the material.

While the ILTC is available as a free download and does not require evaluation feedback from non-grantees, your assistance would be appreciated nonetheless.

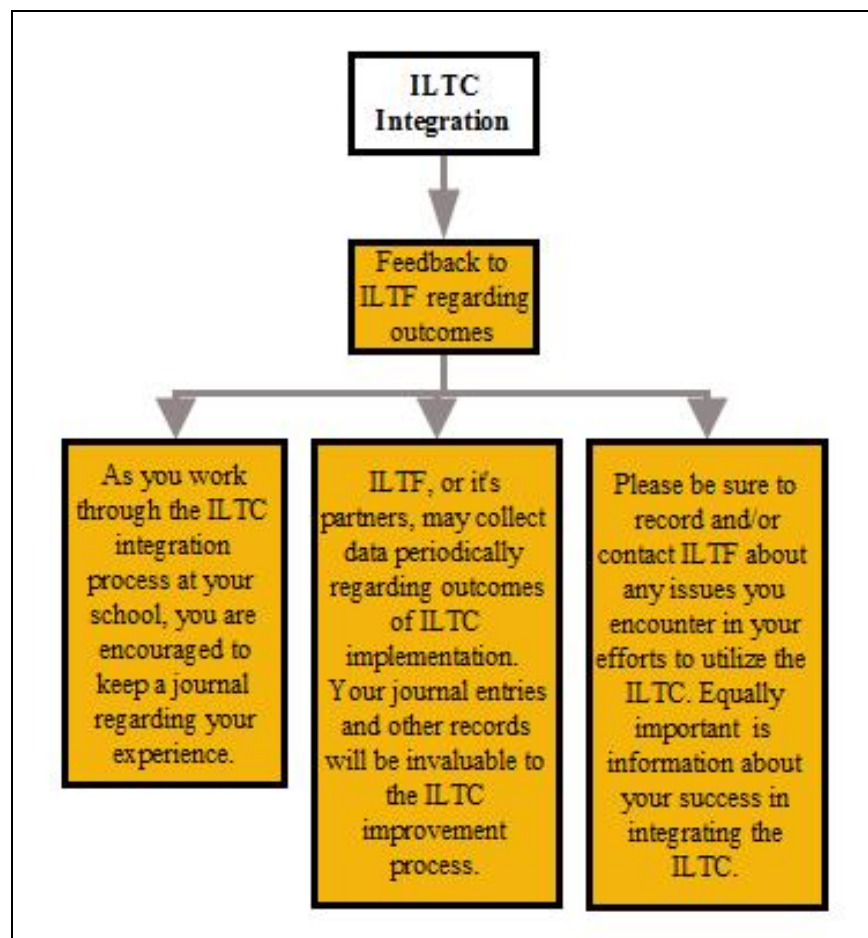


Figure 7. ILTC Integration and Feedback

PD Activity 6: Brainstorming Ideas for ILTC Implementation

Split the large group up into grade level groups that correspond with the ILTC grade levels: K-2, 3-5, 6-8, and 9-12. Within each grade level, each group should brainstorm ideas about how they could use the lessons or components of the ILTC to reach grade level educational goals. Each group should have a designated note taker, but all are encouraged to take notes. After the grade level groups have had ample opportunity to brainstorm, ask them to address the following small group discussion question in their grade level group: Which lessons could be implemented across disciplines based on your brainstorming activity? Bring the groups back together, designate a note taker for the large group, and have each group report out to the large group about their brainstorming and the answer to the discussion question. After all groups have had an opportunity to share, ask the large group to respond to the following large group discussion questions: Are there any common themes between the lessons that could be implemented both across disciplines and across the different grade levels? Are there any common themes that could involve the community and families in a school wide activity?

Combining ILTC with Other American Indian Materials

While the ILTC exemplifies many important aspects of what we would consider good American Indian education, we acknowledge that all curricula have room for improvement. We hold ourselves to the same standard that we hold others to in developing, or redeveloping, American Indian education materials. As we continue to receive feedback from the field, we will look at ways to refine the ILTC for future editions. Whether it is the continuous improvement of the ILTC, or the new development of other American Indian education materials, we would encourage all educators to incorporate multiple evaluation techniques into their materials development, and curriculum and instruction planning processes.

There are a number of resources that have been developed over the years to help educators with such evaluation. Reinhardt & Associates utilizes four primary resources in their American Indian Education Professional Development Workshop (AIEPDW). We have encapsulated these evaluation techniques in the performance rubric below, but highly recommend that this rubric be used in conjunction with the resources referenced rather than in place of.

Evaluation Resource	Score			
	1	2	3	4
Beverly Slapin & Doris Seale's How to Tell the Difference Slapin, B. & Seale, D. (2006). <i>Through Indian Eyes: The Native Experience in Books for Children</i> . Berkeley: Oyate. Total possible score: 48	No curricular materials have been checked for:	Some curricular materials have been checked for:	Most curricular materials have been checked for:	All curricular materials have been checked for:
	<ul style="list-style-type: none"> • stereotypes 			
	<ul style="list-style-type: none"> • loaded words 			
	<ul style="list-style-type: none"> • tokenism 			
	<ul style="list-style-type: none"> • distortions of history 			
	<ul style="list-style-type: none"> • dialogue (Tonto speak) 			
	<ul style="list-style-type: none"> • standards of success 			
	<ul style="list-style-type: none"> • author's background 			
	<ul style="list-style-type: none"> • illustrator's background 			
	<ul style="list-style-type: none"> • lifestyle considerations (i.e., past tense, superstition, etc.) 			
	<ul style="list-style-type: none"> • role of Elders 			
<ul style="list-style-type: none"> • role of women 				
<ul style="list-style-type: none"> • effects on child's self-image 				
Evaluation Resource	Score			
	1	2	3	4
Elaine Cubbins' Techniques for Evaluating American	No web sites used have been checked for:	Some web sites used have been checked for:	Most web sites used have been checked for:	All web sites used have been checked for:

Indian Web Sites * See web site reference below Total possible score: 56	<i>General considerations:</i>			
	• site sophistication			
	• organization			
	• up-to-date			
	• clarity of purpose			
	• broken links			
	<i>Authority considerations:</i>			
	• identification and background of site author (including tribal affiliation)			
	• contact information			
	• validity of the site (is it an authorized or official tribal web site, or is it a personal web site?)			
	<i>Content considerations:</i>			
	• Native or non-Native perspective			
	• nature of images and icons (respectful or not)			
	• exploitation of Native oral traditions and spirituality			
• cultural and historical accuracy				
• authenticity of items				
• legality (repatriation concerns, intellectual property rights, etc.)				
Evaluation Resource	Score			
	1	2	3	4
Martin Reinhardt & Traci Maday's Interdisciplinary Manual for American Indian Inclusion ** See website reference below Total possible score: 40	No Indian curricular materials have been checked for:	Some Indian curricular materials have been checked for:	Most Indian curricular materials have been checked for:	All Indian curricular materials have been checked for:
	• historical and cultural accuracy			
	• tribal specificity			
	• ***anti-Indian bias			
	No materials have been developed to:	Some materials have been developed to:	Most materials have been developed to:	All materials have been developed to:
	• be culturally responsive to American Indian children			
	• reflect American Indian traditional tribal values			
	No American Indian content is:	Some American Indian content is:	Most American Indian content is:	All American Indian content is:
	• delivered using interdisciplinary thematic units			
	• delivered using thematic units across grade levels			
There is no conscious	There is little conscious	There is a fair amount of	There is a great deal of	

	effort to:	effort to:	conscious effort to:	conscious effort to:
	<ul style="list-style-type: none"> include culturally based Indian teaching methods 			
	<ul style="list-style-type: none"> involve Indian parents /families, and tribal communities in the education of Indian children, or in the education of non-Indian children about Indian matters 			
	<ul style="list-style-type: none"> develop American Indian curriculum according to the **** Principles of Universal Design 			
Evaluation Resource	Score			
	1	2	3	4
James Banks' Levels of Ethnic Integration Banks, J. (2003). <i>Teaching Strategies for Ethnic Studies</i> . (7 th ed). Total possible score: 4	Contributions Approach: Focuses on heroes, holidays and discrete cultural elements.	Additive Approach: Content, concepts, themes and perspective are added to the curriculum without changing the basic curricular structure.	Transformation Approach: Structure of the curriculum is changed to facilitate student understanding of concepts, issues, events and themes from the perspectives of diverse ethnic and cultural groups.	Social Action Approach: Students make decisions on important social issues and take actions to help solve them.
* http://www.u.arizona.edu/~ecubbins/webcrit.html				
** http://edoptions.com/indianed/American Indian Inclusion Manual.pdf				
*** Sadker & Sadker (2000) include seven forms of bias in <i>Teachers, Schools & Society</i> . These include: invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, linguistic bias, and cosmetic bias. Anti-Indian bias can take on any of these forms.				
**** The Principles of Universal Design are available at the North Carolina State University, Center for Universal Design website: http://www.design.ncsu.edu/cud/about_ud/principles.htm				

Table 1. Evaluation Techniques Performance Rubric

Although the ILTC is largely focused on content, it is extremely important to also consider how such content is delivered. The Center for Research on Education, Diversity & Excellence (CREDE) has developed five standards for effective pedagogy and has added two additional standards when interacting with American Indian children.

- Teachers and Students Working Together: Use instructional group activities in which students and teacher work together to create a product or idea.

- Developing Language and Literacy Skills across all Curriculum: Apply literacy strategies and develop language competence in all subject areas.
- Connecting Lessons to Students' Lives: Contextualize teaching and curriculum in students' existing experiences in home, community, and school.
- Engaging Students with Challenging Lessons: Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.
- Emphasizing Dialogue over Lectures: Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.
- Modeling: Lessons for Native American students should include modeling of skills, procedures, and thinking processes that students are to perform. Traditional and contemporary American Indian socialization emphasizes learning by observation. Observational learning is closely tied to the well-documented visual learning patterns of American Indian children and their holistic cognitive style.
- Student Directed Activity: The way classrooms are organized influences students' participation. Native American students are comfortable and more inclined to participate in activities that they themselves generate, organize or direct. This is not surprising, for American Indian cultures are distinctive in the degree of respect accorded to children's autonomy and decision making.
(<http://www.crede.ucsc.edu/standards/standards.html>)

Proponents of culturally based education adhere to these standards as they plan, implement, and refine the curriculum and instructional methods. Cajete (1994) and Reinhardt & Maday (2006) assert that storytelling and multi-generational learning are common features of American Indian traditional education systems, and that their integration in the classroom can help support the revitalization of these systems.

PD Activity 7: Evaluating American Indian Materials

After the groups have decided how they will approach ILTC implementation, they should practice using the evaluation techniques referenced in this guide. Acquire copies of the reference materials containing the evaluation techniques, and make them accessible to the groups. Each group should practice the techniques using materials that they are thinking of using in their classroom in combination with the ILTC. For those not planning on combining any other American Indian materials with the ILTC components, have them work through this activity anyway in case they decide to use other American Indian materials in the future. They should select something to evaluate that makes sense to their grade level and subject area. The amount of time allocated to this activity depends on the type of materials being evaluated. Larger and more complex texts and websites will obviously take longer. Upon completion of their evaluations, have them present their findings using the evaluation techniques rubric as appropriate.

Conclusion

As educators move forward in their efforts to integrate the ILTC into their schools and classrooms, it is important that they consider their background knowledge on the subject of Indian land tenure. In each lesson of the ILTC, resources and references are provided to help implement the lesson. In the accompanying bibliography for this K-12 guide, educators will find many other resources and references that will help them get a better grasp of the concepts from many different perspectives

In this guide we pointed out how an educator's identity may impact the relationships between their students, their families and communities, and themselves. While we do not encourage identity fraud, we do encourage educators to become practiced at the art of cultural border crossing. Educators who work towards becoming bi-cultural or multi-cultural are much more inclined to be sensitive to the issues that American Indian people face in schools that are most often non-Indian in orientation.

It is our hope that educators will maximize their use of the ILTC by following the suggestions included in this guide. At best, we hope to see the entire ILTC integrated across disciplines and grade levels. It is designed to elicit family and community involvement, and can be combined with other American Indian content in a good way by utilizing the evaluation rubric.

The examples of alignment and adaptation included in this guide should help educators begin to formulate their own approach to the ILTC. The Indian Land Tenure Foundation is currently taking steps to ensure that educators in all states will be able to implement the ILTC knowing that it is clearly aligned with their state standards. Until that process is completed, it is up to individual educators to ensure that they use it in a way that fits the needs of their students.

We sincerely wish you the best as you begin, or continue, integrating the ILTC at your school. Please let the ILTF know about your experience with this guide and the ILTC in general. Your comments and suggestions are critical to the improvement of the ILTC for future generations.

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References by Grade Level

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