Indian Education for All

Model Teaching Units

Language Arts - Grade 4

For Joseph Bruchac's *Jim Thorpe's Bright Path*

Developed by the Montana Office of Public Instruction

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Indian Education
Montana Office of Public Instruction

Model Teaching Unit
- Language Arts -
Grade 4
For

Jim Thorpe's Bright Path

By
Joseph Bruchac

Unit written by Tammy Elser

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Jim Thorpe's Bright Path

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Anchor Text

Bruchac, J., & S. D. Nelson. *Jim Thorpe's Bright Path.* New York, New York: Lee & Low Books. 2004.

Support and Background Materials

Note: Refer to "**Unit Map"** p. 6 to determine materials needed for individual lessons.

1. Archuleta, M. L., Child, B. J., & K. T. Lomawaima (Eds.). *Away From Home: American Indian Boarding School Experiences.* Phoenix, Arizona: The Heard Museum. 2000.

2. "Carlisle's Olympic Heroes," *The Red Man* (a publication of the Carlisle Indian Industrial School), September, 1912. Editorial after 1912 Olympics. ExplorePAhistory.com.

3. Erdrich, L.. "Indian Boarding Schools: The Runaways." from *Jacklight* by Louise Erdrich. Copyright©1984 by Louise Erdrich, reprinted with permission of The Wylie Agency LLC. Poem is also found in *Original Fire: Selected and New Poems* by Louise Erdrich. New York, New York: Harper Collins, Inc. 2003. **Available in appendix of print version sent to school libraries. Restricted from the web site by the copyright holder.**

4. Gladstone, J. Composer and performer. Lyrics of "Bright Path." Originally *on Noble Heart* album, now found *on Buckskin PoetSongs* album. East Glacier, Montana, USA: H. Productions. 1993. Lyrics available in appendix and entire song available on YouTube or by purchasing for $0.99 and down loading from iTunes.

5. Holmes, K. "Losing Our Selves: The Boarding School Experience." *Montana: Stories of the Land.* Helena, Montana, USA: Montana Historical Society Press. 2008. (Ch. 11, p. 222-224). Available in appendix or online.

6. Indian Training School Boys Activities photograph. University of Washington Digital Collections. Available in appendix or online.

7. Indian Training School Girls Activities photograph. University of Washington Digital Collections. Available in appendix or online (link in #6)

8. "Indians Ready to Fight: Sac and Fox …" New York Times. Nov. 23, 1899. Public Domain. Available in appendix, no longer available online.

9. "Iron Routine" from *The School Days of an Indian Girl* by Zitkala-Sa. Available online.

10. Jenkins, S. *The Real All Americans.* New York, New York, USA: Double Day. 2007.

11. Facts about Jim Thorpe. Answers.com.

12. Jim Thorpe photos downloaded from various sites

13. Jim Thorpe, The World's Greatest Athlete: Official Trailer. YouTube.

14. *Jim Thorpe Biography - Beginning On The Bright Path, Carlisle Indian, The 1912 Olympics, Chronology, Greatest Football Season - SELECTED WRITINGS BY THORPE*. (n.d.). Famous Sports Stars.

15. Kulman, L. *Book Tours*. (NPR, Producer) "Sally Jenkins Discusses 'The Real All Americans.'" National Public Radio, July 31, 2007. Available online.

16. Landis, B. (n.d.). *Carlisle Industrial Boarding School History*.

17. Marr, C. (n.d.). "Sample Daily Routine – Cushman Indian School, Tacoma, Wash., February 1, 1912, Monday." *Assimilation Through Education: Indian Boarding Schools in the Pacific Northwest.* University of Washington Library. Available online, see link at #6.

18. "Student Narrative on Indian Boarding Schools," from *To Learn A New Way*. (n.d. hands-on-history footlocker). Montana Historical Society. Available in appendix or online. (p. 35 of user guide)

19. Zitkala-Sa. *American Indian Stories.* Lincoln, Nebraska: University of Nebraska Press. 1921.

Fast Facts

Genre	Biography, advanced picture book with rich illustrations
Grade Level	3-6 - The following unit consists of five lessons intended to be taught over ten days. **They are developed for 4th graders but adaptable to 3rd – 6th graders.**
Tribe (s)	Sac and Fox (Thorpe), Abenaki (Bruchac), Lakota (Nelson), Blackfeet (Gladstone), Anishinaabe (Erdrich)
Place	Oklahoma, Kansas and Pennsylvania (Sac and Fox Agency Boarding School, Haskell Boarding School and Carlisle Indian School)
Time	1887 to 1912 (plus afterword, Thorpe lived from 1887 – 1953)

About the Author and Illustrator

Joseph Bruchac (Abenaki) is a prolific American Indian author having written books for children, young adults and adults. His works include poetry, historic fiction, biography, traditional literature and informational texts. Bruchac's writing represents a wide variety of American Indian Tribes, and often tells the stories of notable members of different tribal groups. In addition, his collaborative works in the area of social studies and science presenting traditional tribal knowledge are notable. A talented story teller and gifted musician, Bruchac lives in New York.

Check out his web site. In addition, Bruchac is an author students will encounter in contemporary reading programs from Houghton Mifflin and also Scholastic. The Scholastic web site includes an 11-minute video interview of Bruchac and is an ideal companion to an author study.

S.D. Nelson (Lakota) is an author and illustrator of two picture books – *Gift Horse* and *The Star People* and has collaborated with Joseph Bruchac on *Crazy Horse's Vision* in addition to *Jim Thorpe's Bright Path*. His work is inspired by his Lakota heritage and has won many awards including the Parents Choice Award and the Oppenheim Gold Award. A former middle school art teacher, Nelson now devotes all his time to his art. Nelson writes of his heritage, "My people are known as the Sioux or Lakota. During the 19th century they were renowned as the Horse People of the Great Plains. My ancestors were also the people of the Buffalo, for the Buffalo gave them most of their food, their warm robes, and the lodge skins of their teepees. My people followed great herds of them across the vast grasslands beneath an endless blue sky." To learn more and read Nelson's biography.

Text Summary

Jim Thorpe's Bright Path is a moving biography of Jim Thorpe, beginning with his birth in Oklahoma on the Sac and Fox Indian Reservation and ending with his success as a football player and athlete at Carlisle Indian School. The story captures the many tragedies and triumphs of Thorpe growing up and will have unique appeal to boys and girls interested in athletics. Overcoming adversity and hard work are themes present in the text.

Materials

- *Jim Thorpe's Bright Path* (If using book club style groups where students rotate through the books, then four to six copies of the book, including the attached resources, are required. To conduct a literature focus unit where all students read the same book at the same time, a class set is required.)

- Articles will be assigned to expert teams and each team member will need his or her own copy. **Make photo copies of the following:**

  - Indian Training School Girls Activities, Boys Activties photographs, and "Sample Daily Routine - Cushman Indian School, Tacoma, WA, February 1, 1912, Monday.". University of Washington Digital Collections. Available in appendix (pictures only) or online.
  - "Indians Ready to Fight: Sac and Fox …" New York Times. Nov. 23, 1899. Public Domain. Available in appendix.
  - "Iron Routine" from *The School Days of an Indian Girl* by Zitkala-Sa. Available online.
  - Holmes, K.. "Losing Our Selves: The Boarding School Experience." *Montana: Stories of the Land.* Helena, Montana, USA: Montana Historical Society Press. 2008. (pp 222-224). Available in appendix or online.
  - "Student Narrative on Indian Boarding Schools," from *To Learn A New Way*. (n.d. hands-on-history footlocker). Montana Historical Society. Available in appendix or online. (p. 35 of User Guide)
  - "Carlisle's Olympic Heroes," The Red Man (a publication of the Carlisle Indian Industrial School), September, 1912.Editorial After 1912 Olympics from ExplorePAhistory.com

- PC access (lab for individual or group use of PowerPoint and Word for paragraph summaries, optional)
- PC projector or Smart board access
- Jim Thorpe photos downloaded from various sites (Google: photos, Jim Thorpe) featuring him playing different sports (one page-sized image per group, to be cut as puzzles)
- Song, Bright Path by Jack Gladstone, available on the OPI We site, or purchase for .99 and down load from iTunes
- Chart paper, markers, tape
- Montana, US and North America Maps
- Large scale adding machine tape, or legal sized (8 ½ by 14) copy paper cut in half lengthwise to make strips (seven strips per student or pair of students, taped end to end create a timeline. Each 'link' will represent one decade of Thorpe's life.) Instead of a paper timeline, students could use a digital tool.

- Colored pencils or crayons for illustrating timelines (if selecting paper timeline option)
- 3 by 5 index cards
- *Montana Indians: Their History and Location* and the Montana Reservation Map downloaded from the OPI Indian Education Division Web site.

Essential Understandings and MT Content Standards

Essential Understandings - Big Ideas				Montana Content Standards	
X	1-There is great diversity between tribes.		4-Tribes reserved a portion of their land-base through treaties.	**Reading** – All **Literature** – All **Writing** – All **Listening/Speaking** 2.1,2.2,2.3,3.1,3.2, 3.3,3.4,3.5,3.6,4.1	**Social Studies** - All **Career & Voc Ed.** – 2.2,2.3,2.4,3.1,3.3, 3.4,4.2,4.3,4.4 **Math** - 1.1,1.3,1.4, 2.2,2.3,2.4,6.3
X	2-There is great diversity between individuals within any tribe.	X	5-History is told from subjective experience and perspective.		
X	3-Ideologies, traditions, beliefs, and spirituality continue through a system of oral traditions.	X	6-Federal Indian policies shifted through six major periods.	**Media Literacy** – 1.1,2.1,2.2,3.1,3.2, 4.2,4.3 **Library Media** – 1.1,1.2,1.3,1.4,1.5, 2.2,2.4,3.1,3.2,3.3, 4.1, 4.2,4.3,4.4,	**Technology** - 1.1,1.2,1.3,2.1,2.2, 3.1,3.2,3.4,3.5,5.1, 5.2,5.3,6.1,6.2,6.3, 6.4
			7-Three forms of sovereignty exist in the United States - federal, state, & tribal.		

Please see OPI Web site for detailed information on Essential Understandings Regarding Montana Indians Montana Content Standards

Learning Targets

- I analyze photos and primary source material looking for clues to historical events and the lives of note worthy individuals.
- I read a wide variety of genre.
- I understand differences between several genre types including biography, autobiography, informational texts, historical fiction, poems and song lyrics and text forms like picture books, short chapter books, articles and journals.
- I know details of the boarding school experience from the biographies and autobiographies of students and informational texts.
- I know details of the life of Jim Thorpe and can place these details in historic context.
- I understand the meaning of assimilation.
- I empathize with the experiences of children forced into boarding schools.
- I read to determine the motivation and emotions of various people impacted by boarding schools.
- I understand that roles, perspectives and experiences varied for individuals related to the boarding school experience.
- I am aware of several boarding schools and their impact on several Montana tribes.
- I know the stated purpose of boarding schools.
- I understand the later impacts, negative and sometimes positive, of the boarding school experience.
- I place the boarding school era into the context of Montana and US History.
- I work cooperatively in a group.
- I make predictions regarding a text based on a limited preview.

- I know how to preview a book, pose questions and make predictions to increase my comprehension.
- I recognize the point-of-view and perspective of a text.
- I recognize the genre of biography.
- I know what to expect from a text based on genre or type.
- I write with clarity in several modes or genres including summaries and imagined short stories set in the past (historical fiction.)
- I organize a timeline following a story.
- I locate evidence in texts to support my interpretation.
- I predict the meaning of words in context and select the most appropriate definition a word based on the context in which it is used.
- I write and solve a story problem using information from Thorpe's biography.
- I find key locations related to the text on a US map including sites in Oklahoma, Kansas and Pennsylvania which are found in Thorpe's biography, as well as the homeland of author(s), illustrator and composer.
- I use maps, tables and charts to explore geography, sports statistics and boarding school statistics associated with Thorpe's story.
- I know how to calculate a batting average or other sports statistics and understand that the terms "average" and "mean" mean the same thing. (Extension activities only.)

Day by Day Plan - Steps

This unit was designed around a biographical picture book and other support texts on the life of Jim Thorpe. The anchor text, *Jim Thorpe's Bright Path*, may be used and presented to students from 2nd grade all the way into high school, depending on the instructional approach. Depending on grade level and student skills, you may select to use this book as a read aloud. Using the read aloud approach, depending on students age and your development of before and after reading strategies, this book could be addressed in one period, or as a mini-literature focus unit, over ten or more days. As a read aloud, students gain some of the content, however *they do not get critical reading or writing practice or enhance their literacy skills at a robust level*.

Consider using this book in third through sixth grades, (unit targeting 4th graders) with an approach requiring every student to actually read the text independently or semi-independently (guided reading). Optimally, this text, in combination with selected others, can be braided into a fully developed literature-based unit addressing genre study (essential for passing the MontCAS Phase II CRT and building strong, flexible literacy skills) and integrating social studies and math. To do so, a classroom set (one book per student for whole class instruction), or book club sets (four to six copies of each of four to six titles) of this and other texts are required.

With Jim Thorpe's story, take advantage of students' intrinsic interest and motivation toward athletics. Teach them through Thorpe's biography how to calculate and interpret some basic sports statistics while connecting to US history and geography. The following is a depth of study unit connecting the language arts, social studies, Indian Education for All, math, music and technology.

Unit Map - Jim Thorpe's Bright Path Stand Alone Mini-Unit

Day	Lesson	Support Materials from List on page 1, by Number
1	A Picture is Worth a Thousand Words (Mystery Piece)	12
2	Author and Illustrator Background, Inspiration (Gladstone's *Bright Path*), Life Story Preview	4
3	Read - *Jim Thorpe's Bright Path*	
4 - 5	Project - Thorpe's Life Timeline (Research)	
6 - 7	Expert Teams – Boarding School Life (Extending Understanding, Text	2, 5, 6, 7, 8, 9, 16, 17
8	Genre Focus on Poetry - *The Runaways*	3
9	Geography and History - Carlisle and Montana Connections	15
10	Story Problems, Geography, Runaway RAFT	

Day One – A Picture is Worth a Thousand Words

Mystery Piece and Building Background Knowledge

Prep

1. Determine groups of 3 to 5 in advance based on personalities and reading levels.
2. Select Jim Thorpe sports photos featuring as many of his sports or Olympic events as you can, the more action, the better. You will need one image per group. Be sure each team has a different sport. These are easy to find and download as JPGS by Googling: "photos, Jim Thorpe." You want identifying information and captions cropped out.
3. You need one photo for each group.
4. Print photos.
5. To assign students to groups and have them experience these assignments as random, write the names of group members on the back of their assigned photo, separated widely on the page from each other.
6. Using an exacto knife or scissors, cut the photos into pieces from the back side so a student name appears on each piece, jigsaw puzzle style.
7. Mix up and place photos, picture down, names up, randomly on a table.
8. Locate and print the admit ticket forms found in the appendices to this unit. There are three "tickets" per sheet. Cut apart.
9. Have chart paper, markers and tape ready.
10. Pull downloaded images (and possibly extras from your search) into a "photo album" in PP, to be used later in debriefing sessions.

Lesson

> *Teacher Tip:* One key to getting students to automatically follow directions and engage as readers and writers is to model the behavior. If you do it yourself, in exactly the way you want students to address an assignment, they will as well.

11. Open class by requiring quick-write admit tickets.
12. Pass out admit ticket form as they enter the classroom (or transition to lesson.)
13. Have them write a short paragraph answering the following questions:
    - What is your favorite sport and who is your favorite athlete? Why? Provide three reasons.
14. Set writing timer for five-ten minutes. Use protocol for quickS writes.
    - Write quickly and do not stop.
    - Follow requirements for this quick-write found on the ticket (short paragraph, three reasons, check for complete sentences.)
    - This is your opinion; there are no "wrong" answers. Be honest.
    - Go! Create urgency; allow five to ten minutes for the quick write.
15. Once the quick writing is completed students pair-share, each taking one minute to introduce a partner to their favorite sport and sports hero. This should not take more than five minutes, including the pairing, sharing and return to seat.
16. Next, direct students to go to the table with the puzzle pieces, find their name and reconstruct their photo. To do so, they will have to mingle and locate their group members matching their puzzle pieces. Time this to keep them on task… musical chairs style.
17. Once students know their group assignments, have them move to an assigned table or rearrange the room to accommodate group seating.
18. Give each group a large piece of chart paper and have students assemble and tape their photo together, keeping it separate from the chart paper.
19. On the chart paper, have them make a standard KWL three column format to record what they know or think they know, what they wonder or want to know, and later in the unit, what they learned.

We **K**now…	We **W**onder…	We **L**earned…

20. Direct the groups to analyze and discuss the photo and write what they know and what they wonder. The following questions may prompt them:
    - Who is this? Is he famous?
    - What is he doing?
    - When was this photo taken? How can you tell?
21. Have them assign a scribe and fill in the K and W on their chart paper. Only provide one color marker to all teams so you and they can see the progression of their thinking later.
22. As groups work, do not allow them to examine others groups photos.
23. Have each group share their findings, what they know and what they wonder, with the class and show the photo they were assigned.
24. If you downloaded these, it is easy to make a photo album of them in PowerPoint or from the electronic file for this unit, so the entire class can see the images clearly during the sharing. Seeing

the details is important as they may not immediately recognize that all photos are of the same person. In Microsoft Office 2007 go to Insert > New Photo Album > then select your jpg files from your hard drive. It takes seconds. You can set the borders, background etc… as you would any PP but it is much faster from the Photo Album feature.

25. Don't reveal Thorpe's identity until the end of the sharing by pulling up all images in the slide sorter view to examine. Focus your support on details not brought forward by the group. Ask questions to support discussion. Is this the same man? How can that be possible in all these different sports?Did any group accurately guess who he was?
26. At this point, tell them the images are indeed all the same man, and that his name is Jim Thorpe, and we will be learning about him over the next week or so. Don't elaborate yet on details of Thorpe's life, but do invite them to think about and add to their charts what they may know already about Jim Thorpe.
27. With information from the whole class debriefing, have groups revise and add to their KWL charts, layering new ideas in a new color marker. Give them five to ten minutes so each group can revise their charts. If they know they made errors determining Thorpe's identity, have them simply cross out false information or predictions that did not prove to be true. Be sure they note that this is Jim Thorpe in the "learned" column if they did not guess. Also, ask them to add anything they may know or think they know about Thorpe. Is his name even familiar?
28. Post their charts and photos in the classroom for the duration of the unit.
29. Invite students to add new details that occur to them over time, using a new color marker to track their thinking. Most of this will be in the learned column, but new questions may also be posed.

Day Two - Author and Illustrator Background, Inspiration (Gladstone's Bright Path), Life Story Preview

Prep

1. Make photocopies the following found in the appendices:
    - author/illustrator data capture form
    - gist form
    - lyrics of Jack Gladstone's *Bright Path*

Lesson

2. Have students sit with their assigned groups.
3. Provide each student with a copy of *Jim Thorpe's Bright Path*, but this time, use binder clips to remove student access to everything but the front and back, the cover flaps (if present) and the title page with acknowledgements and dedications and details at the front or back about the author and illustrator .
4. It is sometimes useful to include in this preview the very first page of the actual text, and require them to read it and rate the level of challenge (too easy, too hard, just right - the Goldilocks Strategy).
5. Ask students to look closely at the available pages of the book *Jim Thorpe's Bright Path*.
6. For this activity students are **detectives**.
7. Using this limited information, ask groups to find clues.

Teacher Tip: This preview activity is a strategy of high importance. You are actually teaching students by doing this activity how to conduct their own "book walk," activating prior knowledge and generating questions before reading a book with *independence*. The secret to indentifying genre is also usually hidden in the cover material - often skipped by young readers, leaving them unsure of what type of book they are reading, and as a result, limiting their comprehension of the text. At the same time, you are also providing a repeated reading of this first page, which can build confidence in struggling readers, a support development of fluency.

- Identify the author and the illustrator.
- Provide three quick details about both the author and the illustrator's lives.
- Determine the author's inspiration for writing the book.
- Determine the genre of this book. Is it realistic fiction, historical fiction, biography, or autobiography? How can you tell? Prove it!

8. A data capture form is provided in the appendices for students who require more structure along with a simple genre chart as a reference for the teacher.
9. Discuss the genre. How do they know? If they did not pay attention to the author's name, can they accurately determine that this is a biography?
10. Report out findings from each group to the whole class. Be sure all understand that the genre of the book is often indicated on the cover, cover flaps, an author's forward or note and sometimes an afterward or epilogue. Rarely can you tell the genre from the story itself!
11. Did they find out what inspired Bruchac? What was it? One source of this inspiration was a song by a Montana artist and citizen of the Blackfeet Tribal Nation, Jack Gladstone. Introduce Gladstone using his web site. Who is he? Where does he live? What Montana Tribe is he a member of? What does he do? Have any of you ever seen a performance by Jack Gladstone or listened to one of his albums?
12. Have them clear their desks – and focus on listening for the story of Thorpe's life as sung by Jack Gladstone.
13. Play the song *Bright Path* for the students. Ask them to get the "gist" or essence of Thorpe's life from the song lyrics.
14. *After* the first listening, provide students with the "gist" form (available in appendices). Using the form as guidance, have them develop a "gist" on Thorpe from their first listening to the song. What do you now know about Thorpe? What is the "gist" that you took away from this first listening to the song?
15. Allow five minutes for them to write their "gist" reflection.
16. Hand out the lyrics for *Bright Path* written by Gladstone. Ask students to read through them silently.
17. Listen again to the song. Did you pick up any new information the second time through?
18. Allow groups to discuss, reviewing the lyrics and add details to the KWL charts in the "We Learned" column.

Day Three - Read Jim Thorpe's Bright Path

1. Distribute copies of *Jim Thorpe's Bright Path,* one per student in group or class.
2. Conduct a five minute book walk noting the extraordinary illustrations by S.D. Nelson as well as the author's note and timeline provided at the end.
3. Note the author and remind them that biographies are true stories of a person's life, told by another person - in this case, Jim Thorpe's life story has been researched and written by Joseph Bruchac.
4. Discuss the author's, illustrator's and Thorpe's tribal citizenship and locate those tribes' reservations on a US map. Students will be startled by the distances and need to understand that while all three share American Indian heritage, their tribal cultures and languages are unique.
5. Conduct a brief geography lesson connecting the dots from continent, to country, reservation, and key states in the story as well as the lives of the author and illustrator. Always provide a frame of reference by locating your town. In the story, Thorpe moves from Oklahoma to Kansas and later to Pennsylvania. The Abenaki were located from Massachusetts all the way into Quebec. The Sac and Fox, who originally were located on the east coast, were gradually pushed to the great lakes area

and from there south into Missouri and later west into Oklahoma, Iowa, Nebraska and Kansas. The Lakota live today in South Dakota, North Dakota and Montana.

6. Provide time in class to read the book *Jim Thorpe's Bright Path.*
7. Place a 20 – 30 minute timer on the board (download timer Power Points from Microsoft if you have projector or Smart board available)
8. Create a classroom protocol requiring silence while the timer is up. Remind students of the protocol. Start the timer.
9. Allow ample time for reading (depending on the student, this could take the remainder of the period.)
10. To keep fast readers from distracting slower readers, direct students to conduct independent research on Jim Thorpe using Internet sources. Find URL's to several higher quality sources in the support text section above. This must be done silently to accommodate those still reading.

Day Four – Six - Project - Thorpe's Life Timeline

Prep

Gather large scale adding machine tape, or legal sized (8 ½ by 14) copy paper cut in half lengthwise to make strips (seven strips per student or pair of students, taped end to end create a timeline. lEach **link** will represent one decade of Thorpe's life.) Instead of a paper timeline, students could use a digital tool.

Lesson

1. Open class by viewing YouTube Jim Thorpe, The World's Greatest Athlete: Official Trailer, if your school allows access. This one is quick, only three minutes long, with nice visuals to enhance background knowledge and remind them of details from the book.
2. Have students sit in groups or with an assigned partner from within their group.
3. Tell students today they will begin a project that will take several days to complete. They will be developing their own timeline of key events from Thorpe's life and illustrate their favorite parts.

   Option 1 - Paper Timeline

4. To develop paper timelines, students will need wide adding machine tape or strips of copy paper taped together end to end, as described in the materials list.
5. Students will also need markers, colored pencils or crayons.
6. This assignment is intended to be done by individuals, but the research and note-making activities can be done in pairs or small groups.
7. Provide students with examples of timelines from their social studies textbooks or other resources so they know what these look like.
8. Show them the timeline found at the back of *Jim Thorpe's Bright Path*. This, along with the author's note, will be one source they can use to create their own timeline, but it will not be the only one.
9. Set parameters regarding what each timeline must include based on your students. For example:
   - Fold into seven equal sections to capture the six decades of Thorpe's life.
   - Label each folded segment by year at the beginning and the end.

1887	1896	1897	1906	1907	1916	1917	1926	1927	1936

- Include details on birth and death along with locations of key events.
- All entries to the timeline must be in chronological order.
- Include at least 30 items on the timeline, of which five must have been found in sources other than *Jim Thorpe's Bright Path*. They may include more.
- Illustrate at least five of their favorite parts of Jim Thorpe's story.
- Verify the accuracy of each item entered on the timeline by looking for "triangulation" – (the information was found in at least three reliable sources.)
- Write each timeline entry in a complete sentence and in your own words. Do not copy directly from sources (plagiarize) though these short statements will be similar. Require students to make an effort, item by item, to paraphrase. This is a good opportunity to teach this skill.

10. Provide students access to a variety of short biographies of Jim Thorpe. Internet URL's are provided in the support texts and bibliography. In addition, *Away From Home*, page 101 provides a nice short bio and your library likely has even more information.
11. If you have PC access, teach search skills and how to verify accuracy by looking to primary sources, looking at multiple sources and attempting to determine the actual authority of the author, etc.
12. If you don't have PC access, print a cluster of Thorpe bios and pull books and reference materials from your library.
13. Teach students how to make notes on life events from these sources using 3 by 5 note cards. In this way, they can move the cards around to assure the right order as needed, before entering the information on their timelines.
14. Caution students not to add entries on their timeline before they have collected all 30 note cards with events….so they can move them around and chronologically order them, determine which to illustrate (requiring more space on the line) etc… If they jump the gun here the events will be out of order, or squeezed into too small an area on the line.
15. Allow the remainder of the time for research and timeline prep. This project may overlap and be informed by other activities conducted during the remainder of the unit.
16. Be sure to require complete sentences describing life events on the timeline. So…instead of Born, 1887, near Prague, OK. Students should write… "Jim Thorpe was born in 1887 near Prague, Oklahoma." The idea here for 4th-6th grade is if these sentences were braided together, you have a solid mini-biography of Thorpe, summarized in your own words.

Option 2 - Digital Timeline

17. If you have PC and internet access, consider integrating technology into this project by having students use a free tool to develop timelines that link both text and visuals.
18. To do this, you may follow all the steps above, but simply replace the paper with the interactive web-based tool.
19. Be sure students are citing their sources and not copying and pasting details from unknown web-based sources.
20. Also, teach paraphrasing and summarizing skills, in addition to the importance of crediting sources to avoid plagiarism and practice good digital citizenship.
21. Post or embed students completed timelines in your classroom web site (after review and verification of sources) to share with each other and with parents and community members.
22. Consider establishing a blog so students can comment on and critique each other's timelines. Teach appropriate feedback language and monitor the discussions closely, always pushing students to deeper levels of reflection.

Day Seven - Expert Teams–Boarding School Life, Extending Understanding- Text to Text Connections

Prep

You will need photocopies of the following from the "Support and Background Materials" list found on page 1:

- Typical Daily Schedule (Cushman), #16
- Boys and Girls Industrial Curriculum (Chemawa), #s 6 & 7
- School Days - Iron Routine, # 9
- Student Narrative on Boarding Schools, #17
- New York Times Article - Sac and Fox Protest, #8
- The Red Man - Editorial After 1912 Olympics, # 2

Lesson

1. Have student sit in their groups.
2. Establish each group as an expert team charged with examining one (or more) primary or secondary sources.
3. Keep in mind the relationships between the historic documents and Thorpe's life may not be direct or obvious, but can tell us something about different perspectives of people living at the time of Thorpe who may have similar experiences. Teams will be assigned one or two of the following articles or primary sources to review:
    - Typical Daily Schedule (Cushman), page 1, #16
    - Boys and Girls Industrial Curriculum (Chemawa), page 1, #s 6 & 7
    - School Days - Iron Routine, page 1, #9
    - Losing Ourselves – Boarding School Overview, page 1, # 5
    - Student Narrative on Boarding Schools, page 1, #17
    - New York Times Article - Sac and Fox Protest, page 1, #8
    - The Red Man - Editorial After 1912 Olympics, page 1, # 2
4. Allow 15 minutes for group members to read or examine the document(s), discuss, and then go back to *Jim Thorpe's Bright Path* to look for connected elements.
5. Have students record the connections they located or inferred from the texts using a two column double entry journal format. For example:

> *Teacher Tip:* This unit, and others use protocols like quick-writes, admit tickets, building background knowledge workshops, KWL charts, pair-share processing, jigsaw, expert teams and others. Consider reusing these protocols and students will gradually know what to do with less preparation on your part. These strategies help build independence and engagement on the part of students in the content.

Elements from Article: School Days-Iron Routine	Connections to Jim Thorpe's Bright Path
-Zitkala-sa's friend died of disease in a boarding school.	-Jim's brother Charlie died of disease in boarding school.

6. Have groups report out to the entire class sharing their findings.
7. Allow time to work on timeline: note cards, development and illustration.

Day Eight - Genre Focus on Poetry - The Runaways

Prep

Make photocopies of the following:

- Erdrich poem *Indian Boarding School: The Runaways* S page 1,# 3 **[Note: for copying, access the poem in the print version sent to school libraries; it is print-restricted on the web site as requested by the copyright holder.]**
- Vocabulary Form – in appendices

Lesson

1. This lesson provides exposure to a powerful poem by Louise Erdrich connecting to the boarding school experience and also to elements of Thorpe's childhood experiences as a boarding school runaway. Additional strategies for poetry and working with this poem are suggested in the extensions following.
2. To understand and appreciate poetry, it must be read aloud and often repeated. Students will only begin to understand the power of the alliteration and imagery with repeated exposure.
3. Start whole class by asking students what they know about poetry. Anticipate responses like:
    - Poems rhyme
    - Poems are short
    - Poems make pictures with words
4. Tell students, "Today we will be reading a poem together which may not sound like the poems we have read or studied in the past. This particular poem tells a story and does not rhyme. It uses images to create pictures in the mind of the reader and connect elements within the poem. See if you can hear, as I read the poem, how sounds are repeated even without a formal rhyme scheme."
5. Read aloud the Erdrich poem *Indian Boarding School: The Runaways*. Read at least twice.
    - What did you hear?
    - What pictures came into your mind?
6. Pass out copies of Erdrich poem *Indian Boarding School: The Runaways* (page 1, # 3).
7. Ask students to read the poem several times S whisper reading so they can hear themselves and the tone and rhythm of Erdrich's language.
8. Group students.
9. Assign groups vocabulary words from the poem. Provide them with copies of the form for this purpose in the appendices. Have students:

    Locate and highlight the words assigned to their group.
    - Read the words in the context of the poem.
    - Make an educated guess about the meaning of the word from how it is used by Erdrich.
    - Go to the dictionary and look up meanings of the words.
    - Determine which of multiple meanings best fit the way this word is used in the poem.
10. Assigned words may include "lacerations, parallel, lame, regulation, dumb (multiple meanings), midrun, ancient, punishment, welts, tolerant, shameful, arcs, frail, delicate, injuries, spines"

11. Have students reread the poem again, with this new understanding of the words and how they are used. Direct them , this time, to listen for the story line present in the poem.
12. Have students write a quick summary of the story told by the poem. For example:

    "A girl dreams of running away (or does she actually run away?) from a boarding school by jumping on a freight train to try to get home. She is captured by the sheriff half way home and returned by car to the school. Once back, her punishment is scrubbing sidewalks. She is forced to wear a green dress, marking her as a runaway."
13. You may select to write the quick summary, modeling for the whole class.
14. Now, using an overhead transparency or projected image of the poem, open discussion on figurative language, metaphors and interpretation of elements in the poem. Start with the image of lacerations to describe the train tracks as scars across the land. Point out that this image makes the land "human" a living thing. Note the later connection to scars (delicate old injuries) on the child….and the use of the word "welts" connected to the highway….etc…
15. Conclude the lesson and discussion with a final oral reading of the poem by a group of students. You might ask for volunteers (one student per stanza) and allow a few minutes rehearsal outside of class prior to the final reading.

Day Nine - Geography and History - Carlisle and Montana Connections

Prep

Make photocopies of the following documents from the Internet:

- Carlisle enrollment
- Montana Reservations Map

Locate your school's copy of the following:

- *Tribes of Montana and How They Got Their Names* - video
- *Montana Indians Their History and Location* – booklet

Lesson

1. Seat students in their groups or with a partner.
2. Provide each student with a handout of Carlisle enrollment showing the number of children from each tribe determined to have been enrolled at Carlisle. This information is constantly being updated by Historian Barbra Landis.
3. Tell students there are 12 Tribes located in Montana, and 11 of them live on one of seven reservations. Children from each Montana Tribe were sent to many different boarding schools, including Carlisle.

4. Remind students that tribal names may not be accurate in the Carlisle roster compared to tribal names used today. Sometimes groups were given misnomers resulting from confusion, but other times they were simply given the name of the reservation on which they lived. Either way, today we try to always use the correct name for each tribe.
5. Conduct a mini-lesson on tribal names. You may select to use the video distributed to the schools by OPI Tribes of Montana and How They Got Their Names. (Available in your school library or online). It takes 35 minutes and provides excellent background.
6. After building background on Montana Tribal names, give students highlighter markers, a copy of the Montana Reservations Map and the book Montana Indians Their History and Location. These will be used by students as references and can be downloaded free from the Montana Office of Public Instruction web site at the links as given above. Using the references provided, have students highlight all Montana Tribes represented on the Carlisle roster. Have them do this individually first, then compare with their group or partner. Do they match? Yes? Do they add up? What is missing? What might be included by error?
7. See if they can determine and correct the misnomers.
8. Project the Carlisle roster and highlight it with whole class input so they can check their answers. Correct misnomers (notably the Salish and Pend d'Oreille were called *Flathead* at Carlisle.)
9. Once they have accurately indentified the Montana Tribes on the roster, have them focus on the map. Have students start by locating their own town roughly on the map or a detailed Montana map in the classroom and then find each of the seven reservations.
    - Where are these Tribes in Montana today?
    - Can they name the people living on each Montana reservation?

Day Ten – Repeated Reading, Story Problem Writing, Geography, Runaway RAFT

Part One

1. Seat students in pairs or small groups.
2. Distribute copies of *Jim Thorpe's Bright Path.*
3. Today the students will again be detectives. Ask them individually to skim or quickly reread the book to see if they can find the place where Joseph Bruchac almost sets up a story problem (math problem) for the readers to solve. Tell them they will have five minutes to see if they can find this problem in the text.
4. Provide each student a post-it note to locate where they think the story problem is in the book.
5. When the five minutes are up, ask students to hold their books up facing you, opened to the post it note-marked page. How many found it? Did you?
6. On page 19, paragraph one, "Near the end of his second year…." with the night time illustrations of Thorpe running home from Haskell Indian School, Bruchac sets up the readers to solve a problem.
7. In partners, groups, or with you modeling to the whole group, reread the first paragraph of that page, and then write questions regarding information they would need in order to write and solve the story problem. Questions might go like this:
    - Where was home? (near Prague, Oklahoma)
    - Where was Haskell Indian School? (Lawrence, Kansas)
    - How much distance between these two locations? (282 miles)
    - How many days in two weeks? (14)
    - How many miles per day did young Jim walk? (20)

- How old was Jim Thorpe when this happened? (13)

8. **Don't give them the answers.** Allow 15 minutes for them to locate the answers using the book, Internet or library.
9. If you selected to model whole group, you might turn the small groups lose to research (using the book, the Internet, classroom or library sources) each one of these questions. Google maps "Get Directions" feature will be useful to determine precise walking distance between locations.
10. With this information in hand, ask students to partner up within their groups of four and write a good story problem that is built on this true detail from Thorpe's life story. Tell them the more detail they include (like Thorpe's actual age when this happened) the more fun and interesting solving the problem will be. Remind them that each detail is a variable, and one variable is always omitted in the story to create the problem. Story problems always end with the question regarding the omitted variable. "How many …. did… to …?"
11. An example of a story problem might be….

    "When Jim was only 13 years old, he got word that his father was dying. He ran away from school, desperate to get home. It took Jim 14 days to run the 282 miles between Lawrence, Kansas – the home of Haskell Indian School, to his family's farm near Prague, Oklahoma. How many miles, on average, did Jim Thorpe have to walk per day?
12. Once they have written story problems, have them exchange with another group or pair. This time, the group must convert - or translate, the word problem into a number sentence on a separate post-it note. By doing this, they are cross checking to see if the problem is complete. If not, return for correction to the authors. If complete, solve the problem.
13. They can rotate problems from group to group converting story problems into math sentences and then solving them.
14. The problems could vary and may even include calculation of Thorpe's age using the story text, author's note and timeline provided at the end of the book. So "second year at Haskell", "born in 1887", "entered Haskell in 1898." So 1898 plus 2 = 1900 minus date of birth or 1887 = Thorpe's age is 13. This story problem might read like this.

    "Jim Thorpe was born in May of 1887. In 1898, he entered Haskell Indian School. Two years later, he ran away to be with his dying father. How old was Thorpe when he ran away?"

    1898 + 2-1887=13

<u>Part Two</u>

15. Reorient students, whole class, for a demonstration. Using your PC and projector or Smart board and Internet access, go to Google Maps. Using the "Get Directions" feature, create a route map from Lawrence, Kansas to Prague, Oklahoma. Show students how to use this tool and change from satellite view to terrain and highway maps. Show them how to convert from a car trip to a walking trip. Look up the mileage and estimated time for Thorpe's journey and see if students can determine how Google Maps judged the number of miles covered in a given time-frame.
16. Move to a computer lab or PC stations in the classroom.
17. Students can work in pairs or small groups.

18. Provide students with the Montana Reservations Map, Montana Indians: Their History and Location and the Carlisle roster. All resources were provided on the previous day.
19. Now, using the Google Maps "Get Directions" feature, have students calculate the miles and number of days to get home from Carlisle to the headquarters of each Montana Tribe. You will note on Google Maps that directions from Carlisle to any of the Montana Reservations (be specific here, select a reservation town or location of Tribal seat of government) can be seen as driving or walking directions. You want the walking direction feature and need to show students the difference. To select between driving (the default), public transit, walking and biking instructions, choose the icon located right above the dialogue boxes where you indicate the starting and ending points in your journey.
20. Keep in mind, when Google Maps runs these walking calculations, they do not include time to eat, hunt for food, cross rivers and streams, or SLEEP! They calculate based on continuous movement (by foot or by car) from point "A" to point "B". See if you can guide students to discover this error in the way Google Maps functions. (Critical thinking is required, along with good questioning skills on the part of the teacher.)
21. What did this mean for children taken from Montana reservations to Carlisle? How many hours per day, given no food, camping gear, comfortable shoes, etc… could a child walk? If a child tried to run from so far away, what might happen? How would she or he survive?
22. Close the unit with the following RAFT writing assignment: "You are an 11-year-old child in the year 1886, who was taken from a reservation in Montana to Carlisle Indian School. While there, you grow home sick and decide to run away. What happens and how do you survive? Write the story of your journey so you can share it one day with your grandchildren."
23. Given what you know about the time, distance and terrain, imagine what this trip might have been like. Be sure to specify which tribe your character is from, so you are clear on the destination. You are writing in the genre of historic fiction so be sure the story, while fantastic, is still plausible given what you have learned.
24. Allow time for the development of the stories and then have students share in an author's chair type setting.

Assessment

- Group KWL charts (details written, questions posed, learning statements)
- Author, illustrator, genre form
- Gist form on Gladstone song
- Timeline and note cards
- Chronological awareness of the boarding school era – 1879 to present, as related to Tribal, Montana and US histories
- Knowledge of Montana Tribal names and locations, along with connections to Carlisle.
- Observation of student geographic knowledge. Can they locate places discussed in the unit?
- Observation of use of Internet and other sources. Do they know how to access and determine reliability within reason for their grade?

- Direct observation of cooperative participation and equitable contribution to group work.
- Vocabulary in context form
- Contextualize story problems, written, translated to math sentences and solved.
- Extensions in math for distance, travel calculations, connected to Thorpe story, Runaways poem and Montana Tribes and reservations.
- RAFT writing assignment - historic fiction imagining the journey of a boarding school runaway.

Teacher Notes and Cautions

- Don't let the opportunity pass to connect social studies, math, technology and music through this text. Resulting from students' intrinsic interest in Thorpe's story, you have a ready platform for teaching an introduction to statistics through sports and a variety of other skills. In addition, there is a social justice project embedded in Thorpe's story connected to the reinstatement of his Olympic medals - 30 years after his death. This can be mined with older students to research the controversy and argue both sides of the issue.
- Pre-read texts and attached essays in order to gain understanding of the boarding school experience. Note any references that may be developmentally inappropriate for your students.
- Additional readings recommended for adults include *Education for Extinction* by D.W. Adams and *The Middle Five* by F. La Flesche, both referenced in the bibliography.
- While boarding schools represent a dark part of Tribal, US and Montana Histories, they are important. This history spans from 1875 to the present day. Boarding school survivors live in every part of the world and this policy was common in four nations: USA, Canada, Australia and New Zealand. Understanding the history of colonization is not possible without awareness of boarding schools and their legacy of harm to indigenous peoples. Developmentally appropriate picture books make it possible to teach children of all ages with both honesty and sensitivity to their age and needs.
- As you plan to implement this mini-unit (single text) or if you have selected to teach a full blown depth-of-study unit taking a month or more, be mindful of the vertical articulation in your school.
    - Who else is likely to use these materials? At what grade levels? In what ways?
    - Which content areas touch on this?
    - Can you conduct some curriculum mapping to optimize the location and timing of this unit to support teaching the Essential Understandings, US or Montana History or specific novels, etc?
- Repeated reading by students of texts presenting important content and with strong content area applications and activities is a GOOD thing for students. But simple redundant reading aloud is not, so talk to your colleagues.
- As stated in the introduction to the daily lesson plan, it is possible to take any of these books and simply read them to children. Some reading aloud should occur in each classroom every day, but never take away the opportunity to read **from** a child. A recommended strategy for lower level readers is to read aloud, as they follow along, the front and back cover flaps, and maybe the first page or two of a longer story, *then turn the responsibility to the learner*. Always activate schema and build background knowledge to enhance comprehension. Children will live up to our high expectations of them, so let them read, teach them to read and support their reading.

Vocabulary

Specialized or Topical
inspiration, assimilation, boarding school, residential school, mission school, federal school, reservation, sovereignty, regimented, tuberculosis, trachoma, suppression, acculturation, prejudice, racism, identity, Indian, Sac and Fox, Lakota, Abenaki, Anishinaabe , Blackfeet, Carlisle Indian School, Haskell Indian School, lacerations, parallel, lame, regulation, dumb (multiple meanings), mid-run, ancient, punishment, welts, tolerant, shameful, arcs, frail, delicate, injuries, spines

Extension Activities

1. Advanced readers or fluent readers intensely motivated by sports, specifically football, may enjoy reading as a group the excerpt from Sally Jenkin's book - *The Real All Americans*. Depending on your grade level, this book could be a fascinating, independent read for a very advanced reader and just may hook a student on history. Chapter 8 on football strategy developed at Carlisle in 1903 is available online. Also, at this site, there is a great lecture with Q and A by Sally Jenkins available as a podcast from NPR that may intrigue some. This particular work of sports history would be an outstanding high school text, in which case all the picture books and short biographies presented connected to boarding schools would create a strong building background knowledge workshop to activate prior knowledge and develop schema in high school readers.
2. Go farther with the math activities. Have students research Thorpe's sports statistics and records. Develop a math unit introducing students to statistics through sports records. Teach students how to keep stats and records during local sporting events (basketball and football are ideal.)
3. Have students apply statistics to keep their own stats a variety of daily activities. Connect deeply to their lives and your curriculum goals to make personal statistics charts, notebooks, records….etc…For example:
    - Number of pages written or read in a day.
    - Average number of pages read or written in a given week.
    - Steps walked to and from school.
    - Average steps walked in a day.
4. Connect back to Thorpe by having students develop a baseball card in his honor. Use the Library of Congress – American Memory collection "Baseball Cards 1887-1914" to provide models (available online). Can they find a card done to honor Thorpe? Design the front and back of the card. The front must have an image; the back must include *vital statistics* related to all of Thorpe's areas of athletic achievement.

5. Consider preceding the Day 8 poetry workshop on the Erdrich poem with a strategy lesson from Laura Robb's *Teaching Reading: A Complete Resource for Grades Four and Up* published by Scholastic. Page 137 using a Robert Louis Stevenson poem, *From a Railway Carriage*, provides an outstanding contrast to Erdrich's poem, and Robb's lesson will allow you to go deeper into the nature of poetry and increase student comprehension of the

> *Teacher Tip:* At every grade level (3-8 plus 10) tested by the Mont CAS criterion referenced test in reading, students are asked to read and analyze a work of poetry. Time conducting this extension and making an effort to directly teach a poem each week will be time well spent. Seek and build files of poems by authors of other texts you study or by topics addressed in your curriculum and take the time to teach students to read these challenging texts. Open and close your days with short poems read by you and, eventually, by students to build familiarity with the many forms poetry takes, extend vocabulary and establish a love for the sound of language.

Erdrich poem. Extend by doing a compare contrast activity looking at the differences between the poems and the differences between the emotional tone and experience of the child in each poem. Both depict rail travel, but they are utterly different in form, style, tone, meaning and intent.

6. Extend the geography, math and history lessons to include:
    - States traveled through from any of the Tribal agencies in Montana to Carlisle, Pennsylvania.
    - Extending deeper into one journey to create story problems related to real locations, perhaps even student's homes.
    - For example: From Pablo, Montana, present day headquarters of the Confederated Salish and Kootenai Tribes, you would have to travel for 2,293 miles by car, taking 35 hours driving non-stop at a speed of 65 miles per hour to get to Carlisle. By foot, the map gets even more interesting. Change to terrain view or satellite view and you can see you are routed to cross, by foot, one of the Great Lakes. Ummm. Did a bridge exist there in the 1890s? Google Maps estimated the time of continuous walking for the 2,196 mile journey to take 700 hours or 29 days and four hours! That assumes non-stop walking at a rate of 3.13 miles per hour, 24/7. How much time would a person need to sleep and how many calories would they need to eat to sustain this kind of continuous exercise… including crossing the Mississippi River and the Rocky Mountains? Did this journey ever happen from so far away? How could you find out?
7. Watch the DVD *Playing For the World (sent to all schools with a study guide)* and perhaps also using the DVD *Jim Thorpe, The World's Greatest Athlete* (not provided to schools, but has an excellent online study guide.

Appendices – Photographs, Articles and Essays, Resources

- Indian Training School girls activities, at Chemawa near Salem, Oregon, in engraving made 1887. University of Washington Libraries, Special Collections, NA 4018

- Indian Training School boys activities, at Chemawa near Salem, Oregon, in engraving made 1887. University of Washington Libraries, Special Collections, NA 4019

- "Losing Our Selves: The Boarding School Experience" Excerpt from *Montana: Stories of the Land.* Helena: Montana Historical Society Press, 2008. p. 222-224

- New York Times Article: Sac and Fox Protest

- Student Narrative on Boarding Schools from *To Learn A New Way.* Hands-on-History footlocker. Montana Historical Society.

- Erdrich, Louise*. Indian Boarding School: The Runaways* (Poem)

- Gladstone, Jack. *Bright Path*. (Song lyrics)

- Admit Tickets template

- The Gist Form

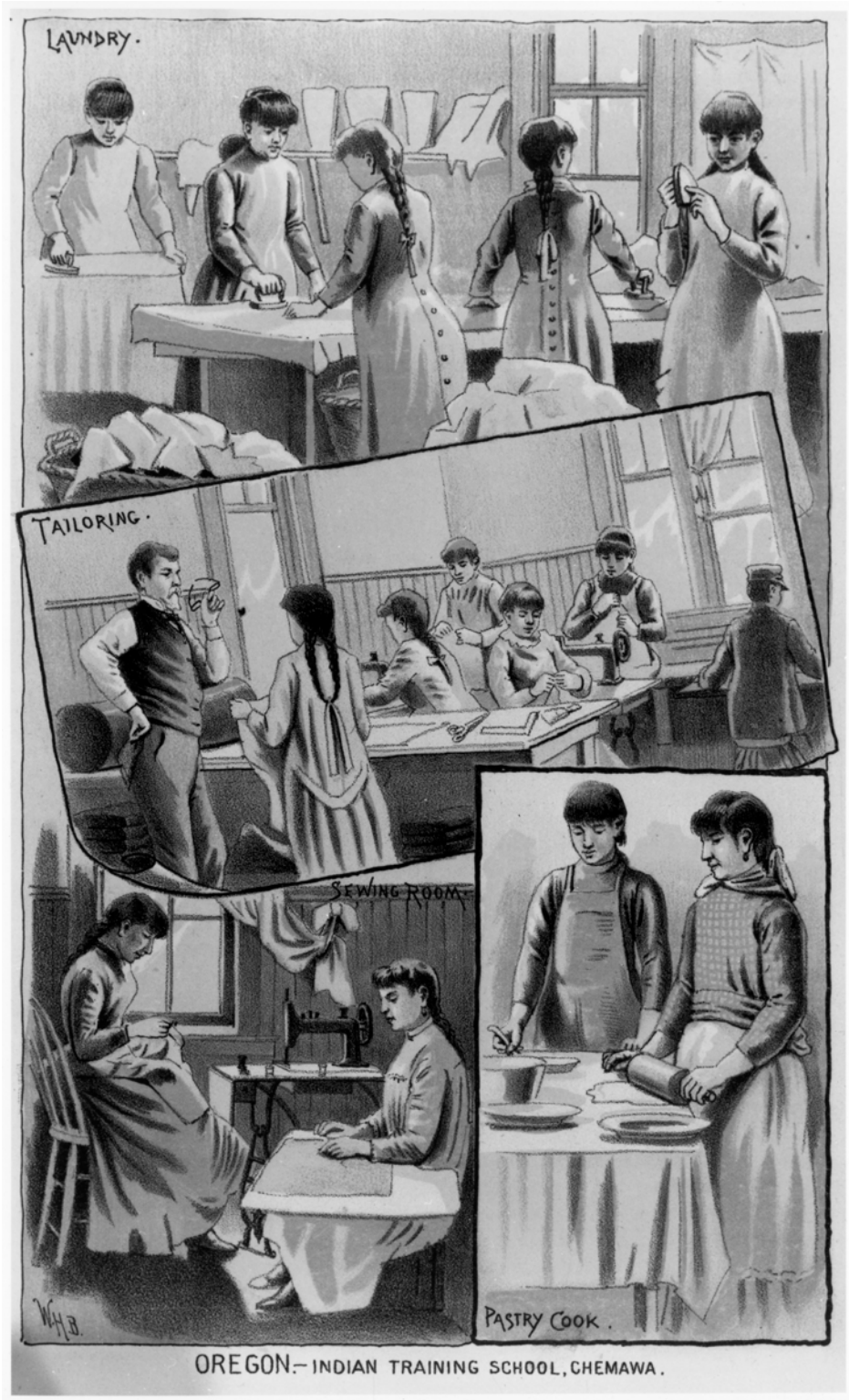
- Data Capture Form

- Genre Reference Table

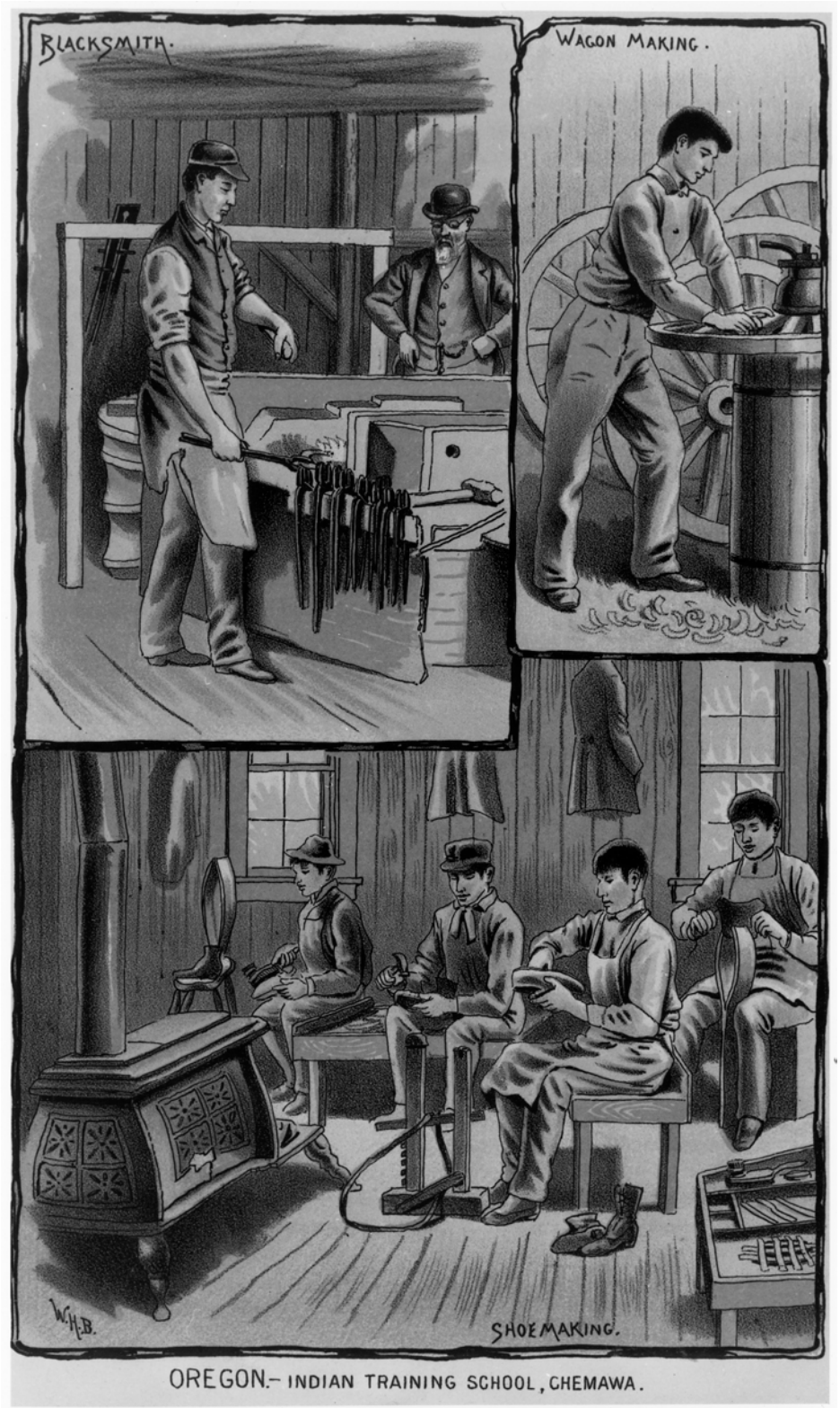
- Word Study form

- Venn Diagram template

Indian Training School girls activities, at Chemawa near Salem, Oregon, in engraving made 1887. University of Washington Libraries, Special Collections, NA 4018



Indian Training School boys activities, at Chemawa near Salem, Oregon, in engraving made 1887. University of Washington Libraries, Special Collections, NA 4019



"Losing Our Selves: The Boarding School Experience"

Krys Holms, *Montana Stories of the Land*. Helena: Montana Historical Society Press, 2008. Ch. 11. p. 222-224. Excerpt provided courtesy of the Montana Historical Society Press.

Imagine being rounded up by foreigners, taken from your parents, and sent to a strange institution far away from home. Your clothes are burned. Your hair is cut off—something that usually happens when a family member dies. You are punished for speaking your own language. You are given a new, unfamiliar name and made to answer to it. People you do not know force you to eat, sleep, talk, and work in a way that is strange to you. No matter how homesick you get, you may not see your parents again for many years.

Many Americans thought that the fastest way to help Indian people assimilate (be absorbed into the majority culture) was to remove Indian children from their families and bring them up as white children. As a result, thousands of Indian children were sent to boarding schools. Reservation agents forced parents to surrender their children so they could be sent to school. Sometimes families lost their food rations for not cooperating.

Most of Montana's Indians favored education. They wanted their children to learn new skills and professions. But they did not want their children taken away from them. And they did not want their children to lose respect for tribal traditions.

Many children went to boarding schools on the reservations. Often their parents would camp near the schools, hoping to see their children.

Some educators believed that students would assimilate faster if they were removed from the reservations entirely. After 1890 several thousand of Montana's Indian children were sent far away: to the Carlisle Indian Industrial School in Pennsylvania, the Haskell Indian School in Kansas, or the Chemawa Indian School in Oregon. Most of these students did not return home for many years.

The goal of the schools was to erase the children's memories of their native language and culture and to reshape them as non-Indians. Students studied half the day and worked the other half in laundries, kitchens, leather shops, and dairies. They learned English, math, and how to structure their day by the clock. A retired military officer oversaw the Carlisle school, which he ran like a military unit. Students wore uniforms, marched in military formation, and submitted to disciplines like beatings and imprisonment in solitary cells.

Many of the schools were overcrowded, which meant that diseases like tuberculosis spread quickly. Some playgrounds were dotted with grave-stones of the children who died at school.

Many children tried to run away—especially from boarding schools that were on the reservations. Tribal police were paid to bring them back. Reservation schools usually allowed parents to see their children for short vacations. But students at the faraway schools were sent to white families to work during school vacations.

"Student Narrative on Indian Boarding Schools"

By Julie Cajune. from *To Learn a New Way* (Hands On Footlocker) Excerpt from User Guide courtesy of Julie Cajune and the Montana Historical Society.

Indian people were in a state of adjustment to confinement on reservations and a new way to make a living, when they were faced with a new challenge. Farming and ranching had introduced Tribes to a new way of making a living, but it had not succeeded in destroying their traditional and cultural beliefs and practices. Though Indian people had adapted to an agricultural lifestyle, they remained unique as Indian people. They had not become like European Americans. Indian people maintained their languages, cultures, and traditional practices even under extreme stress and intense change. This was troubling to government officials and so in 1870 Congress appropriated $100,000 to begin a federal educational system for Indian children. The first Federal off-reservation boarding school was started by General Pratt in Carlisle, Pennsylvania. Pratt's motto was "Kill the Indian and save the man." In 1893, the government ordered all Indian children to attend school. Children as young as six years old were sent to schools far from their homes. If parents refused to send their children they were kept from getting much needed food and supplies and sometimes they were put in jail.

A school day for Indian children often consisted of half a day's work and the other half in the classroom. Students got up between 5:00 and 6:00 a.m. and went to bed between 8:00 and 9:00 at night. They worked in the dairies, fields, laundries, kitchens and tailor and leather shops, growing much of their own food, and making most of their own clothing. At one particular school, 100 of the 191 girls were 11 years old or younger. This meant that very young children were doing the work necessary to maintain the school. The work was made more difficult by a very poor diet. Malnutrition was also a problem and some schools fed students on 9 cents a day. Imagine eating bread, black coffee and syrup for breakfast, bread and boiled potatoes for lunch, and then more bread and boiled potatoes for supper!

Children were not allowed to speak their native languages and instruction was all done in English. Most of the students knew little English, and they were confused and fearful of a foreign language and place. Boys and girls had separate dormitories. The dormitories were large rooms with rows of beds. Many of them were overcrowded and diseases such as tuberculosis and trachoma spread among the students. Some children died at boarding school and were not returned home, but were buried in a cemetery at the school. It was very difficult for parents, grandparents and families to not have the bodies of their children returned home for burial.

Some former boarding school students remember their schools as places that gave them survival skills for a changing world. Other students have memories of shame and abuse. In 1928 the government ordered that a report be done on Indian Affairs. The report included a chapter on Indian Education. The report recorded all of the problems at boarding schools, overcrowding, malnutrition, outdated training, mistreatment of students, and children doing hard labor, as well as many other issues. Even though the report clearly showed the problems at boarding schools, the government continued to send students there. By 1933, all Indian children in the United States were enrolled in schools, many of them in boarding schools.

The Boarding School time period is a dark part of history for American Indians and the United States government. Families still feel the effects that boarding school had on their parents and grandparents. Many tribal languages were lost because of boarding schools, and people still remember the hurt they experienced there. There are 53 Indian boarding schools operating today. Most of them are located on reservations, and these have guidance and direction form tribal governments and Indian school boards. Some government boarding schools are still operating off of reservations, but attendance at these schools far from home is usually voluntary. Today, most Indian children attend public schools and many of the prejudices their parents and grandparents faced have been eliminated. Unfortunately some of them still remain. All of us have a continuing role to play in eliminating prejudice.

The New York Times

Published November 23, 1899
Public domain document

INDIANS READY TO FIGHT

Sac and Fox Tribesmen Are at Odds with the Government.

ALL ABOUT A MARRIED WOMAN

Malcontents Claim She Is Illegally Confined in a Training School by the Indian Agent.

DES MOINES, Iowa, Nov. 22.—Four hundred and fifty "redskins" at the Sac and Fox Indian reservation in Tama County are ready to start on the warpath with rifle and tomahawk.

I. T. Wilcox of Mountour was in consultation with Judge Oliver P. Shiras of the Federal court here to-day, and said that it was only because of his personal intercession that the Indians had been prevented from making an asault on the people of Tama City and Toledo to avenge themselves for alleged wrongs inflicted by the Indian Agent.

Wilcox finally arranged with the Judge to go to Cedar Rapids and there file a petition for habeas corpus for the release of an Indian girl, aged eighteen, confined in the Government Indian Training School at Toledo for a month. Wilcox returned to his home to-night, assuring the officials that he will be able to control the Indians as long as the courts have the controversy in hand.

The woman in the case is Lelah-Puch-Ka-Chee, and she is married. Her husband is Ta-Ta-Pi-Cha. They were married when she was seventeen, according to Indian rites, the Sac and Fox Indians being permitted to marry on the reservation according to tribal customs.

When the training school was established by the Government at Toledo, the Indian Agent, W. G. Malin, sent out an order for all Indian children under eighteen to enroll in the school. The Indians refused, and hid their children. The girl in question was taken into another county and was enrolled in a school near Belle Plane.

An Indian interpreter was charged with helping children to escape from the reservation, and on the trial the State summoned the woman in this case as a witness. Wilcox induced her parents and husband to accompany her into court at Tama City. The interpreter was discharged, but the Indian agent and Superintendent G. N. Ellis of the school seized the girl, took her away from her husband by force, and, conveying her to the Indian school building, confined her there.

She has been detained in a room there since the first of the month. It is for her release that Wilcox now seeks a writ of habeas corpus. The husband is nominally the plaintiff, and the claim is made that the Government has no right to force the Indians to go to school, and in this case has no right to detain a married woman.

More than 300 of the Indians have refused to accept their Government pay for more than a year on account of this controversy with the Government, and on account of other complaints, one of which relates to the opening of roads through the reservation, it being claimed by them that the roads have been cut diagonally across the land without compensation.

Indian Boarding School: The Runaways

—Louise Erdrich (Anishinaabe)

Erdrich, L.. "Indian Boarding Schools: The Runaways." from *Jacklight* by Louise Erdrich. **Copyright©1984 by Louise Erdrich, reprinted with permission of The Wylie Agency LLC in the print version sent to school libraries. Available in appendix of print version sent to school libraries. Restricted from the web site by the copyright holder.**

Poem is also found in *Original Fire: Selected and New Poems* by Louise Erdrich. New York, New York: Harper Collins, Inc. 2003.

Song Lyrics - "Bright Path" by Jack Gladstone (Blackfeet)

Reprinted with permission of Jack Gladstone and Hawkstone Productions LLC.

From the stars a Bright Path came
Leaving behind an infant boy
O'er the waves of the plains
An Indian son did rise
From the clan of Black Hawk
Who survived the U.S. wrath
They stole the sparkle from his spirit
Will they give it back
To Bright Path?

Seasons turned the boy to man
Races run and rivers swam
Footprints in his father's pace
Through thirty mile days
In the hunt or in the chase
Of horses on the range
Swift and sure, so strong and pure
They beamed across the plains
On a Bright Path

A young heart forged by a native sun
Would depart into a world unknown
School loomed supreme when the buffalo were gone
So across the empty prairies he did go
His father said, He said,
"Son, you are a Black Hawk
Now, go and show the world what you can do.
Go now and show the world what you can do."

From the hills of Pennsylvania,
Carlisle beckoned to the tribes
Offering an education
so they could survive
Jim Thorpe emerged from Bright Path's shadow
Leaving home behind
With his legs and toe he ferried
Pigskins cross the line
On a Bright Path

On the battle fields of college
Powerhouses came to play
Penn State, Syracuse and Army
There among the fray
Pop Warner led his Carlisle Redmen
Through the foes before
Through his line with flashing thunder
"Katie bar the door"
For Bright Path

When the Earth's call came for Olympians

Jim stood tall, proud to be chosen.
The ten-event gold medal was placed upon his chest
Our anthem played and U.S. flag unfurled
Sweden's king said, He said,
"Sir, you are the greatest.
Yes, you're the greatest athlete in the world.
You are the greatest athlete in the world."

Back in school, with fluid passion
One more season still to play
Jim and Pop's inspired Redskins
Blew their foes away
When the gridiron wars were settled,
Carlisle whipped 'em all
Number one in the whole nation
By the end of fall
Was Bright Path!
Like a cold blade laid on a beating heart
Gloom settled in and then tore apart
When news disclosed a teenage Jim was paid in summer leagues
They demanded back the medals he received
The letter read: **From the AAU it said:**
"We regret that we allowed Jim Thorpe to compete.
We must erase the record of his feats.
Yes, we'll erase the record of his feat."

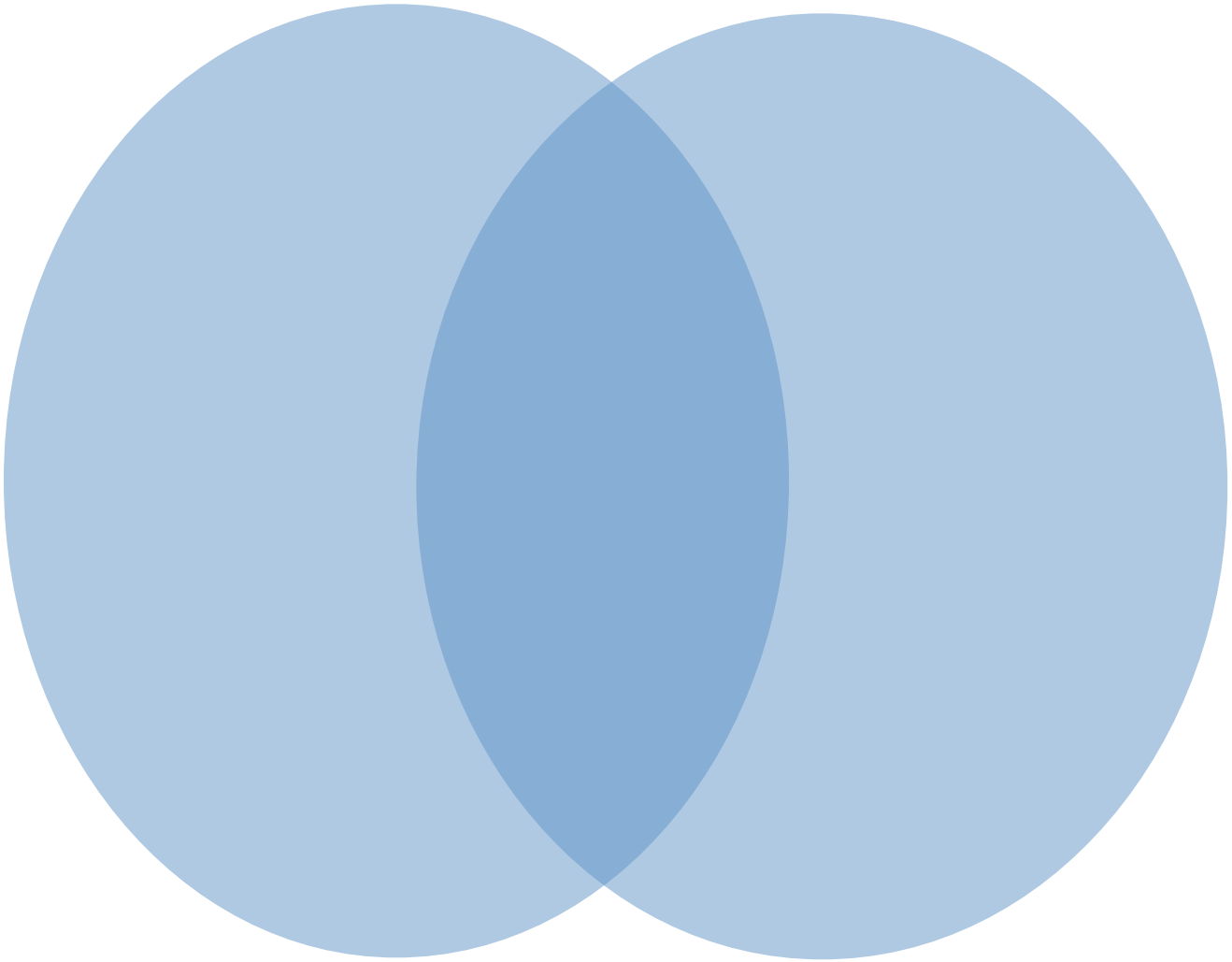
As a twin sport Pro he traveled
A superstar in perfect grace
Pro football's first star and founder
Baseball's happy face
With the century half over
A.P. took the vote
The greatest gridder and best athlete
It wasn't even close
Was Bright Path

In '53 Jim's path joined a brighter sky
To the stars he returned as his body died
Thirty winters later, justice swung in toil
It troubled those whose consciences were soiled.
His name restored...

From the stars a Bright Path came
Leaving behind an infant boy
O'er the waves of the plains
An Indian son did rise
From the clan of Black Hawk
Who survived the U.S. wrath
They stole the sparkle from his spirit
Finally gave it back
To Bright Path!
To Bright Path!
To Bright Path!

Word	I think it means … in this poem.	The closest dictionary definition to my hunch is….
lacerations		
parallel		
Lame		
regulation		
Dumb		
Midrun		
Ancient		
punishment		
Welts		
Tolerant		
Shameful		
Arcs		
frail		
delicate		
injuries		
spines		

Venn Diagram



Get the GIST

Name _____

Title _____

Source _____

1. Listen to the song, “Bright Path” by Jack Gladstone.

2. Fill in the 5 Ws and H.

   Who:

   What:

   When:

   Where:

   Why:

   How:

3. Write a 20-word GIST summary.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

What is your favorite sport and who is your favorite athlete? Why?

Respond in a short paragraph. Use complete sentences.

Name:

Date:

_____

_____

_____

_____

_____

_____

What is your favorite sport and who is your favorite athlete? Why?

Respond in a short paragraph. Use complete sentences.

Name:

Date:

_____

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_____

What is your favorite sport and who is your favorite athlete? Why?

Respond in a short paragraph. Use complete sentences.

Name:

Date:

_____

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_____

About the Author	About the Illustrator
Name:	Name:
Detail 1:	Detail 1:
Detail 2:	Detail 2:
Detail 3:	Detail 3:
What inspired the author to write this book? How do you know?	
What type (genre) of book is this? How do you know?	

Literary Genres

Fiction	***Fantasy***	A story that is not considered traditional literature, which includes elements that are considered impossible such as magical creatures or super powers. Imagination and make-believe are what this genre is all about.
	Science Fiction	A type of fantasy usually set in the future, often including science and technology themes (robots, time machines, etc.)
	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.
	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.
	Realistic Fiction	A story using made-up characters that could happen in real life.
	Traditional Literature	Stories passed down over many generations. These could include oral traditions, parables, folktales, legends, fables, fairy tales, tall tales, and myths. Many stories in this genre have historical significance and all have cultural significance to the group who own them. Depending on the beliefs of the group that continues to tell and use these stories, they are not always presented as fiction.
Non Fiction	***Historical Fiction***	A fictional story that takes place in a particular time period in the past. Often the setting is real, but some characters and details are made up in the author's imagination.
	Biography	The story of a real person's life written by another person.
	Autobiography	The story of a real person's life that is written by that person.
	Informational Text	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)

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