



## November IEFA Ledger 2012

Highlights of the late fall issue of the IEFA Ledger:

- THANKSGIVING – classroom and library-specific resources
- HOMESTEAD ACT – AMERICAN INDIAN PERSPECTIVES
- VISIT FROM THE NATIONAL MUSEUM OF THE AMERICAN INDIAN
- SCHOOL-MUSEUM PARTNERSHIP PROJECTS
- RESOURCE SPOTLIGHT
- SAVE THE DATE – BEST PRACTICES 2013 AND THE IEFA ADVOCACY AWARD

## THANKSGIVING 2012

November is designated as National Native American Heritage Month. President Barack Obama recently issued a proclamation stating: “This month, we celebrate and honor the many ways American Indians and Alaska Natives have enriched our Nation, and we renew our commitment to respecting each tribe’s identity while ensuring equal opportunity to pursue the American dream.”

In Montana, many educators work to include American Indian content throughout the entire year. In particular, the month of November and the upcoming Thanksgiving holiday provide us with an excellent and relevant opportunity for teachers and students to examine historical and contemporary events from American Indian perspectives.

*“More than any other celebration, more even than such overly patriotic holidays such as Independence Day and Memorial Day, Thanksgiving celebrates our ethnocentrism.” (James W. Loewen, Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong, 1995)*

Loewen also states...

*"Correctly taught, the issues of the era of the first Thanksgiving could help Americans grow more thoughtful and more tolerant, rather than more ethnocentric."*

The following suggested resources support an accurate and inclusive understanding of the historical events that surround the popular myth of the first Thanksgiving.

### **RESOURCES – All Grade Levels**

- [PBS Celebrates Native American Heritage Month](#)  
Throughout each year PBS offers programming that explores the rich history and cultural contributions of Native Americans. To honor Native American Heritage Month 2012, PBS will offer a selection of programs in November that celebrates Native American culture.
- Article and Video link on Thanksgiving from history.com - <http://www.history.com/content/thanksgiving/the-first-thanksgiving>
- Interactive website that allows students to tour a re-enacted village that actually exists in Massachusetts. The history is accurate and the Wampanoag and colonists are well portrayed. [www.plimoth.org](http://www.plimoth.org)
- "[Deconstructing the Myths of the First Thanksgiving](#)" and more - Wampanoag tribe information.
- "Rethinking Thanksgiving: Myths and Misgivings" from *Rethinking Schools*, Fall 2009, Vol. 24, Number 1. The article has some excellent background information and links to other resources. [http://www.rethinkingschools.org/archive/24\\_01/24\\_01\\_thanksgiving.shtml](http://www.rethinkingschools.org/archive/24_01/24_01_thanksgiving.shtml)
- Memoriam in honor of Chief Jake Swamp, a member of the Wolf Clan whose Mohawk name "Tekaronhianeken" means "where two skies come together" and sub-chief of the Haudenosaunee (Iroquois)

confederacy, passed away Oct. 15, 2010 in Massena, N.Y. He was 68. Swamp was a diplomat, author, teacher, chief, husband, father, grandparent, great-grandparent and friend to many. These words of thanks are taken from his book ***Giving Thanks A Native American Good Morning Message:***

To be a human being is an honor, and we offer thanksgiving for all the gifts of life. Mother Earth, we thank you for giving us everything we need.

Thank you, good foods from Mother Earth, our life sustainers, for making us happy when we are hungry. Fruits and berries, we thank you for your color and sweetness.

### **Lesson idea for primary grades:**

- Have students ask their families or research harvest festivals, considering: Where does our food come from? How are we similar to our neighbors?

### **Model lessons for middle grades:**

- Model Lesson for Language Arts/Social Studies, Grades 5-8 (adaptable for both younger and older) Based on the book *1621 A New Look At Thanksgiving* by Catherine O'Neill Grace and Margaret M. Bruchac, With Plimoth Plantation. [Thanksgiving](#)
- Model lesson for Social Studies, Middle School - [Colonization and American Indian Perspectives](#)  
*Lesson includes these questions....*
  - What have you learned about the first Thanksgiving?
  - Why is it important to look at issues from multiple perspectives?
  - What are some of the reasons American Indians might have a different view regarding how Thanksgiving has been traditionally taught and celebrated in our schools?

### **Model lesson for high school:**

- Model Lesson for Social Studies, High School - [The Colonization Era – An Interview with Dr. James Loewen](#)

# THANKSGIVING IN THE SCHOOL LIBRARY

Thoughts from Debbie Reese, noted reviewer of books with American Indian content. ([American Indians in Children's Literature](#))

Too many people think that American Indians died off due to warfare and disease. When the emphasis in library displays is American Indians of the past, you inadvertently contribute to that idea. Librarians are a powerful group of people. You can help Americans be less-ignorant about American Indians.

Research studies show that American Indian students drop out at exceedingly high rates. Scholars attribute this, in part, to their experience with curricular materials in school. Materials set in the past, materials that stereotype American Indians, and materials that are factually incorrect or highly biased against American Indians, cause Native students to disengage from school. Libraries can interrupt that disengagement, or, they can contribute to it...

As human beings, we love to see reflections of ourselves and our hometowns. They can be a source of pride or a boost to the self-esteem. But---that is only true if they are accurate. Native people want that, too, but American society has a long way to go to get there. Libraries can get us there, but we'll need your help year-round, not just in November. ...

## **LIBRARY RESOURCES:**

- Creating a Library Atmosphere that Welcomes American Indians: <http://americanindiansinchildrensliterature.blogspot.com/2012/10/creating-library-atmosphere-that.html>
- In these posts, you'll find recommended books about American Indians, by age group:

Top Board Books for the Youngest Readers

<http://americanindiansinchildrensliterature.blogspot.com/2011/04/top->

[board-books-for-youngest-readers.html](#)

Top Ten Books for Elementary School

<http://americanindiansinchildrensliterature.blogspot.com/2010/07/top-ten-books-recommended-for.html>

Top Ten Books for Middle School

<http://americanindiansinchildrensliterature.blogspot.com/2010/07/top-ten-books-recommended-for-middle.html>

Top Ten Books for High School

<http://americanindiansinchildrensliterature.blogspot.com/2010/07/top-ten-books-recommended-for-high.html>

- If you want some guidance on how to help students do research on American Indians, using encyclopedias and websites, see Resources for Projects on American Indians -  
<http://americanindiansinchildrensliterature.blogspot.com/2007/03/resources-for-american-indian-research.html>
- If you're looking for books and materials about boarding schools for American Indians -  
Boarding Schools for American Indians  
<http://americanindiansinchildrensliterature.blogspot.com/2008/02/as-more-resources-and-books-are.html>
- And, if you want to develop your understandings of the ways that American Indians are not "multicultural" or "people of color", see *We Are Not "People of Color."*  
<http://americanindiansinchildrensliterature.blogspot.com/p/we-are-not-people-of-color.html>
- If you're looking for a Question/Answer book about American Indians, this one by the National Museum of the American Indian is outstanding:  
*Do All Indians Live In Tipis?*  
<http://americanindiansinchildrensliterature.blogspot.com/2007/10/do-all-indians-live-in-tipis.html>

[NOTE: Montana OPI has sent a hard copy of this book to all school libraries.]

- Did you know that "papoose" is not "the" American Indian word for baby?  
Papoose?  
<http://americanindiansinchildrensliterature.blogspot.com/2008/02/papoose.html>
- Did you order Louise Erdrich's newest book in the Birchbark House series? If not, do it today! *Chickadee* is terrific!  
Louise Erdrich's *Chickadee*  
<http://americanindiansinchildrensliterature.blogspot.com/2012/08/louise-erdrichs-chickadee.html>

## UPDATED HOMESTEAD RESOURCES – AMERICAN INDIAN PERSPECTIVES

2012 marks the 150<sup>th</sup> anniversary of the Homestead Act. The resources listed in the following link provide insight into the impact the law had on Indian communities and provide multiple perspectives.

[150<sup>th</sup> Anniversary of the Homestead Act – American Indian Perspectives](#)

## VISIT from the NATIONAL MUSEUM OF THE AMERICAN INDIAN

In September, the OPI Indian Education Division was honored to host three education staff members from the Smithsonian's National Museum of the American Indian (NMAI) in Washington DC for a meeting to discuss Montana Indian education efforts and possible future collaborations with education programs of the Museum. The NMAI staff was interested in finding out more about Indian Education activities in Montana based on Montana's success in implementing Indian Education for All. The three members met with OPI and Helena educators to gain insights into state level activities and also hear about implementation efforts in Helena schools. They also met with staff from the Montana Historical Society during their time in Helena. In addition

to meetings in Helena they spent time at MSU Bozeman to meet with faculty and staff there to learn about higher education efforts to implement IEFA. Meetings also occurred with teachers and museum staff from Livingston where they learned about a local school/museum IEFA collaborative effort. Even though they had a busy meeting schedule, they were able to visit several historic sites: Headwaters State Park, Madison Buffalo Jump and Fort Parker, the site of the original Crow Agency.

The [National Museum of the American Indian](#) has a wealth of resources on its website and is planning on developing further national outreach. A significant portion of their ongoing nationwide Indian Education efforts will be based on developing a national set of Essential Understandings about American Indians which is modeled on our state's Essential Understandings Regarding Montana Indians.

The Division of Indian Education believes there is much potential in establishing a collaborative Indian Education effort with the National Museum of the American Indian. Stay tuned for further updates regarding this exciting new partnership. We extend a special thanks to NMAI staff Clare Cuddy, Edwin Schupman and Pamela Woodis and to all of the Montana educators who met with them and shared their IEFA efforts.

## YELLOWSTONE GATEWAY MUSEUM/SCHOOL PARTNERSHIP NEWS – 2012

The Livingston partnership is an outstanding example of museum/school collaboration, one of six museum/school partnerships awarded in the last two years by OPI. There are currently four new partnerships around the state. The Yellowstone Gateway Museum and the Livingston Schools created a speaker series, teaching trunks and 3-D displays. The project culminated in a cross-cultural field day at Fort Parker, the first Crow Agency. ([Click here to read the rest of the Yellowstone Gateway Museum news.](#))

## RESOURCE SPOTLIGHT



### ***The Art of Storytelling Plains Indian Perspectives, Visual Arts Curriculum***

For countless years before the arrival of the first Europeans in North America, Plains Indians chronicled their histories in

magnificent pictorial styles. Early explorers and fur traders introduced new artistic tools and techniques into the region in the early 1800s, and native artists incorporated these new mediums into their traditional styles of pictographic histories. Based on a temporary exhibit of the same name, this multifaceted curriculum provides you with all the tools necessary to bring ledger drawings and other pictographic art from the permanent collections of the Montana Historical Society into your classroom and to engage your students both in the study of a vibrant art form and to gain new insights into Indian peoples' adaptability and resilience during a period of rapid change.

The Art of Storytelling Curriculum grew out of a temporary exhibit displayed at the Montana Historical Society (MHS) in 2012. In cooperation with the Indian Education For All Division of the Montana Office of Public Instruction, MHS created a beautiful and vibrant curriculum packet, with an accompanying CD. Included within each packet instructors will find Background Information for Teachers, K-12 Lesson Plans written by Marina Weatherly and John Wayne Bercier, PowerPoint Presentations, Printable Templates, Reproducible Maps, and a Museum Gallery Guide. You and your students are invited to explore the world of ledger art through this incredible look into not only historical images, but contemporary images, which exemplify the diversity of Montana Indian artists. This curriculum has been mailed to each school library in Montana and can also be viewed through the MHS link at <http://mhs.mt.gov/education/IEFA/PictographicArt.asp/>

[Also ...](#)

***Inside Anna's Classroom - Film: A Model for Best Practices***

***Redefined: Art & Identity - Inside The Mind Of The Modern American Indian Artist***

The Indian Education Division at the Montana Office of Public Instruction is pleased to send out these resources developed by the Center for American Indian Policy and Applied Research HeartLines project. The goal of HeartLines is to improve the knowledge base and educational practice in schools locally, regionally, and nationally through the development of high quality, high interest, tribally-specific content materials for classroom, home, and community.

### ***Inside Anna's Classroom - Film: A Model for Best Practices***

Welcome to Anna's classroom. Inside an English classroom in Arlee, Montana on the Flathead Indian Reservation, Indian and non-Indian students enter the world of Bull in the novel *Wind from an Enemy Sky*. Through a fictional tribe, author D'Arcy McNickle weaves a story of loss and survival that mirrors the history of the Salish, Pend d'Oreille, and Kootenai Tribes.

This DVD resource is focused more for teacher/administrative audiences as it provides a current example of IEFA classroom implementation. An educator's study guide developed by CAIPAR is included.

OPI also has a model lesson plan for Language Arts for the novel [\*Wind from an Enemy Sky\*](#). A copy in print was also sent to your library.

### ***Redefined: Art & Identity - Inside The Mind Of The Modern American Indian Artist***

American Indian writers and visual artists talk about art and identity. At times, Native artists and writers are expected to produce something that is characteristically "Indian." In these interviews, people share honest, brave, and insightful ideas about their art and their identity.

This DVD resource can be used with both students and staff to help expand perspectives regarding American Indian artists and their art.

## **SAVE THE DATE!!! THE 7<sup>TH</sup> ANNUAL INDIAN EDUCATION FOR ALL BEST PRACTICES CONFERENCE**

**7th Annual Indian Education for All Best Practices Conference  
February 25 & 26, 2013  
Red Lion Colonial Hotel Helena**

***Local Heritage, Cultures, and Landscapes of Montana:  
Using Sense of Place to Implement Indian Education for All across the  
Curriculum***

The 7th Annual Indian Education for All Best Practices Conference is just around the corner! There are a few changes we would like to share with you about registration and the call for proposals this year.

- Both the Call for Proposals and Conference Registration will be online only.
- They both open on Monday, November 26, 2012, after noon.
- Please follow the announcements on the IEFA Hot Topics page for further information.
- Registration will be \$35 until February 8. After February 8, registration will be \$50.

Conference Highlights:

The theme of the conference this year is, "Local Heritage, Cultures, and Landscapes of Montana: Using Sense of Place to Implement Indian Education for All across the Curriculum."

Our Keynote Speaker is best-selling author, James Loewen.

On the evening of Monday, February 25, 2013, the 2nd Advocacy Award for Excellence in IEFA will be presented at the Myrna Loy as a part of our cultural continuum. If you have someone you would like to nominate, please see the details below.

We are delighted that our cultural continuum this year will include many poets from our new [\*Birthright: Born to Poetry\*](#) curriculum.

A block of rooms has been reserved at a special rate of \$83+tax at the Red Lion Colonial Hotel until January 25, 2013. Make your reservation by calling 406-443-2100 and asking for the IEFA Best Practices group rate. Please keep in mind that the Montana legislature will be in session here in Helena, so make your reservations early.

## 2013 Advocacy Award for Excellence in IEFA

The Indian Education Division at the Office of Public Instruction is soliciting nominations for an important opportunity – the 2nd Advocacy Award for

Excellence in Indian Education for All, in honor of one of Montana's finest educators, Teresa Veltkamp. Teresa was a classroom teacher and Indian Education Specialist at OPI who was passionate and inspirational in her efforts to ensure and support the highest levels of implementation of Indian Education for All in Montana.

Please give K-12 consideration to this opportunity to acknowledge and honor an outstanding educator's efforts in the promotion of and steadfast support for Indian Education for All. The nominee should be an exceptionally skillful, dedicated teacher who has earned the respect of students and colleagues.

**Please address the following guidelines in your letter of nomination:**

- Nominee (position, school, contact information)
- Nominator(s) – contact information
- Description of leadership and involvement in Indian Education for All
- How has the nominee broadened his/her knowledge of Montana tribes?
- How has the nominee influenced or impacted his/her learning community (student, colleagues, and community members)?
- What instructional strategies does he/she use to effectively integrate Indian Education for All in teaching?
- How does he/she create an inclusive classroom environment?
  - The object is to describe how this individual provides exceptional support and leadership in Indian Education in his/her community.
- Letters of support can derive from peers, students, administrators and/or community members – INCLUDE A MINIMUM OF THREE LETTERS.
- Provide any supporting documentation available, e.g. student work, photo documentation, newsletters, etc.

**Send nomination letters and above requested supporting documentation by email, fax or regular mail to Joan Franke by January 17, 2013:**

**[jfranke@mt.gov](mailto:jfranke@mt.gov)**

**Fax 406-444-3924**

Joan Franke  
OPI Indian Education  
PO Box 202501  
Helena, MT 59620