

**Journal #2634**

**from sdc**

**7.13.12**

**Announcing 2012 Nevada Broadband Summit**  
*Bill Moyers | Messing With Texas Textbooks*  
**Texas Indians Curriculum Guide** *Reading and critical thinking*  
*Exploring Native Americans Across the Curriculum*  
*Education World's Native Curriculum*  
*Nevada Implements Common Core Standards*  
*Nevada educators developing a curriculum to teach American Indian culture*

**Save the Date!**  
**2012 Nevada Broadband Summit**

Save the date for the second annual Nevada Broadband Summit. Hosted by Connect Nevada in collaboration with the Nevada Broadband Task Force, the Summit will bring together community leaders, policymakers, and industry professionals from across the state to address policy and progress being made in Nevada to expand broadband access, adoption, and use.

To view the official Save-The-Date Invitation, please visit [this link](#).

**Date:** Wednesday, October 24, 2012

**Time:** 9:00 a.m. - 4:00 p.m. PDT

**Location:** Windmill Library, Las Vegas-Clark County Library District  
7060 Windmill Lane, Las Vegas, Nevada

Invitation & Agenda to follow  
We look forward to seeing you soon!

Regards, Lindsey Niedzielski (775) 343-9600 [lniedzielski@connectnv.org](mailto:lniedzielski@connectnv.org)

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**Bill Moyers | Messing With Texas Textbooks**

Bill Moyers, Moyers & Co.: "One of the tasks of the Texas State Board of Education is to update curriculum standards and textbooks for Texas schoolchildren.... In 2010, the board got a lot of attention when it approved over 100 amendments - many of which had a very clear conservative political agenda - to the social studies and economics curriculum standards. Here are some of the more pointed proposals." [Read the Article](#)

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**Texas Indians Curriculum Guide**  
by Carol Johnson

**Overview**

Students learn about Native Americans that lived in Texas before the arrival of the Europeans.

**Objectives**

Students study characteristics of Texas Indians and evaluate how the environment affected their way of life. Make a distinction between adaptation to the physical environment and adaptation to the social environment. The physical environment is the plants, animals, terrain and weather. The social environment is the other cultures a group is in contact with.

**Level(s)**

Grade 4

**Time Allotted**

2-5 weeks

**Subject Area(s)**

Language arts, science, social studies

**Correlation to Texas Essential Knowledge and Skills**

**Grade 4**

**Language Arts**

4B, 13C, 13E, 13F, 14C, 15A, 15C, 16B, 17C, 17D, 18B, 18C, 19B-I, 21E, 25B

**Science**

3C, 4A, 8A-C, 10B

**Social Studies**

2A, 1B, 4D, 5A, 7A, 7B, 8B, 9A, 9A-C, 10A, 20B, 20C, 22A, 23A, 23D, 23E

**Technology Applications**

1A, 1B, 1E, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 6C, 7A, 7B, 7C, 8A, 8C, 9B, 10A, 10B, 11A, 11B, 12B

**Resources**

**INTERNET**

- Internet access

**[www.TexasIndians.com](http://www.TexasIndians.com)**

- [All the articles on specific tribes](#)
- [Teaching Tips](#)
- [Using the Cochineal bug and Dying things RED!! Making and Using a Natural dye.](#)
- [Making fibers and cord from the lechuguilla plant](#)
- [Building a wickiup shelter](#)
- [Bear Loses Fire on the Alabama-Coushatta page](#)
- [Indian Myths](#)

**Department of Education.**

**ERIC digest**

- [Teaching Young Children about Native Americans](#) by Debbie Reese on [www.nativechild.com/resources.html](http://www.nativechild.com/resources.html)

**Texas Parks and Wildlife sites**

- <http://www.tpwd.state.tx.us/edu/indian/isplash.htm>
- [Texas Park Service book on the Indian Mounds Caddo site.](#)

**SOFTWARE**

- Presentation software (KidPix, Hyperstudio, MPower)

- Word Processor (Microsoft Works)
- Web Authoring Software (Netscape Gold, Claris HomePage)

**Hardware**

- Digital camera
- Scanner

**BOOKS**

- *The Indians of Texas*, by W.W. Newcomb UT Press
- *Texas Indian Myths and Legends*, by Jane Archer, Republic of Texas Press
- *Texas: Adventures in Time and Place* , MacMillan/McGraw-Hill, 1997.
- *Indian Tribes of Texas* , by Richard Sorenson, Teacher Enrichment, 1994
- *Learn about Texas Indians* , by George Zappler, Texas Parks and Wildlife Department, 1996

**Activity Number**

**Description**

**Assessment**

1

Students browse through the following sites to locate and compare Indian tribes found in Texas. Some tribes found in Texas are:

Atakapan, Apache, Caddo, Cherokee, Coahuiltecan Comanche, Jumano, Kickapoo, Kiowa, Wichita <http://www.texasindians.com> <http://www.tpwd.state.tx.us/edu/indian/isplash.htm>

Class discussion

2

In cooperative groups, students research location, physical environment, food, home structure, arrival/departure to Texas, and other interesting facts of a particular Indian tribe.

Observation and evaluation of group work

3

Each student types a report about his/her topic, and compiles information with other group members to create a group report about their tribe. Using this report, the group creates a project to share their information with the class (i.e. poster, diorama, slide show.)

Evaluation of student work

4

Each group presents their tribe to the entire class. Others will take notes on spreadsheet with headings: Indian, Location, Home Name, Home Style, Food Acquisition, Types of Food, Special Facts.

Observation of group presentation

Evaluation of spreadsheet

5

Have each group import work into a class web page.

Evaluation of web page

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**Reading and critical thinking**

**by R Edward Moore**

Have the class read one of the myths on the [Alabama-Coushatta](#), [Caddo](#), [Comanche](#), [Lipan Apache](#) or [Wichita](#) pages. [See the Myth page](#) for a list of the myths. Then use the purposes of myths from the Myths page to lead a discussion about the myth. Once the children get the idea, divide them into groups. Have each group each read one of the other myths, one group to each

myth. Each group then decides among themselves how to interpret their myth the way the first myth was done in class. Each group then presents their myth and their interpretation of the myth to the rest of the class. Make sure this is done in two steps, first explain the myth then explain the meaning separately and in that order.

To get even more out of this exercise explain the different kinds of environments; physical, social, and cultural, to them first. Have them look for and include these environments in their exercises. They could make lists of the plants and animals in the myths. They could also make a list of the kinds of people found in some of the myths, warrior, chief, shaman etc... This reading assignment is best done after the children have completed the Texas Indians unit so they can apply their knowledge of Texas Indians. Be sure and match up the kids with the tribe they studied so they can apply their specialized knowledge from the Texas Indian unit. Each group should have kids who did the tribe in the story.

For more myths get a copy of "Texas Indian Myths and Legends". This is my favorite because it reads easily. There are other books of Indian myths out there and some of them are quite good, so check your library or our bookstore. Try to stick to authentic Indian myths and not newer stories with Indian themes. Try to stick with Texas Indian stories so the kids can apply their knowledge.

For individual readings have each child read a myth and then draw a illustration to go with the myth. (If you get any good pictures Jane Archer and I would love to have a copy!!!) Each poster could have a written caption and explanation of who and what it represents.

The best way to use the myths would be to do several of these activities. This way each child can be evaluated individually on the posters and as part of the group.

### **Credits**

This unit was created by **Carol Johnson**, 4th grade Technology Demonstration Teacher at **F. M. Gilbert Elementary School**, 1501 E. Pioneer, Irving, Texas as part of the 1997-1998 TIE Grant.

### **Email**

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## **Exploring Native Americans Across the Curriculum**

**Blast stereotypes with across-the-curriculum activities for students of all ages.**

Stereotypes of Native Americans abound -- in movies and on TV, in literature and in history books. "Teachers must provide accurate instruction not only about history but also about the contemporary lives of Native Americans," writes Debbie Reese in [Teaching Young Children About Native Americans](#), a 1996 ERIC Digest. Reese is a Pueblo Indian who studies and works in the field of early childhood education.

Stereotype is a difficult issue to define in any culture, especially in the Native American culture. As noted in [A Line in the Sand](#), a Web site dedicated to the debate surrounding Native American stereotypes and other issues: "We want to be careful to note that this 'line in the sand' will not lie at the same place for everyone. ...We must recognize that not all Native American communities have had the same historical experience, either before or after 1492. For this reason, the members

of these communities will have different opinions. There will be different opinions both between and within communities, just as there are in all human communities."

As much as it might vary from community to community, stereotyping is a concern to all Native Americans. "Stereotypes of Native Americans range from savages who mindlessly killed settlers and soldiers to tragic heroes and heroines who fought bravely but subsequently vanished," Reese told Education World. "I'd say that regardless of whether it is a savage or hero, illustrations of Native Americans typically show a person in feathered headresses as though all native people, from one end of the country to the other, wore the same attire. A good example of that kind of stereotyping can be found in *Brother Eagle, Sister Sky*. The book contains a speech delivered by Chief Seattle of the Squamish tribe in the northwestern United States, however, Susan Jeffers' illustrations are of the Plains Indians, and include fringed buckskin clothes and teepees, rather than Squamish clothing and homes."

For a thorough discussion of *Brother Eagle, Sister Sky*, see [Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls](#).

The activities and the Internet sites that are offered below are intended to help teachers present a balanced portrayal of Native Americans today -- their history, their culture, and their issues.

## ACTIVITIES ACROSS THE CURRICULUM

**Geography/Map skills.** Provide students with [U.S. Outline Map 1](#) or [U.S. Outline Map 2](#). Then provide the following chart, which shows the ten U.S. states with the largest Native American populations (according to the 1990 census). Invite students to find the ten states on their map and to color those states. When students have completed the assignment, invite them to talk about and make generalizations about what they see on their maps.

### Ten States With the Largest Native American Populations

Arizona	203,009
North Carolina	79,825
California	236,078
Oklahoma	252,089
Michigan	56,131
South Dakota	50,501
New Mexico	134,097
Texas	64,349
New York	60,855
Washington	77,627

**Reading a table.** (For upper elementary grades and above.) According to the U.S. Census Bureau, the Native American population is growing and will continue to grow over the next 50 years. Click here for a ["Native Americans in the U.S." Teaching Master](#) that provides students with practice in reading a table that depicts Native American census data 1980-2050. (*Teaching Master Answer Key: 1. 2,300,000; 2. 2,402,000; 3. 329,000; 4. 4,371,000; 5. double.*)

**Read aloud.** Read aloud from Native American tales from different tribes. Debbie Reese suggests the traditional stories of Joseph Bruchac and Gayle Ross. "Many mainstream retellings

of Native traditional stories are distorted to fit mainstream ideas of what those stories should be," she told Education World. "They are turned into Disneylike stories. But traditional Native stories are told for a reason -- just like bible stories. An author would not retell Genesis, changing it to suit his or her idea for a plot. Yet that is exactly what happens to our stories." Some award-winning books that are very popular -- such as *Turkey Girl* by Penny Pollacks and *Dragonfly's Tale* by Kristina Rodanas -- are distorted so badly that the Zuni people do not carry them in their school libraries, added Reese.

**Math.** Invite students to put the following list in order (by population figure) from largest to smallest. The list shows the populations of the ten largest Native American tribes.

Apache	50,051
Iroquois	49,038
Cherokee	308,132
Lumbee	48,444
Chippewa	103,826
Navajo	219,198
Choctaw	82,299
Pueblo	52,939
Creek	43,550
Sioux	103,255

**Listening.** Read aloud to students [The Turtle Story](#). This is a story the Gabrielino Indians used to tell. Those Indians once lived in the San Gabriel Valley in southern California, where earthquakes are common. They told this story to explain the cause of earthquakes and how California was made. (You also might squeeze in a little geography here. Have a U.S. map handy as you tell the story.) After reading aloud this story, ask the following questions to make a quick check of your students' listening comprehension.

- About which state in the United States is this story written? (*California*)
- Why did Great Spirit decide to make land? (*because there was hardly anything in the world but water*)
- Which animal did Great Spirit decide would be able to help him make land? (*turtle*)
- How many turtles did Great Spirit need to make California? (*seven; the turtle and six of his brothers*)
- Why did the turtles form a line? (*They formed a north-to-south line to make the shape of California; the three at the bottom of the line each moved a little to the east.*)
- What did Great Spirit put first on the turtles' backs? (*straw*)
- What did Great Spirit make from clouds? (*mountains*)
- Why did the turtles begin to argue? (*They grew restless; they wanted to be able to move.*)
- What happened when the turtles moved? (*The earth shook and cracked; an earthquake happened.*)
- What might be another good title for this story, other than "The Turtle Story?" (*accept thoughtful responses*)

**Language/Writing.** Invite students to write their own tales like the one in the previous exercise to explain

- a natural phenomena such as hurricanes, tornadoes, or floods;
- how day and night or the seasons came to be; or
- how some animals came to look or act the way they do (for example, how the turtle got its shell, how the frog came to croak, or why coyote howls at the moon).

Reminder: See Debbie Reese's comment above about the significance of Native stories. While this writing activity might represent the style of a traditional Native story, it cannot replicate the importance these tales held among the Native storytellers who told them.

**Geography/Map skills.** (For upper elementary grades and above.) For this activity, teachers will need to print out a copy of the [Map of Native American Population by County](#) or students can [view the map on the Internet](#). The map shows where U.S. Native American (American Indian, Eskimo, and Aleut) people live. Then provide students with a copy of the ["Where Do Native Americans Live?" Teaching Master](#). (*Answer Key: 1. T, 2. F, 3. F, 4. T, 5. T, 6. F, 7. T, 8. F, 9. T, 10. T*)

**Language.** The names of many Native American tribes have special meanings in the native language of the tribe or in history. Click here for a ["Tribe Names and Their Meanings" Teaching Master](#). Match the name of each tribe to its special meaning. Students can use library sources to complete the activity. If students have Internet access, the ultimate source for this information can be found on the [This Week in American Indian History](#) Web site (scroll down the page). *Answer Key: 1. d; 2. a; 3. f; 4. j; 5. e; 6. m; 7. h; 8. g; 9. k; 10. o; 11. n; 12. i; 13. c; 14. b; 15. l.*

**ABC order.** Following is a list of 27 Native American tribes or nations found in the United States. Invite students to put the list in ABC order. (Note: This is just a partial list of tribes. Adjust the list for difficulty according to your grade level.)

Aleut  
 Tlingit  
 Navajo  
 Apache  
 Hopi  
 Pima  
 Cherokee  
 Ute  
 Pequot  
 Seminole  
 Shoshone  
 Nez Perce  
 Kickapoo  
 Passamaquoddy  
 Penobscot  
 Wampanoag  
 Chippewa  
 Sioux  
 Choctaw  
 Blackfeet

Cheyenne  
Winnebago  
Pueblo  
Seneca  
Mohawk  
Comanche  
Narragansett

**History.** Invite individual students or pairs of students to research and report on the major cultural aspects of a Native American tribe/nation listed in the previous activity. Students can use encyclopedia and other library resources. In addition, see the list of Internet sites below that will link students to information about individual groups of Native Americans.

**Art.** Members of some Native American groups (especially some of those in the northwestern United States and in western Canada) built [story poles](#) (sometimes referred to as totem poles). Explore with your students the deep significance that story pole images have for Native Americans. You might ask students to identify images that might have deep significance to their own families today.

NATIVE AMERICAN CONNECTIONS ON THE INTERNET The Internet is loaded with sites related to Native Americans. Debbie Reese recommends that any use of Internet resources begin with the Web site [Techniques for Evaluating American Indian Web Sites](#). Another site, [Native American Sites](#), is highly recommended too; look for the drum symbol, an indicator of a site that is developed and maintained by the tribes themselves. Additional resources include the sites listed below:

## GENERAL INFORMATION ABOUT NATIVE AMERICANS

### [Native Web](#)

Here, you'll find categories that include arts and humanities, business, historical material, language and linguistics, law and legal issues, libraries and collections, organizations, science, and society and culture.

### [First Nations Histories](#)

Click on a tribe name for some general information. Then click on the headline of the description for a more detailed look at the tribe.

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[http://www.educationworld.com/a\\_lesson/lesson038.shtml/](http://www.educationworld.com/a_lesson/lesson038.shtml/)

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## Nevada Implements Common Core Standards

Starting this fall, high school students in Nevada might be noticing a big change in the way their teachers run their classes.

A nationwide movement to implement what is called the Common Core Standards has taken root in the Silver State. Common Core is a set of standards in English, math, and language arts that



came about when the nation's governors got together to discuss how the states could improve their education systems. The system they came up with will effectively raise the bar on the difficulty of material presented to students.

It is going to be a big change for thousands of teachers and students in Washoe County and across the state.

"What we are trying to impress upon teachers right now is what will have to shift instructionally in order to meet these new outcomes," WCSD Common Core teacher Aaron Grossman said.

Grossman is one of the teachers assigned to train other teachers to accommodate the new standards. The new method requires teachers to boost the level of difficulty, ask their students to do closer readings of the text, and come up with their own answers and theories through discussion with their peers.

If that sounds familiar, that's because it is the same basic method that instructors use-- in college.

"If you think about your own college experience," Grossman said, "no college professor ever said to you, 'I am going to give you a lot of background, let's preview it, define a purpose, and give you some skills.' Instead, they said, 'Take this home and read it.'"

The idea is to encourage more independent thinking among students and give them more ownership over the material.

It is a result that Brown Elementary School teacher Corinn Cathcart has seen first-hand with her fourth graders. Common Core was implemented for K-8 in 2011. So, she gave it a try last school year. She gave her fourth graders a poem called "The New Colossus," by Emma Lazarus. Before Common Core, this level of material was given to eighth graders.

"Once they start getting into it," Cathcart said, "They really start to feed off of each other and they discover for themselves what's going on in the text as opposed to me telling them."

"Common Core will increase the rigor, and therefore the expectations," WCSD Chief Academic Officer Scott Bailey said. "What we've found, history would dictate, is that when you raise that bar, the students will rise to the occasion."

Cathcart added that for the students, it is not just about learning the material. It is about learning how to learn, so that when they graduate, they can problem-solve in any situation.

"[It's about] being able to be given something, any type of text, whether it's directions, whether it's anything, and being able to take it apart and figure it out," Cathcart said. "They need to be held to a higher expectation in order to be successful."

On the state level, boosting our education system is something Nevada needs to be successful. The Nevada Department of Education said that implementing the Common Core Standards will make the Silver State more appealing to parents and businesses.

"I think it's really exciting," NDOE Assistant Director Cindy Sharp said. "I think it's going to be really good for Nevada."

Common Core will have its own method of testing for progress, but it isn't replacing No Child Left Behind. Sharp said both systems will be in place together, but adding Common Core will allow the state to monitor student growth, instead of just proficiency.

NDOE plans to have Common Core fully implemented at all levels by 2015.

*Written by Arianna Bennett*

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[http://www.youtube.com/watch\\_popup?v=W5mblDtkruM&feature=share](http://www.youtube.com/watch_popup?v=W5mblDtkruM&feature=share)

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## **Nevada educators developing a curriculum to teach American Indian culture**

By [Teri Vance](#)      [tvance@nevadaappeal.com](mailto:tvance@nevadaappeal.com)

Teachers from across Nevada converged in the capital this week to develop a system for teaching local American Indian culture in schools.

"Nevada history is incomplete without the Native American experience," said Stacey Montooth, a member of the core team established through the Nevada Department of Education to create the curriculum.

While some teachers take the initiative to incorporate American Indian history into their lesson plans, experts say it is often incomplete and misinformed.

As a teacher in Clark County, Lynn Manning, said she saw that first-hand.

"The teachers there knew nothing of the tribes of Nevada," she said. "When they taught about Native people, much of it was outdated and stereotypical. It was totem poles and teepees in the same discussion."

Now the Indian education coordinator for the Washoe County School District, Manning said she is excited about the curriculum being developed so teachers will be armed with the knowledge that can be nearly impossible to find in textbooks.

"Unless we provide it for them, they don't even know where to find it," Manning said. "This area is just full of living resources."

Spearheaded by Fredina Drye-Romero, Indian education coordinator for the Nevada Department of Education, the curriculum will teach both the history and contemporary lifestyles of Nevada's four main tribes: Northern Paiute, Southern Paiute, Washoe and Western Shoshone.

"We didn't want to focus on just the history because we're not gone," Romero said. "We're still here."

That is one of the challenges in teaching the Native culture, Manning said, calling it the “unicorn concept.”

“People are inherently interested in Native people because we're so romanticized on television, but our story often ends at about 1890,” she said. “What this will do, we hope, is bring us into the 21st Century and show that we continue to exist.”

About 25 teachers spent three days reviewing the history and culture of Nevada's tribes, which were characterized as hunters and gatherers who followed food sources seasonally.

Teachers also visited displays at the Nevada State Museum and spent much of the day Thursday immersed in the culture at Stewart Indian School. In addition to learning the history of the Indian boarding school, they listened to historical accounts of local tribes, reviewed past and present federal Indian policy, and saw traditional arts and crafts.

“We've just bombarded our participants with as much information as they can take in about American Indians,” Montooth said. “Now, we're using their expertise to figure out how to teach it to the standards.”

Romero said the curriculum should be available to Nevada's teachers by next school year to be used as a resource. In the future, she said, she'd like to see it become a requirement.

“I would love to have this mandated,” she said, noting she didn't learn about her own Paiute history until college.

The Carson High School graduate said it would have made a difference to have learned it earlier.

“I think I would have had more pride in where I came from and knowing the history,” she said. “I would have had a better understanding of why education was so important.”

Participants met Thursday with local tribal leaders during a traditional dinner, consisting of beans and venison stew.

Wanda Batchelor, chairwoman of the Washoe Tribe, gave her blessing to the endeavor.

“We're revisiting how we're going to tell our story,” Batchelor said. “And it's going to be from us. It's going to be from our elders. We're awakening our language, our song and our dance.”

Montooth said it will not only fill in historical gaps, but will also pique the students' interest.

“It's the greatest story on Earth,” she said.