NEA Human and Civil Rights Awards Program
Lessons Learned from NEA’s Social Justice Advocates

COEUR D’ALENE TRIBE
Leo Reano Memorial Award

Objectives(s)
- Students will be able to analyze the commitment and actions put in place by the Coeur d’Alene Tribe to achieve the goal of helping American Indian and other students succeed in school.

Materials/Preparation
- Whiteboard or chalkboard space
- Glue
- Crayons
- Handout 1: Coeur d’Alene Map (make one copy per student)
- Handout 2: Coeur d’Alene Tribal Seal Background Information (make one copy per student)
- Handout 3: Locating American Indian Reservations
- Handout 4: Symbols of the United States: The Great Seal
- Handout 5: Coeur d’Alene Tribal Seal (print one copy for each small group of 4-6 students)
- Handout 6: Symbols of the Coeur d’Alene Tribe Graphic Organizer (make one copy per student)
- Handout 7: Introducing the National Education Association Human and Civil Rights Awards Program Recipient, the Coeur d’Alene Tribe

Lesson At-A-Glance

- **Opening the Lesson:**
  Discuss the Importance of Providing Enduring Help for Others and Associated Emotions Involved

- **Leading the Lesson:**
  Understanding Symbols: The U.S. Great Seal and the Coeur d’Alene Seal

- **Closing the Lesson:**
  Being a Difference Maker
Suggested Grouping Structures
Whole group discussion, small group activity, and independent activity

Estimated total lesson time: 55 minutes

Opening the Lesson (10 minutes)
Discuss the Importance of Providing Enduring Help for Others and Associated Emotions Involved

1. Tell students they will be learning about a special Tribe of American Indians who has made a tremendous difference in education. This accomplishment has resulted in the Tribe being the recipient of the Leo Reano Memorial Award. Named for Leo Reano, a teacher, artist, and interpreter who dedicated his life to securing educational opportunities for American Indian/Alaska Native children, the Leo Reano is a special recognition given by the National Education Association through their Human and Civil Rights Awards Program. This particular award is given to an individual or group whose activities in American Indian/Alaska Native affairs significantly impact education and the achievement of equal opportunity for American Indians/Alaska Natives.

2. Ask students what they know about American Indian Reservations (Prompt: Tribal land that has been set aside by the Federal government). Building on the students answers, clarify what a reservation is and share Handout 3).

3. Tell the class that the recipient of the distinguished Leo Reano award is the Coeur d'Alene Tribe whose reservation is located in Idaho.

4. Distribute Handout 1 and discuss the location of the Coeur d'Alene Tribe’s original land and reservation.

5. Tell the class that they will be learning about the Coeur d’Alene’s Tribe’s deep commitment to make a positive difference for the students on their reservations, the way they have stayed true to their past, while preparing students in their school to be successful in the 21st century.

Leading the Lesson (25 minutes)
Understanding Symbols: The U.S. Great Seal and the Coeur d’Alene Seal

6. Show the class the U.S. seal (Handout 4) and discuss purpose of the Great Seal.
Discussing the U.S. Seal
Symbolically, the seal reflects the beliefs and values that the Founding Fathers attached to the new nation and wished to pass on to their descendants. The report, which George Thomson submitted to the Congress in 1782, explained the symbol this way:

- The red and white stripes of the shield “represent the several states... supporting a [blue] Chief which unites the whole and represents Congress.”
- The colors are adopted from the American flag: “White signifies purity and innocence, Red, hardiness and valor, and Blue, the color of the Chief, signifies vigilance, perseverance and justice.”
- The shield, or escutcheon, is “born on the breast of an American Eagle without any other supporters to denote that the United States of America ought to rely on their own Virtue.”
- The number 13, denoting the 13 original States, is represented in the bundle of arrows, the stripes of the shield, and the stars of the constellation.
- The olive branch and the arrows “denote the power of peace and war.” The constellation of stars symbolizes a new nation taking its place among other sovereign states.
- The motto E Pluribus Unum, emblazoned across the scroll and clenched in the eagle’s beak, expresses the union of the 13 States. Recent scholarship has pointed out the probable source of this motto: Gentlemen’s Magazine, published in London from 1732 to 1922, was widely read by the educated in the American Colonies. Its title page carried that same motto, and it is quite possible that it influenced the creators of the seal.

Source: http://diplomacy.state.gov/documents/organization/101201.pdf

7. **Ask** students what they see on the seal. (Prompt the term “symbol” and its meaning.)

8. **Call** on volunteers to name the symbols and what each represents.

9. **Show** the class the seal for the Coeur d’Alene Tribe (Handout 5).

10. **Divide** the class into small groups of 4-6 students. Give each small group one copy of the seal (Handout 5).

11. **Direct** students to work with their small groups
12. **Give** the groups a few minutes to list the symbols. Have each group quickly share as you record their answers on the board until the generated list includes: Headdress, Cross, Map of Idaho, Color of Green on the Idaho Map, Pipe of Peace, Open Book and Quill Pen and Ink.

13. **Distribute** Handout 6 and have small groups discuss and record a meaning for each of the symbols on the seal.

14. **Discuss** responses as a whole group by having each group share what they determined each symbol represents. Build on the small groups responses as your clarify the answers (using the Lesson Introduction and Background and Handout 2). Have students add missing information on their handouts when necessary.

15. **Explain** to the class that the seal is a way to show the philosophy of the Tribe and the value they place on various aspects of their lives, past and present.

**Closing the Lesson**

*(20 minutes for instruction, plus additional time as needed for independent writing)*

**Being a Difference Maker**

16. **Call** attention to the Open Book and Quill Pen symbol and prompt students to recall what it represents.

17. **Tell** students that you want to share some of the tribe’s educational achievements and read Handout 7.
18. **Ask**, “How do the other values represented on the seal help the Tribe to advocate for equal opportunities for achievement in education?”

19. **Ask** the class, “What are some key descriptive words to use for the Tribe based on the symbols?” (Possible response: Spiritual, appreciative, responsible, leaders, peace seeking, valued education, insightful, problem solvers.)

20. **Discuss** how these traits and the programs the Tribe has implemented have benefited students and the Coeur d’Alenes as a whole. (Prompt: Their support of education has increased student knowledge and preparation for college, workplace, encourages students to be interested, express curiosity, exchange ideas, and make correlations between the past and their futures, helps them to see the progression of making a commitment, planning, and following through).

21. **Direct** students to think about the other symbols on the Coeur d’Alene Tribal Seal for a moment. Ask, “If the Coeur d’Alenes were taking action to support social justice causes connected to other values represented on the seal, what might that advocacy work be?”

22. **Have** students write persuasive essays directed to a mock audience who would be choosing a person or group to recognize for a Human and Civil Rights Award. The goal of the persuasive essay is to share your nominee’s accomplishments. The essay should address this question: “What is the award for and what does it take to be a difference maker?” Have students consider what influences and events moved the Tribe to accomplish all it has and what characteristics and values contributed to the work done by the Tribe. The essays should be about another person or group who remind them of the Coeur d’Alene’s efforts. Use the Internet as needed for research.

**Assessment Suggestion(s):**
- Review the graphic organizers
- Observe participation in discussion
- Grade persuasive writing assignment

**Adaptations, Enrichment, Cross-curricular Opportunities**
- Have students research more information about the life of the Tribe before the reservation. What was daily life like? How were the American Indians in this group treated as people began to settle in this area?
- Ask students if they know someone, or a group of people, who would be a good candidate for this award. Have them write about the person’s or group’s accomplishments and characteristics that are relevant to the award criteria.
- Provide additional websites to students for research/information [http://www.ohwy.com/id/o/oldmiisp.htm](http://www.ohwy.com/id/o/oldmiisp.htm). This website provides information about Old Mission State Park in Idaho. The visitor center includes an exhibit on the Coeur d’Alene Tribe.
- Have students make a timeline of the events from the past 10 years, showing how the Tribe has continued to add programs and support to help students achieve.
- Have students create a bulletin board about the Tribe. Brainstorm with the class to determine how to best showcase their culture and values, along with accomplishments related to the award.
Lessons Learned from NEA’s Social Justice Advocates

The Coeur d’Alene Tribe’s Aboriginal Territory spans more than 5 million acres of today’s Washington, Idaho & Montana.

Coeur d’Alene Map

Grades 9-12
High School

Coeur d’Alene Tribe
The Coeur d’Alene Tribe comes from a rich tradition shaped by those who came before, with hope and promise for those yet to come. The Tribe’s destiny lies in the continuing strength of its members—the Schitsu’umsh, “Those Who Are Found Here.”

The Coeur d’Alene Tribe Seal, designed by the late Lawrence Aripa, includes the following elements:

**The cross** represents the strong ties of the Tribe to the Catholic Church and the Jesuits’ long history of commitment to the Tribe, along with the underlying spirituality that is so much a part of the Coeur d’Alene people.

**The map of Idaho** signifies the political relationship between the Tribe and the State. The reservation is located within the boundaries of Idaho, but the Tribe is also a political entity and has a role within the state. Idaho is colored green, signifying the area’s natural beauty.

**The headdress** represents Tribal leadership—not just in the current political sense, but in all ways in which the Coeur d’Alene people were led from time immemorial. Coeur d’Alenes depended upon strong leadership in their camps and extended family groups and in their relations with their enemies and neighbors. The headdress reminded Lawrence Aripa of all of those great headmen and chiefs that he was fortunate to have known in his lifetime.

**The pipe of peace** represents a history of friendly government-to-government relations.

**The open book and quill pen and ink in the foreground** represent education. Even before the days of treaty negotiations, it became clear to the Tribal leadership that if the Coeur d’Alenes were to survive, they must pursue formal education and impart it to their young people. This did not mean that they were to forget the old ways, but that they needed to learn about the modern world and become knowledgeable in its ways in order to serve their people.

Cover photo by Jack McNeil

**COEUR D’ALENE TRIBE**
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Plummer, ID 83851
Phone: (208) 686-1800
www.cdaTribe-hsn.gov
Locating American Indian Reservations

URL: http://nationalmap.gov/small_scale/printable/fedlands.html
The constellation represents 13 stars breaking or bursting through the clouds in shiny golden light or glory.

The eagle represents liberty.

The olive branch represents peace.

The statement E pluribus Unum is Latin meaning many uniting to form one.

The arrows represent strength in unity.

The 13 red and white strips represent the first 13 states and the blue at the top represents the states holding up the Chief, uniting the whole and representing Congress.

The Coeur d’Alene Tribe
High School
Grades 9–12
Symbols of the Coeur d’Alene Tribe:
Graphic Organizer
Introducing the National Education Association Human and Civil Rights Awards Program Recipient

The Coeur d’Alene Tribe

In 2014 the Coeur d’Alene American Indian Tribe was recognized by the National Education Association with the Leo Reano Memorial Award. The Leo Reano Memorial Award is given to an individual or group whose activities in American Indian/Alaska Native affairs significantly impact education and the achievement of equal opportunity for American Indians/Alaska Natives. The Coeur d’Alene Tribe’s contributions to the education of Indian and non-Indian youth in northern Idaho and eastern Washington have been both generous and extraordinarily effective. The Plummer-Worley Joint School District Number 44 on the Coeur d’Alene Indian Reservation, for example, had a graduation rate of 34 percent in 2004; at the time the Tribe was recognized with this award in 2014 it was 90 percent. That is a huge growth in a ten-year period and the District’s Superintendent Judi Sharrett said, “I do not believe this would have been possible without the assistance of our tribal neighbor.”

In 1992 the Coeur d’Alene Tribe signed a compact with the state to have gaming on the reservation. The Tribe insisted that at least five percent of the net gaming revenues go for the financial support of education. To date, the Tribe has invested almost $20 million in education—from pre-K to college. And it has invested wisely in programs that make a difference for students. The Tribe has invested in Head Start, Child Care, tutoring in the early grades for children who fall behind as well as a tutoring program that allows University of Idaho education students to work with middle and high school students. It has funded duel enrollment programs that allow college courses to count both as high school and college credits. It has supported college preparation courses and career counseling for tribal youth. The Tribe’s donations to school districts also go to support new technology in the classroom, music and art programs, the purchase of books, and sports programs. It has also funded a “Weekend Nutrition Backpack” program that helps feed students who would otherwise go hungry.

But as impressive as the Tribe’s educational philanthropy has been, it’s tracking of the tribe’s children and young is probably even more impressive. No Coeur d’Alene child falls through the cracks. The Tribe’s Education Department tracks their progress, from pre-school to Ph.D. They not only keep track of where the children/young people are in the education pipeline, but also which support programs they are involved in.

The values of the Coeur d’Alene Tribe, as revealed through a close examination of the tribal seal symbols, were the driving force behind their amazing accomplishment. The Coeur d’Alene Tribe’s seal is a key to understanding why and how the tribe’s activism for and dedication to social justice exist. Exploring the meaning behind and the history of the Coeur d’Alene Tribal Seal is the focus of the NEA Human and Civil Rights Awards Program Lesson Plans.

The Coeur d’Alene Tribe
for the Coeur d’Alene Tribe. The Coeur d’Alene tribal logo designed by the late Lawrence Aripa includes the following elements:

- The cross represents the strong ties of the Tribe to the Catholic Church and the Jesuit’s long history of commitment to the Tribe, along with the underlying spirituality that is so much a part of the Coeur d’Alene people.

- The map of Idaho signifies the political relationship between the Tribe and the State. The reservation is located within the boundaries of Idaho, but the Tribe is also a political entity and has a role within the state. Idaho is colored green, signifying the area’s natural beauty.

- The headdress represents Tribal leadership – not just in the current political sense, but in all ways in which the Coeur d’Alene people were led from time immemorial. Coeur d’Alenes depended upon strong leadership in their camps and extended family groups and in their relations with their enemies and neighbors. The headdress reminded Lawrence Aripa of all those great headmen and chiefs that he was fortunate to have known in his lifetime.

- The pipe of peace represents a history of friendly government-to-government relations.

- The open book and quill pen and ink in the foreground represent education. Even before the days of treaty negotiations, it became clear to the tribal leadership that if the Coeur d’Alenes were to survive, they must pursue formal education and impart it to their young people. This did not mean that they were to forget the old ways, but that they needed to learn about the modern world and become knowledgeable in its ways in order to serve their people.