

## Lesson Plans

# NEA Human and Civil Rights Awards Program

## Lessons Learned from NEA's Social Justice Advocates

### COEUR D'ALENE TRIBE

#### Leo Reano Memorial Award

#### About the NEA Human and Civil Rights Awards Program

The Human and Civil Rights Awards Program began as an activity of the American Teachers Association (ATA). In 1966, when the ATA merged with the National Education Association (NEA), the two organizations agreed that NEA would continue to sponsor the traditional awards dinner at the time of the NEA Representative Assembly.

As conceived by ATA, the awards program honors individuals who have expanded educational opportunities for minority students and educators and improved intergroup relations in the public schools.

As implemented by NEA, the awards program continues the ATA tradition and keeps it current. In homage to ATA, NEA presents awards named for two great Black educators: Dr. H. Council Trenholm, who served as ATA's executive director from 1939-1960, and Dr. Carter G. Woodson, who founded the Association for the Study of African-American Life and History. And to keep the ATA tradition current, NEA periodically adds new awards to reflect human rights issues.

#### About the NEA Human and Civil Rights Awards Program Lesson Plans

The purpose of the NEA Human and Civil Rights Awards Program Lesson Plans is to share the stories of the NEA Human and Civil Rights Awards Recipients. Through the sharing of their stories educators can help students identify traits of these exemplary social justice leaders. Bigger questions in social justice education can be examined and reflected upon. (e.g., What does a person who stands for social justice and human and civil rights do? What actions do they take? How do they feel and behave? What are their contributions to society? How did their childhood and background influence who they are and determine their path to becoming a leader and an advocate? How can I become a social justice and human and civil rights advocate? Why is it important and what does it mean to exhibit leadership for social justice? What does it look like when I do that? What are my influences and what lessons can I learn from this advocate that will help

Additional lesson plans written about other NEA Human and Civil Rights awards honorees can be located at [www.nea.org/hcrawards](http://www.nea.org/hcrawards).

# Coeur d'Alene Tribe Lesson Introduction

*About the NEA Human and Civil Rights Awards Programs Lesson Plans continued*

me become a person who takes action on behalf of others to ensure social justice and human and civil rights?) Four anchor standards related to Social Justice Education identified by Teaching Tolerance, a project of The Southern Poverty Law Center ([www.tolerance.org](http://www.tolerance.org)), will also be addressed throughout the lessons plans.

## About the Award

Leo Reano (1922-1971) was a teacher, artist, and interpreter. A member of the Santo Domingo Indian Pueblo, Reano served on the All Indian Pueblo Council and the NEA Council on Human Relations. He dedicated his life to securing educational opportunities for American Indian/Alaska Native children.

NEA presents the Leo Reano Memorial Award to a nominee whose activities in American Indian/Alaska Native affairs significantly impact education and the achievement of equal opportunity for American Indians/Alaska Natives.

## About the Honoree: Coeur d'Alene Tribe

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 90 percent in 2014 at the time they received the Leo Reano Memorial Award from the NEA. Ten years prior to that point the graduation rate was 34 percent. The District's Superintendent Judi Sharrett says, "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 dual enrollment programs that allow college courses to count both as high school and college credits. It has supported college preparation courses and college visits as well as a "Back to the Earth" project that engages students interested in science, technology, engineering and math. It has supported vocational training and career counseling for tribal youth.

The Tribe's donations to school districts also go to the support of 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, its 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.

To learn more about the history and culture of the Coeur d'Alene Tribe go to [www.cdatribe-nsn.gov](http://www.cdatribe-nsn.gov).

# Coeur d'Alene Tribe Lesson Introduction

## The Coeur d'Alene Tribal Seal

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. As a part of the NEA Human and Civil Rights Awards Program Lesson Plans development process the Coeur d'Alene Tribes director of education was informally interviewed to inform this lesson theme. Through the conversation it became evident that the Coeur d'Alene Tribe's seal was a focal point in 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 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, 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.

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The Chairman of the Coeur d'Alene Tribe, Chief Allan says, "We wanted to give back to education because giving back is part of our culture. It's who we are."  
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## Meeting National Education Standards Teaching Tolerance Project Framework

*Southern Poverty Law Center*  
[www.splcenter.org](http://www.splcenter.org)

### Identity

- ▶ Students will develop positive social identities based on their membership in multiple groups in society.
- ▶ Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

# Coeur d'Alene Tribe

## Lesson Introduction

### *Identity continued*

- ▶ Students will recognize that people's multiple identities interact and create unique and complex individuals.
- ▶ Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- ▶ Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

### **Diversity**

- ▶ Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- ▶ Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- ▶ Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- ▶ Students will respond to diversity by building empathy, respect, understanding and connection.
- ▶ Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

### **Justice**

- ▶ Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- ▶ Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

- ▶ Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- ▶ Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- ▶ Students will identify key figures and groups, seminal events and a variety of strategies and philosophies relevant to the history of social justice action around the world.

### **Action**

- ▶ Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- ▶ Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- ▶ Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- ▶ Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- ▶ Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

The NEA Human and Civil Rights Awards Program lesson plans support curriculum standards across all content areas. The standards listed reference anchor standards (or broader "umbrella" K-12 concepts) for Social Justice and English Language Arts.

*Action Anchor Standards continued*

## **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

*National Governors Association Center for Best Practices and the Council of Chief State School Officers*

[www.corestandards.org](http://www.corestandards.org)

## **College and Career Readiness Anchor Standards for Reading**

### **Key Ideas and Details**

- ▶ Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ▶ Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

- ▶ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ▶ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ▶ Assess how point of view or purpose shapes the content and style of a text.

## **Integration of Knowledge and Ideas**

- ▶ Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## **Range of Reading and Level of Text Complexity**

- ▶ Read and comprehend complex literary and informational texts independently and proficiently.

## **College and Career Readiness Anchor Standards for Writing**

### **Text Types and Purposes**

- ▶ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ▶ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ▶ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## **Production and Distribution of Writing**

- ▶ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ▶ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- ▶ Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

# Coeur d'Alene Tribe

## Lesson Introduction

*Writing Anchor Standards continued*

### Research to Build and Present Knowledge

- ▶ Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ▶ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ▶ Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- ▶ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

- ▶ Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ▶ Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ▶ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- ▶ Present information, findings, and supporting evidence such that listeners can follow the

line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- ▶ Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ▶ Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for Language

#### Conventions of Standard English

- ▶ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ▶ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

- ▶ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

- ▶ Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- ▶ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

# Coeur d'Alene Tribe Lesson Introduction

*Language Anchor Standards continued*

- ▶ Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## COEUR D'ALENE LESSON OVERVIEW (BY GRADE BAND)

	OPENING THE LESSON	LEADING THE LESSON	CLOSING THE LESSON
K-2	Helping Others: Why Does It Matter?	Symbols for Social Justice	How Help Feels Word Card Partner Search
3-5	Discussion About Helping Others	Exploring the Coeur d'Alene Seal	Helping Others Puzzle Picture Activity
6-8	Introduction to Social Justice and Exploration of Life on an American Indian Reservation	Learning About the Coeur d'Alene Seal and the Connections Between Symbols and Attributes	Social Justice and Advocacy in Your Own Words
9-12	Discuss the Importance of Providing Enduring Help for Others and Associated Emotions Involved	Understanding Symbols: The U.S. Great Seal and the Coeur d'Alene Seal	Being a Difference Maker

### References/Acknowledgements

- ▶ Coeur d'Alene Tribal Seal used with permission from the Coeur d'Alene Tribe. (2013)
- ▶ Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, National Governors Association Center for Best Practices and the Council of Chief State School Officers. (2010)
- ▶ Teaching Tolerance Anti-bias Framework. Teaching Tolerance is a Project of The Southern Poverty Law Center. (2014)

The lesson for each grade band can be found at [www.nea.org/hcrawards](http://www.nea.org/hcrawards).