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

Objective(s)

- Students will be able to explain the importance of community and how working together and helping each other can change lives.
- Students will be able to compare feelings when helping someone else and when receiving help from someone else.
- Students will be able to explain that symbols on a seal convey important, relevant meanings and events.
- Students will be able to identify the many educational supports put in place by the Coeur d’Alene Tribe to increase student knowledge and skills.

Materials/Preparation

- Notebook paper
- Yellow crayon or highlighter (one per student)
- Handout 1: Coeur d’Alene Map (print one copy for educator background and display)
- Handout 2: Coeur d’Alene Tribal Seal (print one copy for educator background and display)
- Handout 3: Social Justice Advocates: Learning about the Coeur d’Alene Tribe (make one copy per student)
- Handout 4: Coeur d’Alene Tribal Seal Symbol Picture Cards (print and cut one copy for display)

Lesson At-A-Glance

- Opening the Lesson: Discussion About Helping Others
- Leading the Lesson: Exploring the Coeur D’Alene Seal
- Closing the Lesson: Helping Others Puzzle Picture Activity
Grade 3–5

Materials/Preparation continued

- Handout 5: Coeur d'Alene Tribal Seal Symbols
  Student Activity Sheet (make one copy per student)
- Handout 6: Puzzle Piece Template (make one copy per student)

Suggested Grouping Structures
Whole group discussion, small group discussion, independent activity, and partner activity

Estimated total lesson time: 55 minutes

Opening the lesson (15 minutes)

Discussion About Helping Others

1. **Tell** students they are going to learn about a group of people who made a huge difference in the lives of others.
2. **Direct** students to fold a lined paper lengthwise. Have them list all of the ways they have been helped in the past week using only one side of the paper. Encourage them to think of home, school, visiting others, on the bus, etc. Allow five minutes. Ask them to write three words below that column to tell how being helped made them feel.
3. **Direct** students to use the second side and list all of the ways they have helped others in the past week. Allow five minutes. Have them write three words below that column to tell how helping others made them feel.
4. **Ask** students to compare the two sides. Ask the class which list is longer? Did they feel differently when being helped compared to when they helped someone else?
5. **Ask** students to share their feelings and comments about the results.
6. **Tell** students that today's lesson will be about an American Indian Tribe named the Coeur d’Alene (pronounced “core-dah-lane”) who helps American Indians and others in their community. Tell them they can decide if they think the feelings of the Tribe members were similar to their own feelings just listed on their papers.

Leading the Lesson (25 minutes)

Exploring the Coeur d’Alene Seal

7. **Explain** that the Coeur d’Alene Tribe has a history of always having had a commitment to the future, while honoring their past.
8. **Write** the terms, “Social Justice” and “Advocate” on the board and ask students what they think the two terms mean. Call on a few volunteers to share their answers. Then, build on their answers in order to explain the two terms to the class. (Possible responses: Social justice is the view that everyone deserves to have the same
economic, political, civil, human, and social rights and opportunities, regardless of race, socioeconomic status, gender or other characteristics. To advocate means to support or work for the cause of another person or group.)

9. **Distribute** Handout 3, reference the article on the handout, and call on a volunteer to read the article aloud. Ask the class, “What do you think this article will be about?” Call on a few volunteers to share their answers and guide the discussion to reflect the definitions of social justice and advocate that were just discussed, and to learn more about the Coeur d’Alene American Indian Tribe.

10. **Direct** students to read the article and answer the questions on Handout 3 with a partner. Assign partners and allow 5-10 minutes for students to read and answer. As students are working together to answer the questions, have them cite the place in the text where they found the answer or that provided the necessary information to make an inference. Both students in each partnership should record the answers on their own handouts.

11. **Discuss** the answers as a class.

12. **Introduce** the Coeur d’Alene Tribal Seal (prompt students to recall that the seal was mentioned and shown in a picture in the article on Handout 3). Ask students what they think the purpose is of a tribal seal.

13. **Invite** a few students to share. Then, building upon what they have said, explain what the seal embodies (see the Coeur d’Alene Lesson Introduction and Background and Handout 2).

14. **Discuss** the term “symbol” and name the symbols on the seal (using Handout 4).

15. **Distribute** the Coeur d’Alene Tribal Seal Symbols Student Activity Sheet (Handout 5). Give directions and have students complete the activity sheet.

16. **Ask** for a few volunteers to tell the class what they think the meaning of each item is by sharing the word or phrase that they have recorded under each symbol title.

17. **Write** the term, “Value” on the board beside the terms “Social Justice” and “Advocate.” Call the group back together and reinforce the concept that the items on the Tribal Seal emphasize what is important to the Coeur d’Alene Tribe or, in other words, what they value.
Leading the Lesson continued

18. **Call** students’ attention to the Open Book and Quill Pen and Ink symbol and discuss how it represents the Tribe’s long history supporting and valuing education. Emphasize that education is such an important value to the Coeur d’Alenes and such a big piece of who they are that it has its own symbol on their seal. Next to the term “Value” write a colon and the term “Education” on the board.

19. **Divide** student into small groups. Direct the groups to look back at the article they read about the Tribe on Handout 3. Have each group pick one student to be the group recorder and give that student a highlighter. Have students work in their groups to identify examples in the article of how the Tribe supported and advocated for education and student success. Have the recorder highlight the examples the group finds on his or her copy. After a minute or two, have the groups decide which top two items they feel made a major difference to increase student progress and stood out the most to them.

20. **Call** the whole class back together. Draw a short arrow next to the words “Value: Education” and write the word “Actions” on the board.

21. **Ask** for a volunteer from each group to share their group’s top two items. Record the items that are shared under the term, “Action.” (If an item is shared more than once, place a checkmark beside it to indicate each time it has been mentioned.)

22. **Direct** students to look at the list of actions on the board and think to themselves about how those actions are evidence of the Tribes values (e.g. Social Justice and Education).

23. **Ask** the class to silently think about these questions, “What do your values look like when you “act” on them? What would your list of actions be?” Give students a few moments to independently consider your questions and then share with a partner.

Closing the Lesson (15 minutes)

Helping Others Puzzle Picture Activity

24. **Ask** students to look again at the list of things others had done for them and the list of what they had done for others during the week. Have them circle the item on each side that they considered to be the most significant. Ask if those two items made a difference for them and for others. Ask students to think about the feeling they have about both items.

25. **Help** students to make the connection that action and responsibility can make a huge impact, and the start to making a difference is taking one step.

26. **Give** each child a blank puzzle piece. Instruct each to child draw an illustration on the puzzle piece representing the action he or she would like to take in serving the community and to write a two to three word phrase explaining it below the piece. Make a bulletin board or display with all the finished puzzle pieces.

27. **Explain** that all their talents combined do something for the common good of their neighborhood. Write a heading for the display that says, “We Are Neighbors Working Together for Our Community.”
Assessment Suggestion(s)
- Check for understanding on Handouts 3 and 4
- Informal observation during small and whole group discussion
- Check for understanding on Handout 6

Adaptations, Enrichment, Cross-curricular Opportunities
- Challenge students to pay attention to those in the school, students, teachers, and all school personnel, who make a difference by the help they give. Tell students to start a list of those situations, including who was helping and a sentence telling what was being done. Pass out paper and have them think back to any events involving helping others that they observed earlier that day. Tell students they will take out their lists and discuss the events they have observed at the end of the next day.

Exploring through children’s literature:
- A Coeur d’Alene Indian Story, by Thomas E. Connolly, Ye Galleon Press (Fairfield, WA), 1990. This is a centennial publication of the Coeur d’Alene Tribe, and doesn’t have an ISBN number.

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

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The Coeur d’Alene American Indians are original people from five million acres of land that is now the states of Washington, Idaho, and Montana. Today most Coeur d’Alene people live in Idaho. The Coeur d’Alenes live on a reservation. Their reservation is land located in the United States that belongs to them and is under their control. The Coeur d’Alene Tribe has its own government, laws, police, and services, just like each state within the United States does. However, the Coeur d’Alenes are also United States citizens and must follow U.S. laws.

In the past, each Coeur d’Alene band had a chief who was a man chosen by a tribal council of elders and leaders. Even though the Chiefs were highly respected, they didn’t have a lot of control or power. They had to listen to the tribal council most of the time. Today, Coeur d’Alene bands are still ruled by tribal councils, but council members are elected by all of the people in the tribe and can include women as well as men.

The name Coeur d’Alene was given to the Tribe by the French and it means “owl heart.” The real reason for this name is unknown but it is believed that it may have something to do with the Coeur d’Alenes being sharp traders. In French, Coeur d’Alene is pronounced similar to “cur dah lane.” In their own language, the Coeur d’Alenes call themselves Schitsu’umsh which means “the people found here.” Most Coeur d’Alenes speak English today, but the elders and others also speak their native Coeur d’Alene language. Coeur d’Alene is another language with many sounds that don’t exist in English. The Coeur d’Alene language is endangered because most children aren’t learning it anymore. However, Coeur d’Alene leaders are working to keep their language alive as a part of their culture, history, and tradition.

The Coeur d’Alene Tribe advocates for social justice by supporting an equal opportunity for the best education for all children. Education is one of the Tribe’s core values and their actions to support education keep their rich history and culture alive.

The Coeur d’Alene American Indian Tribe received a Human and Civil Rights award from the National Education Association in 2014. The Tribe was given...
the Leo Reano Memorial Award. Leo Reano was a teacher, artist, and interpreter. He belonged to the Santo Domingo Indian Pueblo. He 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/Alaskan Native children. The Leo Reano Memorial Award was given to the Coeur d’Alene Tribe for their significant impact on education and the achievement of equal opportunity for American Indians.

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. Prior to the Tribe’s efforts, the Plummer-Worley Joint School District Number 44 on the Coeur d’Alene Reservation had a high school graduation rate of 34 percent, after their efforts the graduation rate increased to 90 percent. The District’s Superintendent said, “I do not believe this would have been possible without the assistance of our tribal neighbor.”

The Tribe has given almost $20 million to support education. The money has been used in programs that make a difference for students like tutoring. The Tribe 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 career training and counseling for tribal youth. The Tribe’s donations to the schools have supported 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. The Tribe’s Education Department monitors the school progress of every Coeur d’Alene student to make sure that they are getting all of the support they need and all of the opportunities they deserve.

The values of the Tribe are represented on the Coeur d’Alene Tribal Seal. A man named Lawrence Aripa designed it and it includes the elements to represent what is most important to the Tribe, like education, which is represented by the Open Book and Quill Pen and Ink Symbol.
LESSON PLAN HANDOUT 3

Social Justice Advocates: Learning about the Coeur d’Alene Tribe (continued)

Name __________________________________________

Directions: Use the information from the article to answer the questions below. Write your answer in a complete sentence.

1. What are the three states in the United States where Coeur d’Alene people were originally located?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

2. What is the name of the award the Coeur d’Alene Tribe received from the National Education Association?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

3. What laws are the Coeur d’Alenes expected to follow? (circle one)
   a. United States Law
   b. Coeur d’Alene Tribal Laws
   c. Idaho, Montana, and Wyoming State Laws
   d. United States and Coeur d’Alene Tribal Laws
   e. United States Laws, Coeur d’Alene Tribal Laws, and Idaho, Montana, and Wyoming State Laws
4. The efforts made by the Coeur d’Alene Tribe to support education in the Plummer-Worley Joint School District Number 44 on the Coeur d’Alene Reservation led to an improved graduation rate for ____________________________ students. (circle one)

   a. kindergarten         b. elementary      c. middle school
   d. high school          e. college

5. What does the Open Book and Quill Pen symbol stand for on the Coeur d’Alene Tribal Seal?

   _______________________________________________________

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The Coeur d'Alene Tribe

Coeur d'Alene Tribal Seal
Symbol Picture Cards

Headdress
Pipe of peace
Open Book and Quill Pen and Ink
1. Cut out the symbols.
2. Color the symbols.
3. Glue the symbols onto the seal.
4. Write a word for each symbol to tell what it means.