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 the meaning of symbolism and identify related examples.
- Students will be able to identify the many educational supports put in place by the Coeur d’Alene Tribe to impact the achievement of equal opportunity for American Indians.

Materials/Preparation

- Whiteboard or chalkboard space
- Glue
- Crayons
- Handout 1: Coeur d’Alene Map (print one copy for display)
- Handout 2: Coeur d’Alene Tribal Seal Background Information (print one copy for educator background)
- Handout 3: Coeur d’Alene Tribal Seal (print one copy for display)
- Handout 4: Coeur d’Alene Tribal Seal Symbols Student Activity Sheet: Predictions (make one copy per student)

Opening the Lesson:
Introduction to Social Justice and Exploration of Life on an American Indian Reservation

Leading the Lesson:
Learning About the Coeur d’Alene Seal and the Connections Between Symbols and Attributes

Closing the Lesson: Social Justice and Advocacy in Your Own Words

Lesson At-A-Glance
Lessons Learned from NEA’s Social Justice Advocates
NEA Human and Civil Rights Awards Program Lesson Plans
The Coeur d’Alene Tribe
Grades 6-8

Materials/Preparation continued

- Handout 5: Introducing the National Education Association Human and Civil Rights Awards Program Recipient, the Coeur d’Alene Tribe (print one copy to read to the class)
- Handout 6: Coeur d’Alene Tribal Seal Symbols Student Activity Sheet: Answers (make one copy per student)

Suggested Grouping Structures
Whole group discussion and independent activity
Estimated total lesson time: 45 minutes

Opening the Lesson (10 minutes)
Introduction to Social Justice and Exploration of Life on an American Indian Reservation

1. Write the term “Social Justice” on the board. Ask students what they think Social Justice means. (Prompt the response: All members of a society should be treated equally and fairly). Discuss the notion that in our country and in the world there are many individuals and groups who advocate for social justice and human and civil rights causes. In some cases, these individuals may be doing their job, in some cases they may be volunteers, in all cases they are leaders. (Activate prior knowledge as needed: Ask students to name some examples of social justice and human and civil rights causes.) There are many awards programs in place at the national and global level that recognize the efforts of these advocates.

2. Pose the following question to students: If there were an individual or group of people who were given a national award for demonstrating advocacy for social justice and human and civil rights, what are some of the characteristics, traits, or values that this group may hold?

3. List characteristics on the board. (Possible responses: Works to ensure fair opportunities for all, helps to establish needed programs to combat educational gaps, challenges unfair situations, values diversity, is an advocate for those who are subjects of discrimination).

4. Tell students they will learn about an American Indian Tribe who received just such an award. (Activate prior knowledge as needed: Ask students to recall what an American Indian Tribe means and what a reservation means.)

5. Write Coeur d’Alene Tribe on the board and say the name (pronounced “core-dah-lane”).

6. Show the class where the Coeur d’Alene Tribe Reservation is located using Handout 1 and/or a United States map.

7. Ask students to share what they know about the life of American Indians on a reservation.
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(possible answers: Life on reservations can be challenging when the people are facing issues related to drugs, crime, poverty, or pollution on the reservation.)

8. Ask students to share what they think some of the challenges impacting education throughout our nation are. Once a few ideas are shared, explain to the class that according to experts and research, the state of education on reservations are disproportionately noted as being afflicted with these issues impacting their educational system. Are American Indian reservations the only places where the educational institutions need to be improved and could be doing better for the students they serve? There are many ways to improve education (funding, training, studying why the system is not serving the public well enough, etc.) Ask, “When the state of an educational institution is facing challenges that are impacting the students’ opportunities for success, why would this be a social justice issue?”

9. Ask, “What do you, as students, share in common with the students from the Coeur d’Alene tribe?” (possible answers: Same desires to be successful and have an opportunity to learn in a positive and caring environment.) Discuss the reasons and perceptions/misperceptions about why the disparities in education state-to-state, city-to-city, and community-to-community exist.

10. Tell students that they will be learning more about the Coeur d’Alenes, the Tribe’s values, and what makes them advocates for social justice. Their approach was based on studying the problems that exist and determining actions that would have the most potential to provide the highest quality learning opportunity for all.

Leading the Lesson (25 minutes)

Learning About the Coeur d’Alene Seal and the Connections Between Symbols and Attributes

11. Show the Coeur d’Alene Tribal Seal (Handout 3). (Activate prior knowledge as needed: Ask students what they think the purpose of an entity’s seal is; explain that many cities, states, countries, tribes etc. have a seal and that a seal is a designed symbol used on official documents to communicate the entity’s values.) Ask students if they know what a group, country, seal represents. (possible answer: A designed symbol used on official documents). Explain that this seal reveals important aspects of the Coeur d’Alene Tribe, which shows what it values and helps to explain why it is motivated to intervene for the students on the reservation.
In 1992 the Coeur d'Alene Tribe signed a Memorandum of Understanding with the State of Idaho and the Kootenai Tribe of Idaho to form Coeur d'Alene Schools. The new school district, named 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 the Tribe.”

The Tribe’s Education Department has invested in Head Start, Child Care, tutoring in the early grades for children who fall behind, and the classroom, music and art programs. It has supported college preparation courses and college visits as well as a learning program that allows a minority of Native education students to work with mentors and high school authorities, thus increasing the number of students interested in science, technology, vocational training and career counseling for tribal youth. The Tribes' donations to school districts also go to support new technology and college prep dual enrollment programs that allow students interested in science, technology, and college credits. It has supported college funded duel enrollment programs that allow middle and high school students. It has 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 story and their own past shows why and how the tribe’s activism for and from pre-K to college. And it has invested wisely in education—90 percent of the net gaming revenues go for the education of student and young people are in the education pipeline, but otherwise go hungry.

They have invested almost $20 million in education—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 the Tribe.”

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Distribute Handout 4 and have students list each item or symbol they see on the seal in the left-hand column on the chart and provide a guess or prediction about what they think the item might represent in the right-hand column.

Tell the class that you are going to share some background about the Tribe. Read Handout 5 and have them listen to the story and then tell them to decide if they want to change or add anything to their answers about the symbols.

Distribute Handout 6. Call on volunteers to name a symbol and the meaning, and have students record the correct meaning for each symbol on the handout.

Direct students’ attention to the board and review the original list from the beginning of the lesson. Add other ways the Tribe supported the education of students that they have learned from the story.

Help students to realize that hard work and consistent effort over time (10 years) resulted in the significant improvement in student achievement.

Discuss what a long-term commitment means and how this would change the potential for those students in the future.

Closing the Lesson (10 minutes)

Social Justice and Advocacy in Your Own Words

Review the social justice mindset prevalent in the Coeur d'Alene Tribe and how they proceeded to take action.

Ask students to think of ways they can be an advocate for social action and make a difference.

Assign students to write an informational essay explaining what social justice advocacy is and what a social justice advocate does and how his or her actions result in helping or advancing the cause of another. Have students cite examples in their essays from the Coeur d'Alene Tribe's story and their own past experiences and knowledge.
Assessment Suggestion(s)
- Discussion responses
- Handout 3 and 4 answers
- Informational essay writing reflecting connections and in depth understanding

Adaptations, Enrichment, Cross-curricular Opportunities
- Small group work: Distribute Handouts 5 and 6. Divide the class into five small groups and assign each group one of the symbols on the seal. Direct the small groups to work together to decide what the symbol they were assigned means. Have each small group present their answers. Discuss each answer as a class.
- Create a bar graph showing improvements in graduation rates in the 10 years of increased educational programming by the Tribe.
The Coeur d’Alene Tribe’s Aboriginal Territory spans more than 5 million acres of today’s Washington, Idaho & Montana.
Lessons Learned from NEA’s Social Justice Advocates

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 Tribal 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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www.cdatribe-hsn.gov
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NEA Human and Civil Rights Awards Program Lesson Plans

Coeur d’Alene Tribe
Middle School
Grades 6-8

LESSON PLAN HANDOUT

Coeur d’Alene Tribal Seal Symbols
Student Activity Sheet: Predictions

Name: ____________________________________________

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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 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.”

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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.
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.

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