Objective(s)
- Students will be able to explain the importance of caring about others and helping those who are having difficulty.
- Students will be able to explain the connection between the values of a group and examine how those values shape the group’s identity and actions.

Materials/Preparation
- Whiteboard or chalkboard space
- Blank index cards
- Word wall poster
- Glue
- Crayons
- Handout 1: Coeur d’Alene Map and Handout 2: Coeur d’Alene Tribal Seal (print one copy for educator background and display)
- Handout 3: Coeur d’Alene Tribal Seal Symbol Picture Cards (print and cut one copy for display)
- Handout 4: Coeur d’Alene Tribal Seal Symbols Student Activity Sheet (make one copy per student; color and cut out one set of symbols in order to model the activity for the class as you give directions)
- Handout 5: Idaho Area Picture Cards (print and cut one copy for display)
- Handout 6: How Help Feels Word Cards (print and cut one set)
Suggested Grouping Structures
Whole group discussion, independent activity, partner activity
Estimated total lesson time: 35 minutes

Opening the Lesson (5 minutes)
Helping Others: Why Does It Matter?
1. Ask students to tell think about a time when someone helped them do something they were having difficulty doing on their own. Call on a few students to tell what that was.
2. Ask students to think about how they felt when they got help and were able to accomplish the difficult task.
3. List the words on the chalkboard or whiteboard (e.g., happy, good, successful, proud, relieved).
4. Tell students that in today's lesson they are going to learn about a group of people who decided to find some ways to make it easier for students in their community to learn new things and to do better in school.

Leading the Lesson (20 minutes)
Symbols for Social Justice
5. Show students a picture of the Coeur d'Alene Tribal Seal (Handout 2). Ask them to name the things they see on it.
6. Explain that the seal is a way for us to learn about a culture, society, or group of people.
7. Write Coeur d'Alene Tribe on board. Say the name (pronounced “core-dah-lane”) and have the class repeat it. Tell students that this is the name of an American Indian Tribe they will be learning about.
8. Explain to students that the Coeur d'Alene Tribal Seal is something that helps the Coeur d'Alene Tribe members remember their past and all the leaders that helped them. Help students to understand that there are many similarities between the lives of American Indians today and their own lives, including things like play, use of technology, food, and dress. American Indians may wear a headdress (such as the one shown on the seal) or other items from their past for special celebrations much like they may wear a special outfit for one of their own family celebrations.
9. Place the headdress symbol picture card (from Handout 3) on the chalkboard or whiteboard under the handwritten Coeur d'Alene Tribe title. Tell the class that there are other symbols on the Tribal Seal to learn more about.
10. Give each student a copy of Handout 4: Coeur
d’Alene Tribal Seal Symbols Student Activity Sheet. Have students cut on the dotted lines to cut out the symbol boxes and set them off to one side of their desks. Have students color the headdress symbol and set it aside.

11. **Show** the cross symbol picture card (from Handout 3) and place it on the chalkboard or whiteboard under the Coeur d’Alene title. Ask, “What do you think this symbol means to the Tribe?” (Prompt the answer: It shows that religious beliefs are important to them and that this has been a part of their Tribe for a long time.) Have students color their cross symbol and set it aside.

12. **Show** the Idaho map symbol picture card (from Handout 3) and place it on the chalkboard or whiteboard. Ask what it is. Display a U.S. map. Call on a volunteer to show where they live and another to show the shape that matches the symbol (e.g., location of Idaho). Ask students, “Is the location of the Coeur d’Alene Tribe close to us? Do they know people that live far away and come to visit?” Use Handout 1 to show students the location of the Tribe’s land. Show picture cards of land in Idaho (from Handout 5). Ask what color they see in the pictures (e.g., green grass, trees, etc.). Have students color the Idaho map symbol shades of green (to reflect the pine trees, green plants, and colors of nature in the area of the Tribe) and set it aside.

13. **Show** the open book and quill pen and ink symbol picture card (from Handout 3) and place it on the chalkboard or whiteboard under the Coeur d’Alene title. Ask students, “What do you think the open quill and pen represent?” Have students make the connection between the paper and pencils they use and these items, prompting the response of items used in school and how it represents education. Some students may note that the open book could represent that a good education should be equally “open” to all children, which is what the Tribe believes as well. Help students relate to education and explain that learning and doing well in school is very important to the Coeur d’Alene Tribe. Have students color the open book and quill pen and ink symbol and set it aside.

14. **Show** the pipe of peace symbol picture card (from Handout 3) and place it on the chalkboard or whiteboard under the Coeur d’Alene title. Explain the connection from the past of using the pipe to create a
communication signal to show other Tribes that they wanted to get along and work together and how it became a symbol for peace. Have students color the pipe of peace symbol and set it aside.

15. **Review** each picture card concept and as you do direct students to point to the corresponding cut out piece on their desks.

16. **Tell** the class that they will now glue the cut out symbols onto the circle to create the Coeur d’Alene Tribal Seal (Handout 4, Page 2). Have students follow along with you as model where to glue each symbol. (In advance, cut and color Page 1 of Handout 4 in order to model the next several steps for the class).

17. **Ask** what the name of the Tribe is. Have them hold it up, and make sure it matches the one you hold up from the chalkboard or whiteboard for them to see. Glue yours on the outside ring area as in the original seal and have them glue theirs in that place on their seal outline worksheets.

18. **Ask** which picture shows the state where this Tribe lives. As students hold up this piece, again pick up the matching one from the chalkboard or whiteboard and glue it on the seal in the matching location to the actual seal.

19. **Continue** with the other pieces, using the following hints and gluing each piece after checking to see that students are holding up the correct one:

- Shows the Coeur d’Alene valued their religion (cross).
- Means that the Tribe honors all the past leaders (headdress).
- Education and doing well in school is
Leading the Lesson (20 minutes) continued

important (open book and quill pen and ink).

- Wanted to get along with others (pipe of peace).

20. Ask students to think of their own words to tell what each symbol represents. Record the words beside the symbol picture card on the board. Direct students to choose one of the words to record for each symbol on their activity sheet. Model this step for the class (e.g., for the open book and quill pen and ink, they may say and choose to write, “learning, reading, thinking, or school, etc.”).

21. Discuss what students think the Tribe’s seal had to do with the award they received from the National Education Association for how they have helped take care of other people in their community by ensuring that everyone has an opportunity to be successful in school. (Possible response: The Coeur d’Alene Tribal Seal shows they have a strong way of caring about the people, and helping students do their best is a huge part of that. This was the reason they were honored and won the award.)

22. Discuss why it is important in our society for all children to have access to a good education. Say, “Think about some of the things your family and friends do to make sure you have a chance to be successful in school and think about how it is good for everyone when we as a people, value education.” Point out that the Tribe’s actions and choices to support education are an example of advocacy to ensure that all students have a fair chance to learn and have a good education.

Closing the Lesson (10 minutes)

How Help Feels Word Card Partner Search

23. Prompt students to recall their previous answers about the ways that a person can help another person or group of people to be successful in school (i.e., extra teachers/tutors after school help, fundraising for supplies, reading to the class, helping a classmate with an assignment, etc.) and tell them that this Tribe did just that. The Coeur d’Alene Tribe’s first action was to find out how their young people were doing in school. Sometimes just knowing that someone else is paying attention and cares about how you are doing in school can make a huge difference just by itself. They found that some of their young people weren’t doing so well and because the Tribe leaders wanted all students to do well they decided to do all they could to make it better and easier for everyone to learn.

24. Direct students to look at the list of words recorded on the board at the beginning of the
Closing the Lesson (10 minutes) continued

lesson telling how they said they feel when they get help.

25. **Ask** students if these same words would fit how the Coeur d’Alene students probably felt to know they have the support and care of their Tribe. Add any other words they think would also fit.

26. **Give** a How Help Feels Word Card to each student (Handout 6). In advance you will need to set aside pairs of words for the number of students in your class. If you have an odd number of students, then use the blank card to record a third word card to one of the pairs of words so that the students with that word card can form a trio.

27. **Instruct** students to find the person with the partner card and make a line with the partner at the front of the room. They should try to say the word to each other as they wait in line. Once all have found their partners, have them say the words, giving help as needed.

28. **Remind** students, how important helping others learn is and reinforce the many good feelings people have when they are helped. The Coeur d’Alene Tribe received the award because they knew how important giving help is and they knew how important education is. Both of these ideals are the foundation of what the Tribe stands for. What they believe helps them to determine their actions and make decisions. That is called having principles and leadership. It is what keeps their Tribe going and it is what makes them an example of how to be a champion for human and civil rights and social justice. They are heroes because they made it important to take care of others and ensure the opportunity for the best possible education for all.

Assessments Suggestion(s)

- Student response to teacher prompts and participation in the discussion.
- Informal observation of student’s ability to select correct cutout piece for the corresponding clue in the glue/paste activity.
- Check that each student makes a suggestion for a word to describe the Tribe.

Adaptations, Enrichment, Cross-curricular Opportunities

- Have students create their own seals. Tell them they are going to make their own seal about what is important to them. Lead students to think about what they value most (family, friends, pet, playing outside, hobby or interest). Have them draw/color three or four items for their seal. As they are working, guide students to conclude that the items on their seals are telling some things about them, just as the seal of the Tribe told what they valued.
- Tell students music and art are (and have been in the past) an important part of the American Indian culture. Have students create a yarn necklace from cut straw pieces and beads (incorporate patterns, thinking, problem solving, fine motor skills).
- 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.
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 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.
Lessons Learned from NEA’s Social Justice Advocates

NEA Human and Civil Rights Awards Program Lesson Plans

The Coeur d’Alene Tribe

LESSON PLAN HANDOUT

Coeur d’Alene Tribal Seal
Symbol Picture Cards

Headdress
Pipe of peace
Open Book and Quill Pen and Ink

Grades K-2
Primary Elementary
Coeur d’Alene Tribe
Coeur d’Alene Tribal Seal Symbol Picture Cards (continued)

Idaho State Shape

Cross
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.
Lessons Learned from NEA’s Social Justice Advocates
NEA Human and Civil Rights Awards Program Lesson Plans

Coeur d'Alene Tribe
Primary Elementary
Grades K-2

LESSON PLAN HANDOUT 4

Coeur d’Alene Tribal Seal Student Activity Sheet (continued)

Idaho state symbol

Headdress symbol

What I think this symbol means

What I think this symbol means

Cross symbol

Pipe of peace symbol

Coeur d’Alene Tribe

Quill Pen and Open Book and Ink symbol

What I think this symbol means

What I think this symbol means
LESSON PLAN HANDOUT 5
Idaho Area Picture Cards
LESSON PLAN HANDOUT 6
How Help Feels Word Cards

happy  happy

good  good

proud  proud

successful  successful
How Help Feels Word Cards (continued)

- relieved
- smart
- wonderful
- excited
thrilled
thankful
great
pleased
thrilled
thankful
great
pleased
How Help Feels Word Cards (continued)

bright

able

bright

able