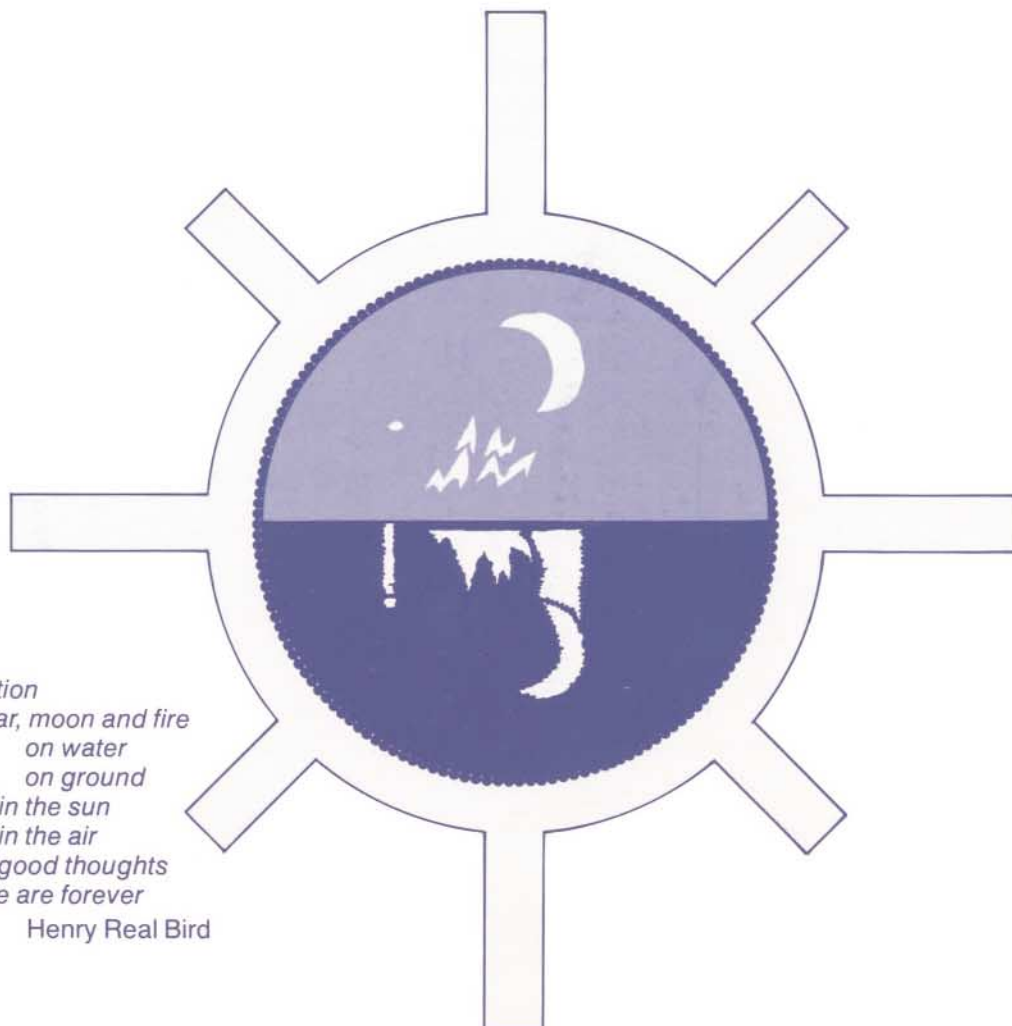


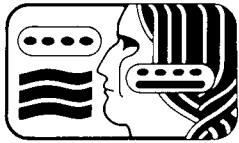


THE INDIAN READING SERIES:
Stories and Legends of the Northwest



*Reflection
of star, moon and fire
on water
on ground
in the sun
in the air
and good thoughts
these are forever
Henry Real Bird*

TEACHER'S MANUAL



THE INDIAN READING SERIES: Stories and Legends of the Northwest

Henry Real Bird

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2360 S.W. 170th Avenue
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PREFACE

THE INDIAN READING SERIES: Stories and Legends of the Northwest is a unique supplementary reading and language development program for Indian and non-Indian children. It was designed and tested over a five-year period by community people from twelve Indian reservations in Oregon, Washington, Idaho and Montana.

The program is the result of a cooperative effort between the participating tribes, the National Institute of Education and the Pacific Northwest Indian Program of the Northwest Regional Educational Laboratory.

A Policy Board representing the Northwest Indian community directed program activities and assured meaningful community input and control of content authenticity. More than 250 reservation-based planners, writers and artists participated in needs identification and materials development.

The materials were authenticated by the participating tribes and field-tested with over 1,200 Indian and non-Indian children in 93 classrooms throughout the Northwest. Evaluation of the use of the materials in these classrooms indicates that the student materials and teaching aides do provide the learning experiences sought by the Indian people who were involved in the developmental process.

The Teacher's Manual reflects the thinking of the more than eighty teachers who were involved in the trial stages of the materials and who provided us with invaluable ideas which were incorporated into this manual. The manual was written to provide suggestions for teachers using *The Indian Reading Series*, to enable students to receive maximum benefits from the student materials.

The materials were not designed to be a reading program; they are supplemental to reading programs now being used in the schools. Nor are the materials intended to be used to teach Indian "culture," even though they come from and are based in that culture.

Rather, the materials were developed to appeal to interests and values held by many Indian children – horses, wildlife, natural phenomena, fishing, hunting, celebrations. It is the strong belief of the Indian developers that when these high interest materials are used along with the regular reading program, the children will improve in comprehension as well as in the production of both written and oral language. It is assumed that if language production increases and comprehension improves, reading skills and interest in school also will improve and much school failure will be prevented.

Because teachers already have a working knowledge of the basic reading theories, these theories are not presented again in this manual. Rather, the manual addresses itself to some solutions to the problems encountered by Indian children, and teachers of Indian children, in the present educational system. There is a subtle blending of community learning styles with the more formal teaching strategies, which has proven to provide a more comfortable classroom learning atmosphere for the Indian child.

Teachers, too, are provided with an opportunity to learn more of the Indian child's world, and can utilize this knowledge to become more effective teachers of Indian children. The techniques provided within the manual are not restrictive; rather, they are designed to aid teachers in exercising their creativity to the fullest.

It is appropriate here to express appreciation to the above-mentioned people and agencies who spent many long, arduous hours to bring a dream to reality.

*Joseph Coburn
Program Director*