

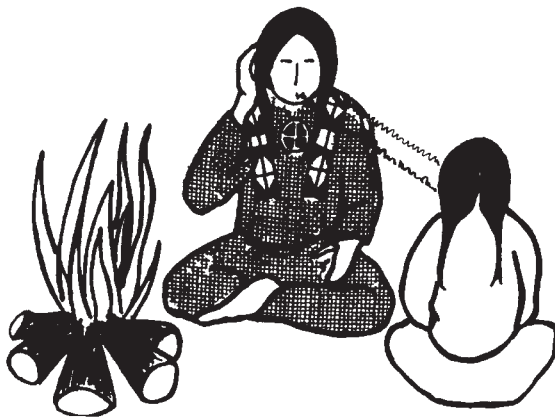
AREAS OF EMPHASIS

The Indian Reading Series has been developed to meet the needs of Indian students specifically in the areas of **reading** and **language arts**. The total program, however, has also been used effectively to supplement units in **social studies** and **science** since the stories themselves contain a tremendous amount of cultural information. In addition, the program has fostered better communication between the school and the Indian **community** as Indian parents have seen their children using authentic materials which reflect their culture. Finally, activities, such as the Four Winds activity card, have encouraged a better working **relationship among students**.

Within the teacher's manual for Level IV, the Teacher Guided Activities section has been keyed for these five areas of emphasis using pictographic symbols. Each symbol will be described and will serve as a visual cue for those teachers wishing to use the program to select activities which only reinforce or develop one area. For example, if a teacher would like to promote a healthy interaction among students using a cultural context, then it would be appropriate to look for those activities keyed with the student interaction symbol.

For teachers wishing to use the total program, the symbols serve as visual reminders of the variety of activities which students will experience. Education for the Indian child was traditionally a lifelong process, free from departmentalization, and fostered with love and caring through the extended family. The stories and manual for Level IV reflect this type of learning style. Used as a total program, a better understanding of and appreciation for Indian people and their culture will most certainly reward teacher and student alike.

Language Arts



Level IV gives students ample opportunities to practice the language arts skills of reading, listening, speaking and writing — all within a cultural context. The pictographic symbol chosen for language arts activities represents the exchange which traditionally took place between elders and youth as stories were passed from one generation to the next. As the lines between the two seated individuals suggest, the exchange required the active participation of both the speaker and the listener. It is this active participation which Level IV attempts to recreate using the stories of tribes from the Pacific Northwest.

Activities such as discussing, role playing, pantomiming, reading aloud, retelling stories, writing script and poetry will immerse students in the thought and spirit of the stories. All such activities will be identified using the pictographic symbol labeled “Firetalk.”

Social Studies

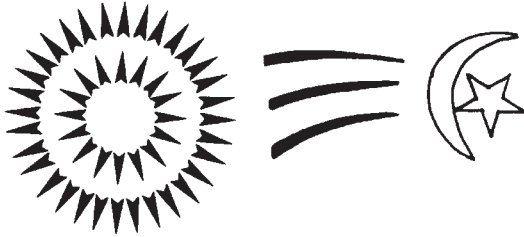


Many of the stories in Level IV provide descriptions of Indian culture which may provide good reference material for teachers developing social studies units on Indians in the Northwest. Some of these stories explain in detail the appearance and use of cultural objects, ceremonies or lifestyle of individual tribes. Within Level IV there are specific stories about Blackfeet history, basket making of Coastal tribes, tanning hides, and traditional Plateau and Plains dwellings. As stated in the preface, these stories were not intended to teach Indian culture. They come from and are based in the culture and can provide a wealth of subtle information about the history and social interaction of the native people of the Northwest.

Indian people believe that the individual should develop a realization that success in life stems from being able to contribute to the well being of one's people and all life. A creative teacher may use these stories to further heighten student awareness of the intimate web of life that links them with their world. It can lead to developing a healthy self-concept for the Indian students since they will see themselves and their culture in a useful, beautiful and important perspective.

Activities in the teacher's manual which may promote social studies concepts will be identified using the pictographic buffalo since for some tribes it epitomizes the interdependence of man and the environment. The social interaction with brothers like the buffalo contributed greatly to who the Indian people were, how they lived and what they believed.

Science



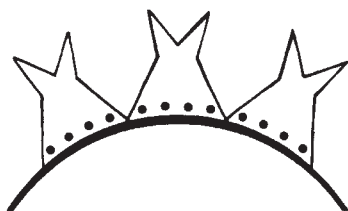
The stories from *The Indian Reading Series* may also be used to reinforce or introduce lessons in science. Many activities for specific stories in Level IV encourage students to examine their natural environment more closely. Time is taken to emphasize that traditional Native Americans have evolved a detailed knowledge about habits, habitats, ecological communities, seasonal variations, and plant and animal species of this country.

This impressive knowledge about a wide variety of natural phenomena is not accidental. It is based on generations of systematic inquiry. It has been achieved through repeated observations, experiments and conclusions. In order to understand the many relationships among different types of substances, Indians have utilized the elements of the scientific method yet have never ceased to be awed by all that is natural. Most importantly, Indians have appreciated the interrelationships of all life, recognizing how dependent each element is on another.

There are many different ways of looking at the world. Understanding the environment, as well as appreciating it and protecting or maintaining it, were prime motivations for telling many Indian stories. Many stories may be viewed then from this philosophical base. Understanding of scientific procedures and the impact of technology on the natural environment and on human values may be explored through ideas initiated in these stories.

The pictographic symbol which identifies activities of a scientific nature represents the cycles of life. The sun, our primary life-giving force, yields to the moon and stars (suggested by the three lines between them). Life cannot be viewed without the perspective of its cycles and interrelationships. Native people have always viewed people not as individuals, but as a part of the larger whole of society and nature.

Community



Since *The Indian Reading Series* was initially created to respond to a need recognized by Indian people themselves, the community can be considered the key to the successful execution of the program. The materials reflect the interest of Indian children and their cultural heritage and have been authenticated by tribal members through their councils.

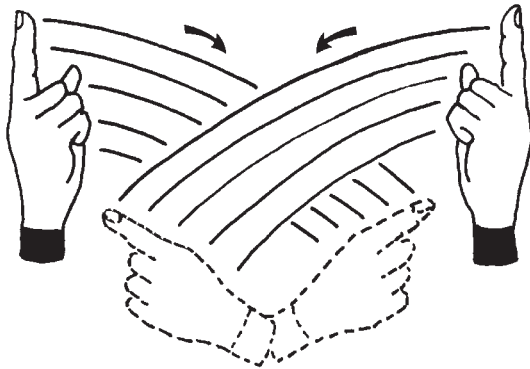
It is important that Indian parents see their children using authentic materials which reflect their culture, for in doing so, the school has recognized the valuable contributions to be made by the Indian community. Traditionally, education of Indian children was mainly the effort of extended family members or of skilled tribespeople. One's mentor was a person that loved the child and had an intimate knowledge and respect of his family. Since formal education of the Indian child has historically been controlled by the non-Indian, it is no wonder that Indian people desire to be intricately involved in decisions and the curriculum content of their children's education.

Wherever possible the teacher's manual offers suggestions to further involve community members in the classroom. Activities which emphasize this type of involvement will be identified using the pictograph which shows a Plains Indian encampment.

It is the joint effort of individuals which defines what one's community will be. In an Indian community an individual is successful in life insofar as he acquires the respect and esteem of his people. The program, through the stories, attempts to emphasize the importance of a person functioning in a harmonious way with nature and with people, for it is the membership in a community of related people by which each individual owes his existence and definition of being.

What better place to build a sense of community than in a classroom where not only students share ideas with each other and their teacher, but with parents and adults from their community as well.

Student Interaction



Many activities in Level IV require students to interact with each other in discussion groups, relay races or other competitive events, or by doing special favors for individuals in the classroom, tutoring, or just helping others on program projects. When specific activities encourage students to relate to others, they will be identified using the student interaction symbol.

The pictographic symbol above represents a hand signal meaning to exchange or trade. These activities will help to create an atmosphere in which individuals have a chance to relate to others, to freely exchange or share ideas and develop a more positive sense of classroom community. The value of these activities can best be recognized by the teacher and students who take time to reflect and evaluate the positive elements of the interaction.

The cultural context for grouping students is introduced with the Four Winds activity card. Codes of behavior or virtues are included as part of the initial task of the groups. Positive ways of relating to others must be developed in order for individuals to sense their membership in a community. It is hoped that each student using the Level IV program will develop a greater sense of belonging to a group, the People tribe, which includes accepting responsibilities for individual as well as group behavior.