**EDU 455: American Indian Literature for Grades 9-12**

Instructor: Michele McGuire M.Ed.

Dates: May 13 to July 7, 2019 (8 weeks)

2 semester credits or 30 OPI renewal units

**Course Description**

This course serves as an opportunity for participants to explore OPI developed instructional units based on literature sent to all Montana high school libraries alongside additional fiction and nonfiction texts for use in grades 9-12. Most resources are place-based, either focused on Montana tribes or created by Montana Indian authors. Participants will read extensively in a variety of genres, engage in discussions, complete instructional activities, and examine accurate and authentic Native American fiction and nonfiction texts. Ultimately, participants will select texts and and instructional units for immediate integration of IEFA into their classrooms. This course is rigorous and requires the participant to access a number of texts through their school or public library or purchase said materials from WM-PLC or booksellers.

**Objectives**

Participants will:

1. Develop background knowledge of Indian Education for All (IEFA)
2. Read American Indian literature in a variety of genres and explore the background and perspective of the authors.
3. Explore literature units developed by the Montana Office of Public Instruction.
4. Learn and experience multiple instructional strategies for utilizing the anchor texts with students that can be modified for their individual classroom settings.
5. Discuss with colleagues ideas for implementing IEFA's Essential Understandings Regarding Montana Indians across grade levels and content areas.
6. Consider how the primary texts meet the Montana State standards.
7. Create a final project which integrates the materials and concepts covered.

**Evaluation: Undergraduate**

25%:   Original discussion posts

25%:   Response to three groups member’s original posts weekly.

50%: 5 instructional activities

**Evaluation: Graduate**

20%:   Original discussion posts

20%:   Response to three groups member’s original posts weekly

50%: 5 instructional activities

10%:    Final Project

**OPI Renewal Unit Requirements**

Those taking the course for OPI renewal units are required to complete all readings, participate fully in the class discussion and submit a discussion summary weekly. Additionally, they will complete the five the weekly instructional activities.  Completion of the final project is **optional.** Individuals who fail to fully participate will be granted OPI credits commensurate with their level of participation.

PLEASE NOTE: The *Discussion Summary* (explained below) is the tool by which discussion board work is graded and as such must be submitted at the end of each week.

**Course Expectations**

Over the next eight weeks, we will work together as a community of learners by diving deeply into the content described in this syllabus. By discussing the ideas and concepts brought forth in the reading and applying your own experiences to it, you will develop deeper understandings, experience being a learner, and grow both personally and professional. Of course, what you put into the course directly impacts what you gain from it. You are not expected to master everything the first time, but rather to grapple with new ideas and theories through reading, discussion, and application. Ultimately, you are responsible for your own learning.

As a means of realizing the vision described above, I expect each student to meet the following standards:

1. Regularly participate in all online discussions.
2. Read all required materials in a timely fashion.
3. Complete all assignments on time.
4. Cite professional sources to support your ideas, and always list references.
5. Discussion postings should include a reference list.
6. Use the rubric for each assignment to improve the quality of your work.
7. Exercise professionalism in respecting the rights of others at all times.

**Course Design**

Over the course of the class, each participant will participate in weekly discussions:

* Each discussion will cover a 5 day period (Monday through Friday, ending at 11 p.m.)
* Participation requires all assigned readings be completed.
* Each class member will make one original posting addressing the discussion questions and adhering to the word count requirements by Tuesday at 11 p.m. of each week.
* Word counts listed are suggestions. Be concise yet thorough.
* Each class member will then respond meaningfully to each member of their assigned group by Friday at 11 p.m.
* Each class member will post their completed instructional activity assignment by Friday at 11 p.m.
* Each class member will submit a discussion summary to the instructor by Saturday at 11 p.m. A template is provided in the course Moodle.
* After the first two weeks, late assignments and postings will result in reduced OPI credit or grade deductions unless extenuating circumstances are communicated to the instructor.

**Discussion Board**

In the course Moodle is a document entitled ***Example of Original and Reply Discussion Posts*.** Though not written on our course topics, it provides a good example of substantive content, length, and other expectations. Remember, part of your grade is determined by your articulate response to the discussion prompt and substantive responses to your fellow learners. As graduate students and education professionals you are expected to think critically and express your opinion. The key to expressing a scholarly opinion is to ground that opinion with the ideas and concepts explored through the assigned readings. You can expect the instructor to read all postings. Some, but not all, postings will receive an individual response. Reply posts should be around 150-200 words, and do not require references, though you are encouraged to share resources you have discovered. Original posts may be uploaded at any time prior to the due day, but responses may only be posted during the relevant discussion week. Please submit your **Discussion Summary** using the provided template.

**Additional assignments are as follows:**

1. Five units will include an instructional strategy or activity to be conceptualized or completed based on the week’s reading assignments.
2. **Graduate Only:** Design a final projected relevant to your personal interest and/or teaching assignment. Final projects could include but are not limited to the following: Developing a teaching unit for use in your classroom based on an outside text or expanding upon one read in the course; researching, discussing, and analyzing an author’s body of work; reading additional texts, critically analyzing them for accuracy and authenticity and conceptualizing how they may be used in your classroom (though not necessarily developing formal lesson plans); or teaching a text with your students over the course of this class and demonstrating their learning. The final project is limited only by your imagination.

**Course Rubrics**

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| --- | --- |
| **Rubric for Discussion Summary (40-50% of course grade)** |  |
| Original post submitted on time (10 pts) |  |
| Addresses each part of discussion question (50 pts) |  |
| Concise, articulate, and grammatically correct, sufficient word count (20 pts) |  |
| Responds meaningfully to at least 3 course participants (20) |  |
| Total points possible (100)  |  |
| Points earned |  |
| Percentage and letter grade |  |

|  |  |
| --- | --- |
| **Rubric for Instructional Activities (10% of course grade each)** |  |
| Submitted on time (10 pts) |  |
| Addresses each component as outlined in module (70 pts) |  |
| Concise, articulate, and grammatically correct, sufficient word count (20 pts) |  |
| Total points possible (100)  |  |
| Points earned |  |
| Percentage and letter grade |  |

**Schedule of Topics and Activities**

All readings must be completed by the second day of the week under which they are listed, the exception being week 1. Readings with an \* are available for sale by the instructor. Contact the instructor to order. Many will be available in your school library. Some can be borrowed from the instructor, though mailing fees will apply.

**Module 1:** *Introductions*

May 13, 2019- May 19, 2019

**Readings:**

**Background information:** *Essential Understandings Regarding Montana Indians; Tribal*

*Lands; American Indians 101; Article X; MCA-20-1-501; The Challenge of IEFA; Evaluating American Indian Materials & Resources for the Classroom; How to Tell the Difference.*

**Assignments:** Introductions: Read syllabus and ask questions about the class assignments (Discussion Board expectations, 5 Instructional Activities, Final Project). Practice using Moodle. Carefully read discussion board expectations, example of an original post, and example of a discussion summary. **Discussion 1 original post due May 15, Responses due May 8, and Discussion Summary due May 19.**

1. Introductions

Please introduce yourself by sharing with the class your teaching assignment--school, location, grade level, content area. Explain what you hope to get out of this course. Finally, tell the class one interesting fact about yourself--a hobby, anecdote, favorite vacation, funniest thing a kid ever did in your class, etc. Make yourself memorable to the other course participants!

1. Discussion Questions

Explain how you have integrated IEFA into your curriculum previously. What texts and instructional strategies did you use? How did students respond?

**Module 2:** *Poetry*

May 20, 2019 to May 26, 2019

**Readings:**

**Literature (Poetry):**

Smoker, M.L. (2005). *Another Attempt at Rescue.* Brooklyn, N.Y.: Hanging Loose Press.\*$14.00

Susag, D. M. (2013). Birthright: Born to poetry--a collection of Montana Indian poetry.

 Retrieved from http://opi.mt.gov

**Assignments:**

1. Discussion Question(s)

Share 1 poem from *Another Attempt at Rescue* that you would use in your classroom. Provide a rough instructional outline on how you would use it. This may be in a form that works for you, such as a list of questions you ask students to engage them with the text, a list of learning objectives and the standards they address or a set of instructional procedures and assessment, for example. (300 Words)

1. Instructional Activity

Upon reading the poetry collection *Birthright: Born to Poetry*, read the associated lesson suggestions. Answer the accompanying “Questions for Discussion” and complete three of the items under “Making Connections.” Post your work in the appropriate Discussion forum (commenting upon one another’s completed work is optional, but sharing it is useful to all) and also upload it to the Assignment folder.

**Assignments: Discussion 2 original post due May 22; Responses due May 24, 2018; and Discussion Summary and Instructional Activity due May 26, 2018**

**Module 3:** *Memoir and Biography*

May 27, 2019 to June 2, 2019

**Readings:**

**Associated IEFA Unit:**

Susag, D. M. (2010). *Model teaching unit, language arts, secondary level for American Indian*

*stories by Zitkala-Sa Gertrude (Simmons) Bonnin.* Retrieved from [http://opi.mt.gov](http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Language%20Arts/American%20Indian%20Stories.pdf)

**Literature:**

Vanderburg, A. (1995). *Salish and Kootenai Papers, no. 1. Coming back slow: The importance*

*of preserving Salish Indian culture and language.* Pablo, MT, Salish Kootenai College Press \*$4

Zitkala-Sa. (2003). *American Indian stories.* Lincoln, Nebraska:University of Nebraska Press.

$10 or free on Amazon Kindle

1. Discussion Question

Share at least one idea of how you might use *American Indian Stories* in conjunction with *Coming Back Slow.* (200 words)

1. Instructional Activity

Read the Model Teaching Unit for use with *American Indian Stories.* Select an activity to complete. This may include answering the Meaning Questions for Small Group Discussion on pages 8 or 10, the Culminating Questions for Reflection, Discussion, or Final exam on page 19, or a writing activity from those beginning on page 21, though you may select whichever activity you like. The purpose is to engage with the text as your students would be expected to do.  Post your work in the appropriate Discussion forum (commenting upon one another’s completed work is optional, but sharing it is useful to all) and also upload it to the Assignment folder.

**Assignments: Discussion 3 original post due May 29, 2019; Responses due May 31, 2019, and Discussion Summary and Instructional Activity due June 2, 2019.**

**Modules 4 and 5:** *Fiction*

June 3, 2019 to June 16, 2019

**This is a two week module. The first week is for reading, the second for the instructional activity which is combined with the discussion.**

**Readings:**

**Associated IEFA Unit(s):**

Baldwin, A., Umphrey, C., & Susag, D.M. (2017). *Wind from an Enemy Sky: Historical fiction and current events surrounding the Confederated Salish & Kootenai Tribes and Kerr Dam*.  Retrieved from [http://opi.mt.gov/](http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Language%20Arts/Wind%20from%20an%20Enemy%20Sky%20-%20HS.pdf)

Susag, D.M. (2015). *Two old women: An Alaska legend of betrayal, courage and survival by Velma Wallis*. Retrieved from http://opi.mt.gov/

Susag, D.M. (2014). *Killing Custer: The battle of the Little Bighorn and the fate of the plains Indians by James Welch.* Retrieved from http://opi.mt.gov/

Susag, D.M. (2014). *Fools Crow by James Welch*. Retrieved from http://opi.mt.gov/

**Literature:**

Gransworth, E. *If I ever get out of Here* (2013). New York: Arthur A. Levine Books.\*$12.00

McNickle, D. (1988). *Wind from an enemy sky.* Albuquerque, N.M.: University of New Mexico Press.

Wallis, V. (1993). *Two old women: An Alaska legend of betrayal, courage, and survival.* New York: HarperCollins.

Welch, J. (1986). *Fools crow.* New York: Penguin Books

Welch, J. (1995). *Killing Custer.* New York: Penguin Books \*$12.00

1. Discussion Question

Instead of a discussion question, you will post your completed activity or lesson plan to the appropriate forum. You will read and comment upon three course participant’s work.

1. Instructional Activity

Select one of the texts listed above. It is fine if you have read it before (take some time to refresh your memory), but you should not have taught it using the associated OPI unit. If you select one with an OPI unit, your assignment is to read through the unit, and select on activity to complete (as in Module 3). If you select *If I ever get out of here*, write a lesson plan which includes three distint activities for teaching this YA novel.

**Assignments: Instructional Activity due June 12.  Responses to Instructional Activity due June 14. Discussion Summary due June 16.**

**Module 6:** *Story and Song*

June 17, 2019 to June 23, 2019

**Reading**:

**Literature:**

Cajune, J. (2008). *Heart of the bitterroot: Voices of Salish and Pend D’Oreille women.* Arlee, MT: Npustin Press. \*$25.00

1. Discussion

Read the Companion Study Guide, view the images on the CD, and listen to the songs. How might you design a lesson that incorporates story, associated images, and song?

1. Instructional Activity

Turn to the Activities for the Classroom that begin on page 30. Complete one activity from *Cultural Connections* (pg. 32) or *Language Arts Activities* (pg. 30)*,* AND one from *Appreciating Music* (pgs. 32-33)*.*

**Assignments: Discussion 6 original post due June 19, Responses due June 21, and Instructional Activity and Discussion Summary due June 23.**

**Module 7:** *Nonfiction*

June 24, 2019 to June 30, 2019

**Readings:**

**Background information:**

During this unit, you will select one or more of the texts listed below to explore. You are not expected to read the text in full but rather to peruse it to determine its value to you in your IEFA implementation efforts. These were all created as part of the Tribal History Project funded by the Montana Legislature.

**Literature:**

Bauerle, P., Bell, C., Brien, L., McCleary, C., McCleary, T., & Two Leggins, H.B. (2010). *The Apsaalooke (Crow Indians) of Montana.* Crow Agency, MT: Little Big Horn College.

 Available digitally at no cost from <http://lib.lbhc.edu/index.php?q=node/17>

Miller, D., Smith, D., McGeshick, J.R., Shanley, J., & Shields, C. (2008). *The history of the Assiniboine and Sioux tribes of the Fort Peck Indian Reservation, Montana, 1800-2000.* Poplar, MT: Fort Peck Community College.

 (This text may be available in your school library)

Murray, C. (2008). *Days of the Blackfeet: A historical overview of the Blackfeet Tribe for K-12 teachers in the State of Montana.* Browning, MT: The Blackfeet Community College.

 (This text may be available in your school library)

Salish Kootenai College Tribal Histories Project. (2008). *Challenge to survive: History of the Salish tribes of the Flathead Indian Reservation.* Pablo, MT: Salish Kootenai College.

 (four volumes, available from instructor, $10 each volume or $30 for the set. All are former library copies but in Very Good to Like New condition).

Vrooman, N. C. P. (2012). *“The whole country was…’one robe”: The Little Shell Tribe’s America.* Helena, MT: Drumlummon Institute.

 (This text may be available in your school library)

1. Discussion

Informational text can feel impenetrable to many students, but can add richness and intelligibility to fiction studies. Read the 8 strategies for keeping informational text fun outlined here: <https://www.edutopia.org/blog/strategies-keep-informational-reading-fun-john-spencer> How could you make content from the Tribal History Project materials accessible to high schoolers?

**Assignments: Module 7 original post due June 26, Responses due June 28, and Discussion Summary due June 30.**

**Module 8:** *Conclusion*

July 1, 2019 to July 7, 2019

1. Discussion

What part of this course will have the greatest impact on your instructional practice and why? **No Discussion Summary required.**

**Assignments: Discussion due July 3. Final Project due July 7, for those taking the class for graduate credit. Upload final projects to the appropriate forum and submit them for to the Assignment folder.**