

EDU 455/C&I 555: American Indian Literature for Grades K-8

Instructor: Michele McGuire M.Ed.

Dates: January 27- March 15, 2020 (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 elementary and middle school libraries alongside additional primarily fiction texts for use in grades K-8. The course will be divided into three parts: literature for K-2, literature for 3-5, and literature for 6-8. Many resources are place-based, either focused on Montana tribes or created by Montana Indian authors. Participants will read texts, engage in discussions, complete instructional activities, and examine accurate and authentic Native American fiction and nonfiction texts. Ultimately, participants will select texts and instructional units for immediate integration of IEFA into their classrooms. This course is rigorous and requires the participant complete extensive reading and 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 and explore the background and perspective of the authors.
3. Explore literature units developed by the Montana Office of Public Instruction, and examine ways to integrate them into their classroom setting.
4. Explore several instructional strategies to use with the anchor texts.
5. Discuss with colleagues ideas for implementing the Essential Understandings Regarding Montana Indians and IEFA literature across grade levels and content areas.
6. Create a final project which integrates the materials and concepts covered.

Evaluation: Undergraduate

30%: 8 original discussion posts

20%: 8 discussion summaries

30%:3 instructional activities

20%1 Grade Specific Model Teaching Unit Exploration

Evaluation: Graduate

30%: 7 original discussion posts

20%: 7 discussion summaries

30%:3 instructional activities

10%1 Grade Specific Model Teaching Unit Exploration

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 all instructional activities. Completion of the Grade Specific Model Teaching Unit Exploration and final project is **optional**. Individuals who fail to fully participate will be granted OPI credits commensurate with their level of participation.

Grading

A 93-100	C- 70-72
A- 90-92	D+ 67-69
B+ 87-89	D 63-66
B 83-86	D- 60-62
B- 80-82	F 59 or lower
C+ 77-79	
C 73-76	

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 professionally. 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 practices 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 (when applicable).
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 and complete a variety of instructional activities. 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:

:

- Discussions usually 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 by the date listed in the module. This is usually, but not always, Tuesday at 11 p.m. of each week. Be concise yet thorough.

- Sometimes participants will respond to one another's completed instructional activity. The completed instructional activity may constitute the original post and will need to be posted by the date specified in the module, as will the associated responses.
- Each class member will respond meaningfully to three other members' original post by Friday at 11 p.m. unless otherwise indicated.
- 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. Use it and read the example provided.
- After the first two weeks, late assignments and discussion postings or replies will result in reduced OPI credit or 10% of the assignment grade for each week it is outstanding unless extenuating circumstances are communicated to the instructor. This grace period is provided so you can get comfortable with the moodle, ask questions of the instructor, and get caught up with the reading.

Discussion Board and Discussion Summary

Not all modules will contain a typical discussion board. Some will instead require that you post your completed Instructional Activity for discussion/critique by other course participants. In the course Moodle is a document entitled *Discussion Summary Example*. 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 (which again, may actually be your completed instructional activity) and substantive responses to your fellow learners. As 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 provide new insights into the topic and do not require references, though you are encouraged to share resources you have discovered. Modules 3 and 7 include a grade specific discussion, and you must post an original post in one or the other, but reply in both modules. Only submit a discussion summary for the module of your original post.

Original posts and instructional activities may be uploaded at any time prior to the due day, but responses may only be posted during the relevant discussion week. Remember to return to the thread you began to read how others responded to your original post. Please submit your **Discussion Summary** using the provided template. This allows the instructor to easily view and grade your participation and also allows you to share with the instructor your thoughts about the module and your level of participation that week. Please note and complete the top row of the document where it says "*Summarize your thoughts about the discussion this week. What stood out to you in the discussion? How is information or insights from the discussion helpful to you in your work? What was your level of participation this week and how would you grade yourself?*"

Grade-Specific Model Teaching Unit Exploration

Each participant will complete one grade specific model teaching unit exploration—either K-2; 3-5; or 6-8. Units for K-2 and 3-5 are located in Module 2 (*Model teaching units: Language arts—elementary level volumes one and two*), and 6-8 are located in Module 6. Each Unit is comprehensive. This assignment is **December 2, 2018**. Please note that ALL participants are required to **read** ALL model teaching units during the module in which they appear.

- If you teach grades K-2, you will review *The Little Duck Sikihips*, *The Good Luck Cat*, *The Moccasins*; *Where Did You Get Your Moccasins*, *Jingle Dancer*, & *Red Parka Mary*.
- If you teach grades 3-5, you will review *The Gift of the Bitterroot*, *Beaver Steals Fire*, *The War Shirt*, *Jim Thorpe's Bright Path*, *The Birchbark House*, *As Long as the Rivers Flow*, and *Crossing Bok Chito*.
- If you teach grades 6-8, you will be reviewing the OPI units for *Counting Coup*, *Sweetgrass Basket*, and *Code Talker*.

Carefully review each unit relevant to your grade level. Select two units to review in greater depth. They can be ones you would use or not use. In the discussion forum, post two threads, one for each unit you review. Each thread should be titled with the name of the book/unit followed by your name (eg. *The Good Luck Cat* Erin Lipkind). For each selection, you will answer the following questions, so your response should be at minimum 5 paragraphs long:

- a. What Essential Understandings are met by that particular book?
- b. Are the titles evaluated in <https://americanindiansinchildrensliterature.blogspot.com/> or *A Broken Flute*? Share any salient points with your classmates.
- c. Why you would/would not use that particular text or lesson.
- d. How you would substitute the text for one that is part of your curriculum. Compare the two.
- e. How you would modify the unit to the constraints of your curriculum.

Summary of Assignments

1. Module 1: Readings, Introduction, Discussion, Email Instructor, Discussion Summary.
2. Module 2: Readings, Discussion, Discussion Summary.
3. Module 3: Readings, Text Analysis Instructional Activity, Discussion, Discussion Summary.
4. Module 4: Readings, Author Study Instructional Activity, Discussion, Discussion Summary.
5. Module 5: Readings, Lesson Plan Instructional Activity, Discussion, Discussion Summary.
6. Module 6: Readings. Discussion.
7. Module 7: Readings, Discussion, Discussion Summary.
8. Module 8: Grade Specific Module Teaching Unit Exploration, 2 Discussions and Final Project. All incomplete work must be submitted by **December 2, 2018** to receive credit.

Graduate Only

Design a final project 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

Rubric for Discussion Summary (50% of course grade)	
Original post submitted on time (10 pts)	
Addresses each part of discussion question (50 pts)	
Concise, articulate, and grammatically correct (20 pts)	
Responds meaningfully to at least 3 course participants; reviews replies to own post (20 pts)	
Total points earned out of 100 possible	

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 earned out of 100 possible	

Rubric for Lesson Plans. Lessons must be related to your content area.	
Each lesson plan includes the following:	
1. 1 paragraph cover page justifying the use of self-selected texts using the text analysis criteria provided in Module 1 (10 pts)	
2. Lesson Name (0 pts)	
3. Banks level of MC integration specified and justified (5 pts)	
4. Overview (5 pts)	
5. Student Learning Objectives (15 pts)	
6. Essential Understandings met—be sure your procedure clearly demonstrates how they are met (5 pts)	
7. Montana State or District Standards (5 pts)	
8. Grade level, time required, supplies and materials needed (5 pts)	
9. Background information needed to teach the lesson (5 pts)	
10. Procedure (25 pts)	
11. Assessment—include rubrics/worksheets (10 pts)	
12. References and Resources (10 pts)	
13. If applicable, extensions and teacher notes and comments	
Total points earned out of 100 possible	

Schedule of Topics and Activities

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

Module 1: Introductions

January 27-February 2, 2020

Introductions. Read syllabus and ask questions about the class assignments (Discussion Board expectations, Instructional Activities, Grade Specific Module Teaching Unit Exploration, Final Project). Explore Moodle. Carefully read discussion board expectations, example of an original post, and example of a discussion summary. Explore the resources provided in this module. You are not expected to read them in their entirety but rather use them for background information.

Associated Readings

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. Additional optional readings will be provided in this module.

The book below should be located in your school library as it was distributed to all school libraries by OPI. It will be used as a resource during this course.

Seale, D., & Slapin, B. (2005). *A broken flute: the Native experience in books for children.* Walnut Creek, CA, AltaMira Press.

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!

Discussion

Explain how you have integrated IEFA into your curriculum previously. What texts and instructional strategies did you use? How did students respond? Name a few specific resources you would recommend to your colleagues.

Email Instructor

Email the instructor to confirm you understand the discussion board expectations and how to do a discussion summary and use the discussion summary template.

Assignments: Discussion 1 original post due January 29, 2020, Email to Instructor due February 1, 2020. Responses to one another's posts due February 1, 2020, and Discussion Summary due February 2, 2020.

Module 2: Grades K-2
February 3-9, 2020

In this module you will read each title listed and the associated lesson plans. I have copies of all of them if they are not available in your school or public library. If you teach these grades, you may want to work on your **Grade Specific Model Teaching Unit Exploration**, due Module 8.

Associated Literature

Cuthand, B. (1999). *The Little Duck Sikihsis*. Translated by S. Cuthand. Vancouver, British Columbia: Theytus Books.

Einarson, E. (2004). *The moccasins*. Illustrated by J. Flett. British Columbia, Canada: Theytus Books.

Eyvindson, P. (1996). *Red parka Mary*. Illustrated by R. Brynjolson. Winnipeg, Manitoba: Pemmican Publications, Inc.

Harjo, J. (2000). *The good luck cat*. Illustrated by P. Lee. Orlando: Harcourt, Inc.

Leitich Smith, C. (2000). *Jingle dancer*. Illustrated by C. Van Wright and Y. Hu. New York: Morrow Junior Books.

Sanderson, E. *Two Pairs of Shoes*. Illustrated by D. Beyer. Winnipeg, Manitoba, Canada: Pemmican Publications, Inc., 1990.

Wheeler, B. (1992). *Where did you get your moccasins*. Illustrated by H. Bekkering. Winnipeg, Canada: Peguis Publishers.

Associated IEFA Units

Office of Public Instruction. (2010). *Model teaching units: Language arts—elementary level volume one*. Helena, MT: Office of Public Instruction.

Office of Public Instruction. (2010). *Model teaching units: Language arts—elementary level volume two*. Helena, MT: Office of Public Instruction.

Discussion

Answer the following question: Which of the titles above resonated with you and why?

Assignments: Discussion 2 original post due February 5 ; Responses due February 7; and Discussion Summary due February 9

Module 3: Grades K-2

February 10-16, 2020

In this module you will read a selection of literature, complete a text analysis, and engage in a discussion about one another's text analysis with **one** (not 3) other course participant.

Associated Literature

See the document entitled "Titles without OPI units" located in the Commonly Used Course Materials. You are required to select and read a minimum of four of the titles on the K-2 list. If you do not have access to four of the titles, contact the instructor for additional suggestions. Several of them were sent to every school library in Montana. In Module 8, you will share lesson ideas for use with 2 of the titles you read in this module.

Text Analysis Instructional Activity #1

Using <https://americanindiansinchildrensliterature.blogspot.com/> or *A Broken Flute*, select a text that is negatively reviewed in one of the abovementioned sources and that you also have access to in your school or public library. Analyze it using at least five criteria from *Evaluating American Indian Materials & Resources for the Classroom* or *How to Tell the Difference*. Do you agree with the conclusions of the critics? Why or why not? Share your analysis with your classmates by posting it to the associated discussion board. (approximately 2 pages)

Discussion

Your original post is your Text Analysis. Post it in the specified forum. Review each participant's text analysis. Select one to discuss and read the accompanying book. Do you agree with the analysis? Use two additional evaluation criteria to support your position. For this discussion, you are only required to respond to one individual, and your discussion summary will reflect that. **See slightly modified due date for this discussion.**

Assignments: Text Analysis Instructional Activity due February 12, 2018. Review (Discussion) of each text analysis is due February 16, as is the Discussion Summary.

Module 4: Grades 3-5 February 17-23, 2020

In this module you will read each title listed and the associated lesson plans, some of which may be found in the OPI Model Teaching Units posted in Module 2. You will develop an author study based on one of the authors featured in this course. Your completed author study will be your discussion post for the week. You will review one another's author studies and provide suggestions and feedback, though your responses are not due until May 1. I have copies of most titles if they are not available in your school or public library. **signifies chapter book

If you teach these grades, you may want to work on your **Grade Specific Model Teaching Unit Exploration.**

Associated Literature

Arlee, J. (2008). *The gift of the bitterroots*. Illustrated by A. Sandoval. Missoula, MT: Npustin Press.

Bruchac, J. (2004). *Jim Thorpe's bright path*. New York: Lee & Low.

Confederated Salish and Kootenai Tribes. (2005). *Beaver steals fire*. Translated and Illustrated by S. Sandoval Omaha: University of Nebraska Press.

Erdrich, L. (1999). *The birchbark house*. New York: Hyperion Books for Children.**

Louie, L. & C. Brissenden. (2002). *As long as the rivers flow*. Illustrated by H. D. Holmlund. Toronto: Groundwood Books.

Spang, B. (1999). *The war shirt*. Illustrated by T. Anderson. New York: Rigby Press.

Tingle, T. (2006). *Crossing Bok Chitto: A Choctaw tale of friendship & freedom*. Illustrated by J. R. Bridges. El Paso, TX: Cinco Puntos Press.

Associated IEFA Units

Archer, M. (2015). *Walking the Choctaw road by Tim Tingle: Literacy comprehension and analysis strategies*. Helena, MT: Office of Public Instruction.

Elser, T. (2010). *Model teaching unit: Jim Thorpe's bright path*. Helena, MT: Office of Public Instruction.

Elser, T. (2011). *Model teaching unit: As long as the rivers flow*. Helena, MT: Office of Public Instruction.

Elser, T. (2012). *Model teaching unit: The birchbark house*. Helena, MT: Office of Public Instruction.

Author Study Instructional Activity #2

Select one of the authors represented in this course. It doesn't matter how many books they have published, as long as their personal or professional life is interesting enough to support the study (ie: Bentley Spang is a well-known Native artist). You may use the posted Author Study Toolkit to guide you, or select another set of criteria. Using those criteria, provide an outline of how you would conduct your author study, including at minimum the following:

1. Name of author, list of publications, a summary of what makes this author exceptional—a brief biography.
2. What is the goal of the author study?
3. How you will facilitate students' interaction with the texts.
4. How you will facilitate students' research into the author.
5. Culminating classroom projects.
6. What Essential Understandings does this author study address? What curriculum standards?

Assignments: Instructional Activity due January 29, 2020. Responses to Instructional Activity due February 1. Discussion Summary due February 2 , 2020.

How you format your completed Instructional Activity is up to you, but it will probably be at least 2 pages in length. Post your Instructional Activity as an Original Post in the appropriate discussion forum. You may do this as an attachment. Remember to go back to the thread you began and see how others reacted to your author study, and respond as appropriate.

Discussion

Your original post is your author study and must be posted by November 2. Read 3 of the posted author studies and provide your classmates with helpful suggestions and/or respectful critique of their work. Your discussion summary will consist of your Author Study Instructional Activity and your responses to 3 classmates. **Note slightly modified due dates.**

Assignments: Instructional Activity due February 19, 2020. Responses to Instructional Activity due February 21. Discussion Summary due February 23 , 2020.

Modules 5: Grades 3-5 February 24-March 1, 2020

In this module you will read a selection of literature and discuss lesson plan ideas. You will also write one complete lesson plan based on a title of your choice, and share it with your classmates.

Associated Literature

See the document entitled “Titles without OPI units” located in the Commonly Used Course Materials. You are required to select and read a minimum of three of the titles on 3-5 list. In addition, you will read *Grandfather and the Popping Machine*, which has been digitized and posted in this module. This wonderful book is unfortunately unavailable in print. If you do not have access to four of the titles, contact the instructor for additional suggestions. Several of them were sent to every school library in Montana.

Lesson Plan Instructional Activity #3

Develop one complete lesson plan based on one of the four titles you reviewed. A template is provided though its use is not required. Submit the lesson plan to the instructor and post it for your classmates to read. You are not required to respond to one another’s lesson plans.

Discussion

Create a discussion post that provides one lesson plan idea for two of the stories in *Grandfather and the Popping Machine*. In your responses to one another, provide additional ideas or respectful feedback. You are not required to create fully fleshed out lesson plans. I suggest two paragraphs and about 250 words.

**Assignments: Original post due February 26, 2020. Responses due February 29, 2020.
Discussion Summary due February 9, 2020. Lesson Plan Instructional Activity due March 1.**

**Module 6: Grades 6-8
March 2-8, 2020**

In this module you will read each title listed and the associated lesson plans. I have copies of all of them if they are not available in your school or public library. If you teach these grades, you may want to work on your **Grade Specific Model Teaching Unit Exploration**.

Associated Literature

Bruchac, Joseph. (2005). *Code talker: A novel about the Navajo marines of World War Two*. New York: Dial Books.**

Hudson, J. (1984). *Sweetgrass*. New York: Penguin Putnam Books for Young Readers. **

Medicine Crow, J. (2006). *Counting coup: Becoming a Crow chief on the reservation and beyond*. Washington, D.C.: National Geographic Society. **

Associated IEFA Units

Jam, J. (2014). *Code Talker: A novel about the Navajo Marines of World War Two by Joseph Bruchac: Model teaching unit for English language arts middle school level with Montana common core standards*. Helena, MT: Office of Public Instruction.

Office of Public Instruction. (2016). *Indian education for all model teaching unit language arts: Sweetgrass basket by Marlene Carvell*. Helena, MT: Office of Public Instruction.

Susag, D. M. (2010). *Counting coup: Becoming a Crow chief on the reservation and beyond: Model teaching unit English language arts*. Helena, MT: Office of Public Instruction.

Discussion

Which of these texts are you most likely to use in your classroom and why?

Assignments: Original post due March 4, 2020. Responses due March 7, 2020. No Discussion Summary Required!

**Module 7: Grades 6-8
March 9-15, 2020**

In this module you will read a selection of literature and explore informational text. In Module 8, you will share lesson ideas for use with 2 of the titles you read in this module.

Associated Literature

See the document entitled “Titles without OPI units” located in the Commonly Used Course Materials. You are required to select and read a minimum of two of the titles on the 6-8 list, and skim one or more of the nonfiction titles. If you do not have access to two of the titles, contact the instructor for additional suggestions. Several were sent to every school library in Montana. In Module 8, you will share lesson ideas for use with 2 of the titles you read in this module.

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> Select one nonfiction resource from the file entitled *Titles without OPI Units and Non OPI resources sent to all school* posted in the Commonly Used Course Materials module. Read or review it the nonfiction text. Many items on the list were sent to all Montana School libraries. Write a discussion post with suggestions for how to make the selected text accessible for your students or how you might use it in your classroom. In your responses to one another, provide additional ideas or respectful feedback.

Assignments: Module 7 original post due March 11, 2020, Responses due March 14, 2020, and Discussion Summary due March 15, 2020

Module 8: Conclusion March 16-22, 2020

This module concludes the course. You will complete two discussion posts. No discussion summary is required for either though you may voluntarily provide additional ideas or respectful feedback.

Discussion 1

Create a discussion post that provides one lesson plan idea (paragraph form OK) for two of the fiction books read during Module 3 or 7. You may also select one from each Module if you prefer.

Discussion 2

What part of this course will have the greatest impact on your instructional practice and why? (1 paragraph)

Discussions due March 18, 2018. Grade Specific Model Teaching Unit Exploration due March 20. Final Project due March 22, for those taking the class for graduate credit. Upload final projects to the appropriate forum and submit them to the Assignment folder.