

Dear Teacher and Students

Hello. I am so happy to meet you! In my work with the National Archives I have met thousands of teachers and students. You are a very impressive group of people. Your dedication and willingness to learn gives me hope for the generations to come. You are inventive and curious and tenacious. The thing I love the most is how original you are, how unique. Your lives have contributed tremendous richness and color to my own and to the world!

This curriculum is all about you. It is my gift back to you for many years of extremely satisfying work. You are always able to think of new questions and problems to solve. Most importantly, no matter what your situation, status, color, or orientation, you are willing to share your story. How brave. How thoughtful. How human. How sacred! You are truly a gift and a treasure to the world, every one of you.

As you put together your stories, it is important to have examples to follow. This curriculum points you to many exciting and informative stories of our fellow human travelers. Some are ancient. Because of their age these are the most delicate and must be guarded with utmost care. Some are modern and may, in some ways, resemble your own. Some are very different and reflect cultures you may barely understand. Some are written. Others are spoken or sung or danced. Some are painted, drawn, woven, or photographed. Some reflect direct experience of the person telling them. Others required long research in documents and often-told memories in order to collect, assimilate, and share through the filter of the teller's own personal experience. These stories are the most precious gifts we as humans have to give to each other.

When preparing precious stories for delivery to others, all of us need tools in order to do a better, faster, more efficient job of finding the information we need to make the telling more complete. This little group of lessons is designed to give you and your students a few of these tools and methods, many of which have been readily available for a very long time, yet seem to be hidden in plain sight.

Although presented for intermediate grade students, these principles and methods are often lacking in everyone's educational background. How many of us learned what a primary source was in fourth grade? I certainly wish I had learned to find them before I went to graduate school. I would have saved many thousands of hours of searching the footnotes of other writers and story tellers.

But the search for documents is not all there is to this curriculum. Infused within the lessons are the stories and history of Lewis and Clark journey across the northern lands of the Louisiana Purchase as well as an intimate look at the lives many of those unique Native American tribes they met along the way. How strange they must have seemed to each other. How wonderful and terrifying at the same time for them both.

This journey is not unlike what you may find when taking a close look at your own community. If you take the time and summon up enough courage to investigate, the cultures and lives of your neighbors will seem equally wonderful and terrifying. It will require courage and as open a mind as possible. The open and primarily hospitable way in which Native Americans treated the Lewis and Clark Corps of Discovery can be a model for ways in which to approach the neighbors we do not know. They provided for immediate needs, taught them the lay of the land, and helped them continue on their journey. You can do the same for your newly discovered neighbors. At the same time, you will have the opportunity to learn about other cultures, travels, challenges and triumphs.

Most of all, I hope with all my heart that you will enjoy exploring the many facets of your own life and the collective lives of others within your own community. I hope you will grow to find excitement in learning stories and traditions and experiences that can contribute to your sense of wellbeing and trust. I hope you will discover new cultures and make new friends. Last of all, I hope you will find joy in the writing, photographing, painting, weaving, dancing, and telling the story of your very own, colorful community.

[Use whatever font colors are appropriate for readability with the following background. Background washed out and for this page only. Original at <http://research.archives.gov/description/6000873>]



A-ya-s-di N-a-v-nu-na-da-lv¹

Exploring Your Own Community

Intermediate Level (Grades 4-5)

*Establishing Elementary Principles of Research for Lifelong
Learning*

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¹ Written in the Cherokee language. Literal translation: "Seeking Community."

Abstract

Developed by utilizing the resources of the National Park Service's Tribal Legacy Project, the National Archives, the National Museum of the American Indian, and the Library of Congress, this teaching unit provides specific tools and activities for intermediate grade students, as well as their teachers, parents and/or caregivers to help them discover the sacred beauty, strength, and diversity of their own communities. It can be used effectively for most other age groups as well.

In this curriculum, Native American methods of gathering and distributing information, as well as the more typical methods used by Lewis and Clark, serve as models for learning the first, most basic differences between primary and secondary sources and their uses. Learning these principles and methods is reinforced by creating, caring for, storing and using primary and secondary sources about the student and his/her own community. It can be presented as a complete unit over a two week period or broken up and introduced sequentially as individual lessons over a longer period of time.

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My Story

I Never Went to Boarding School

Carol Buswell, MA

A Wailacki Elder who has lived and worked at the Nisqually Tribe for the past 40 years, Allen Frazier, came into the National Archives at Seattle the other day. We talked for a long time about the research he was doing. Afterward, I told him a little about the Honoring Tribal Legacies program and the chapter I was attempting to write.

He thought for a long time and then said the one thing he would want for me to tell everyone (I am paraphrasing) was that the people in his tribal community, and probably in most Native American communities, respect and value diversity. He said all of our individual and cultural differences should be celebrated and respected. He said, above all else, the people of his community honor and encourage individuals and other communities to be true to themselves.

Later he added a thought for Native American readers, "The tribes of today need to redefine their identity (learn who they are...who their relatives are/were) and create a foundation based upon native values which promoted and honored diversity, and paradoxically tribal connectedness. Somehow the ability to be close like a 'tribe' is premised on maximum personal freedom and diversity, especially at the spiritual level. There were certain spiritual aspects of your life as a person that you never shared with anyone, and were kept between you and Creator and this dynamic was understood and accepted and honored by the members of the tribe." (Frazier)

In the spirit of being true to myself, I must tell you that I am pretty old. This is something we brag about in my multi-racial family. Unfortunately, since I am not culturally Native American, I don't have the honor of being considered an Elder. In the non-Indian culture I seem to be less and less valuable to society in general as time goes by. I often talk too much and say ridiculous things, especially when I am nervous. This seems to be getting worse the older I get. However, on the bright side, I am never at a loss for words, no matter how inappropriate.

I am one of about twenty Education Specialists for the National Archives.² I have been stationed at the National Archives at Seattle³ for a little over eight years. I got the job originally because I have a degree in American Indian Studies⁴ and experience as a family historian. The Archives has⁵ millions of American Indian records and lots of people of all nationalities wanting help with their family history. I also have a degree in Elementary Education.⁶ I taught sixth grade in Colorado, California, and Oregon for several years. I love kids, teaching, and American Indian history.

²National Archives and Records Administration, 800 Pennsylvania Avenue, Washington, DC. www.archives.gov.

³ The National Archives at Seattle, 6125 Sand Point Way, NE, Seattle, WA. Seattle.archives@nara.gov.

⁴ MA American Indian Studies, University of California at Los Angeles (UCLA) 1997.

⁵ "National Archives" in this case sounds plural but is actually a singular term, referring to a single government agency. The word "archives" can also be a plural word, as in "libraries and archives."

⁶ BA Elementary Education/Fine Art, Western State College of Colorado, Gunnison, 1979.

My father was an amateur family historian. The day I graduated with my Bachelor's degree, he announced that, due to my advanced education (he had only gone through the 9th grade), I was now in charge of finding our Cherokee ancestors. Primarily of Scotch, Irish, German and English descent, my father had been told that he also descended from two Cherokee great grandfathers. According to the family story, Dad's paternal great grandfather walked the Trail of Tears. The records show his grandfather as a 13 year old boy living with soldiers who had walked the Trail. This seems to indicate truth in the family story, however there is no written indication of nationality in any record. The other great grandfather fought with the Cherokee troops against the Red Stick Creeks in the War of 1812. He and his brother lived with their white father. His sister went back to the tribe to live with their mother. Both of these great, great grandfathers married white women.

My family has been disappointed by my assurances that we cannot become citizens of the Cherokee Nation or the Eastern Cherokee Band. This is because, like many other people with very small amounts of Indian blood, our ancestors left the tribe, lived lives of pioneers and settlers portrayed in most history books, became American citizens, and lost their tribal citizenship long before enrollment or allotment. They "turned American." Back in the mid 1800's our ancestors became regular land-owning farmers in Missouri, where it was illegal for American Indians to move into the state from any other location. (See Ron Bunch) (Bunch). There were stiff penalties, including possible deportation across the nearest border within 24 hours. I am assuming that is why my family kept their Cherokee ancestry very quiet and only spoke of it among themselves.

Because of this, my family also avoided the hardships and discrimination suffered by the tribal members who fought to keep their communities and culture together. My family members didn't have to obey laws specific to Native Americans⁷. They were not murdered on sight for merely being an Indian.⁸ Nobody in my family ever went to an Indian boarding school where small children were taken from their loving families to a strange place and forced to live a completely non-Indian life or, when finally allowed to go home, sometimes found they no longer really belonged.⁹

Although not qualified to be a tribal member, I am very proud of my Cherokee ancestors. I have been fascinated with the tribe since I was a small child on a Missouri farm, listening to whispered family stories. My fascination with all things Native American grew when one summer, after a big flood, I discovered a huge, flat stone with perfect foot/hoof prints of someone walking down the creek bed with his pony. We lived in

⁷ See: Pevar, Stephen L. *The Rights of Indians and Tribes: The Basic ACLU Guide to Indian Tribal Rights*, 2d edition, Southern Illinois University Press, 1992; Price, Monroe E., Robert N. Clinton and Nell J. Newton. *American Indian Law: Cases and Materials*, 4th ed. Charlottesville, Virginia: LEXIS Law Publishing, 2001; Wilkinson, Charles F., *American Indians, Time and the Law: Native Societies in a Modern Constitutional Democracy*. New Haven: Yale University Press, 1988. Prucha, Francis, ed.; *Documents of US Indian Policy*. University of Nebraska Press. 2001.

⁸ See: Matthews, Betty. *Murder as a Policy*. Lewis and Clark Trail Tribal Legacy Project. <http://www.lc-triballeacy.org/video.php?vid=50&era=4&subcat=4C>

⁹ See: Bear, Charla: National Public Radio broadcast, May 12, 2008 at <http://www.npr.org/templates/story/story.php?storyId=16516865>, Smith, Andrea, "Soul Wound: The Legacy of Native American Schools". *Amnesty International USA* at <http://www.amnestyusa.org/node/87342> and many others.

what, of course, had been Indian country and often found arrowheads on our farm. The prints in the rock were obviously very, very old. My imagination completely ran away with me. I loved that stone record. I practically lived in the creek every summer day for the nine years we were there. I wove stories around the life of the Osage man who I assumed had made the prints. Maybe he was hunting or hiding from someone. Maybe he was escaping from another tribe or from the United States Army.

This was where I became fascinated with Native Americans, history and records of all kinds. It was where I learned to honor “place” as well. To me, there is no place on earth as fascinating as that huge flat stone at the bottom of the creek bed. When we sold the property to my cousin, he put three feet of gravel on top of the stone so cars could cross the ford nearby more easily. Even so, I can remember everything as if it was just yesterday:

The sky, trees, and endless thick Missouri brush.
 The way the leaves smelled and tasted.
 The blackberry thicket just beyond the footprints.
 The feel of the sun on my face.
 The look and feel of the stones in the creek.
 The pools of clay of different colors up and down the creek-bed.
 The variety of animals and insects who shared their lives with me there.
 The imagined lives of the Osage man and his pony.

When my family left the farm, I kept looking for more understanding about Native American life and peoples. No matter where we lived, I searched out classes. One university counselor, after looking at my many transcripts, asked if I was on the “Western Tour of Colleges.” Eventually, I found myself in graduate school at UCLA in the American Indian Studies department.

I have had many jobs in my life, classroom teacher, secretary, writer, genealogist, antiques dealer, desktop publisher, and even a nurse’s aide. However, working at the National Archives has been one of my favorites. There are nearly forty thousand cubic feet of original records in the room next to my office and I can search them any time I want. Seven thousand of those cubic feet contain Bureau of Indian Affairs records. I have the privilege of supervising students and volunteers who want to know how to search those records as well. My students and I have discovered countless historical facts not known by anyone before we stumbled upon them in the Archives. For us, the thrill of each new discovery is very much like walking on the moon.

Even as a graduate student, I was enamored with the endless possibilities lying in the gray acid-free boxes in the back of the Archives. At that time I discovered that by 1911 thousands of Cherokee Indians lived in 48 states and seven foreign countries, including what was then Syria (Buswell).

The Archives is all about exploration and discovery. One of my students discovered that the Bonneville Dam on the Columbia River between Oregon and Washington might have turned out to look like a sculpture of Paul Bunyan and his ox, Babe, had they not run short of funds. The records held schematics, drawings, and a photographed copy of a small-scale sculpture of Paul and his ox¹⁰. We have many stories like this. The Archives stores the “permanent” records of the federal government. These are mostly papers from the desk files of government employees and administrators. Most of these records have not been touched for a hundred years or more.

I find it a great honor to be invited to participate in the production of *Honoring Tribal Legacies Handbook* with such an esteemed group of scholars. I especially love sitting in a circle with them, listening to both ancient and modern oral histories, and being enveloped by their wonderful, infectious humor. I love to feel the special spirit that nearly always attends. I always feel honored to be invited to any gathering. I never feel out of place for very long. I usually talk too much and sometimes embarrass myself by saying really stupid things, but the group is always respectful. Their respect for individual diversity is obvious and palpable. I hope to become a little more like them every day. In my opinion, what we all need is respect for who we are, what we believe, and what we know. We need to seek for an understanding that reaches beyond our own experience, and to love our differences as much as we delight in our similarities.

¹⁰ Photographs of the sketch and model of the proposed dam can be seen at <http://www.archives.gov/seattle/exhibit/picturing-the-century/great-depression.html> Bonneville Office Correspondence and Reports, 1933-1940; Second Portland District Office; Records of the Office of the Chief of Engineers (RG 77)

A-ya-s-di Na v nu na da lv

Exploring Your Own Community

Introduction to Specific Topic of the Teachings

Who are we? Where do we live and how did we get here? Who did we come with and who met us when we arrived? What present, past, or future could the very ground upon which we stand tell us if we were only willing to listen? How will we treat our home in the future?

This curriculum follows the *Honoring Tribal Legacies, Place-Based Multiliteracies Framework* (Inglebret and Pavel) model. It is a project-based curriculum involving students from the very first day in their own discovery of their unique community. This will be accomplished by student led creation of records, modeled after those produced by both the Corps of Discovery and Native Peoples living along the Lewis and Clark Historic Trail. In the process students will learn to create and recognize both primary and secondary sources and to balance their research to include as many points of view as possible.

The activities and materials here are about our own relationship with community. Our community nurtures us. It feeds us. It provides us with roads to travel, homes to live in, and a sense of belonging. It helps define who we are. It cares for travelers passing through as well as those who have lived there for generations or even thousands of years. Without community we are alone and hungry for connection. We will start with ourselves and our relationship to the earth upon which we stand. We will talk with our neighbors and listen to memories. Tradition and ceremony will be explored. Books, oral histories, and journal articles will give us glimpses into our community's past. Original, primary source documents will provide us with stepping stones of truth. In the process we will learn what actually happened over time, events that perhaps have never come to light before our examination began.

An endeavor of this kind can be conducted more easily thanks to the ever-growing availability of resources on the internet. In the not so distant past conducting research meant driving long distances in order to visit libraries or archives. Today, there are thousands of libraries, archives, museums, and historical societies all over the world continuously scanning and photographing original material. They are making many of these resources available online so they can be accessed from a personal or library computer. Unfortunately, it is sometimes easy to get lost among the growing numbers of resources on the web. In order to avoid this peril, for this exercise we will focus primarily on a few of the most document-rich resources available: the Lewis and Clark

Tribal Legacies Project¹¹ created by the National Park Service¹², the National Archives' DocsTeach^{13, 14}, the National Museum of the American Indian online resources¹⁵, and the Library of Congress¹⁶.

But what about the records and information that are not yet on the internet? Billions of documents are still languishing in acid-free boxes in archives and special collections all across the country that perhaps have not been touched for hundreds of years, let alone scanned and made available online. Additionally, these records are often organized in ways that seem foreign to a researcher accustomed to library research. Searching for these important records requires a basic understanding of archival organization. Basic information is provided for navigating these rough waters, along with instructions for contacting the archivists and librarians who know the records so much better than any of the rest of us ever will.

As we search through all of these materials, how will we know what is true? In the search for truth, we often find conflicting stories, realities, and opinions. We will need to be cautious. Materials always need to be analyzed in as objective a way as possible, with some understanding of our own learned biases and opinions. Stories were, after all, created by humans and therefore have something of a life of their own. This also applies to original documents. Even the most boring of financial entries tells the story of a person or group of people. Documents need to be compared to each other and discussed with other researchers. In "figuring out" the truth in this way, we learn to participate in society, we learn critical thinking. We learn the foundations of integrity.

Discovering the story of our community can be a fulfilling and invigorating task. It can bring up emotions we did not even know we had. Fortunately or unfortunately, truth can be both exhilarating and profoundly disappointing. Even whether or not we actually know the whole truth is always under debate. New evidence can change the entire story, so writing a community history probably can never be entirely finished. It will always be a work in progress.

¹¹ Lewis and Clark Tribal Legacy Project website is located at <http://lc-triballegacy.org/>.

¹² National Park Service information can be found at <http://www.nps.gov/index.htm>.

¹³ DocsTeach contains federal documents by topic and activities for teachers and students at www.docsteach.org.

¹⁴ National Archives information and website can be found at www.archives.gov

¹⁵ National Museum of the American Indian website is located at <http://nmai.si.edu/home/>

¹⁶ The Library of Congress general information website is located at <http://www.loc.gov>.

Curriculum Design Approach

Honoring Tribal Legacies Standard (The Eleventh Standard)

Demonstrate environmental stewardship and a sense of service achieved through acknowledgement of the interconnectedness of humanity in historical, cultural, scientific, and spiritual contexts.

Selected Common Core State Standards within English Language Arts and/or Literacy in History/Social Studies, Science, and/or Technical Subjects

- o Anchor Standards addressed:
 - o *Reading Informational Texts*
 - RI-1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - RI-6: Assess how point of view or purpose shapes the content and style of a text.
 - RI-7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - RI-8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - o *Speaking and Listening*
 - SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
 - SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 - o *Writing*
 - W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
 - o *Social Studies Anchor standards for Reading (applies to advanced students ... grades 6-12)*
 - SS3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
 - SS6: Assess how point of view or purpose shapes the content and style of a text.
 - SS9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.

Curriculum Expressions:

- Big Idea
 - o *We can understand ourselves and our communities in a broader and more meaningful way by conducting research using a wide variety of methods gathered from various disciplines and peoples.*
- Enduring Understanding(s)
 - o *Examining other cultural world views can help add depth to our understanding of our own communities and the world around us.*
 - o *Academic research can be conducted by all ages.*

- *There is a wide variety of methods for conducting research and reporting results.*
- Essential Questions Aligned with Trail/Tribal Themes
 - *How can understanding the story of Lewis and Clark's journey help me conduct better research? (Growth of a Young Nation)*
 - *How does connecting with nature help me understand my community as a more complete whole? (Documenting Observations of Natural Science)*
 - *What do people of various cultures living in my community contribute to my understanding of the world? How does trying to see the world in their way help me understand how to better approach my own? (Encountering Indigenous People)*
 - *How can we avoid conflict by looking at our community's past? (Unity through History)*
 - *What can we do to help make our community a better place? (Traces of the Past Observed Today)¹⁷*

¹⁷ Items in parenthesis are from the Lewis and Clark National Historic Trail *Foundation Document*.

Episode 1 – Starting with YOU!



Alice Slim Jim Charley and her sister Liza, who married a Warm Springs Indian and is listed on their roll. Liza Comes Back to camp with Alice [to] ... fish at the Mouth of the White Salmon River, 1952 (National Archives: Department of the Army. Office of the Chief of Engineers.)

American Indians are both individuals and members of a tribal group. (NMAI)

Applicable Common Core State Standards (Common Core State Standards)¹⁸

Grade 4

W.4.8: Report on a topic or text, tell a story, or recount an experience in an organized manner ...

SL.4.4: Recall relevant information from experiences or gather relevant information from print and digital sources;

Grade 5

W.5.8: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.4: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Entry Questions

Who am I? Where did I come from? Where do I live? Who is in my family? Where did my ancestors come from? What do I already know about my community ...my area ...my state ...my country? What can the experiences of Lewis and Clark and the Native Americans along the trail teach me about doing research?

¹⁸ For full text of Common Core State Standards, see: <http://www.corestandards.org/ELA-Literacy> or download the Common Core App at <https://play.google.com/store/apps/details?id=com.masteryconnect.CommonCore> or <https://itunes.apple.com/us/app/common-core-standards/id439424555?mt=8>

Learning Objectives

The students will learn the most basic elements of a primary source, write their own first person narrative, and be introduced to various digital resources related to the Lewis and Clark journey.

Place Based Multi-literacy Model (Inglebret and Pavel)

Position in Learning Spiral

Situated Practice: Students and teachers are positioned as part of a place and each identifies his/her perceptions of and experiences of a particular place.

Learning Modalities: Auditory, Linguistic, Visual, Movement/Gestural/Spatial, Spiritual, Tactile

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see **Curriculum Materials and Resources at a Glance**. (Additional Resources 1.)*

Materials

- A journal for each child containing at least 60 blank pages.
- Large topographic map of the United States.
- A large scale map of your own community, showing streets and (if possible) buildings, such as a screen print of a Google Map showing the topographical map layer and the street name layer.
 - Alternatively, you may want students to work independently to locate their home on Google Maps, then use an interactive program with the group such as Google Earth Tour Builder¹⁹ where each of the students homes is represented in the tour.
- Posters (2) consisting of very simplified definitions of primary and secondary sources.²⁰ These can be enlarged for classroom use, if desired. (See Appendix A.)

Resources

- Websites (both will be used for this and for future Episodes)
 - <http://lc-triballegacy.org/> (National Park Service: Lewis and Clark Tribal Legacy Project)
 - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/lewisandclark/> (Library of Congress: Fill Up the Canvas)
 - <http://diglib.amphilsoc.org/islandora/object/graphics%3A2620> . (Lewis and Clark Journals)

For more information about the spirit and vision of the Honoring Tribal Legacies Project and the National Park Service involvement, see Chapter 2, "Spirit and Vision: Honoring What Has Been Accomplished," by Jill Hamilton-Anderson and Dick Basch.

¹⁹For instructions and to get started with this application, see: <https://tourbuilder.withgoogle.com/> . For creating a video tour see: <http://www.google.com/earth/outreach/tutorials/kmltours.html>

²⁰ The posters have been created by this author, Carol Buswell, who takes complete responsibility for the content and gives unlimited permission to copy. (See Appendix) These can be enlarged for classroom use, if desired.

Suggested Lesson Development

Before class:

- Post the following in the classroom in a place where they can be easily seen and leave them up for the entire unit (two weeks):
 - A topographic map of the United States.
 - A large scale map of your own community, showing streets and (if possible) buildings, such as a screen print of a Google Map showing the topographical map layer and the street name layer. (If you are going to use Google Earth Tour Builder²¹ spend some time using the program and adapting it to produce a map that can be posted in the classroom after this lesson is over.)
 - The simplified definition of a primary source: ***A depiction of an event written or told by someone who was there at the time. (Usually a first person account.)***
 - The simplified definition of a secondary source: ***A depiction of an event or events created by someone who has examined source evidence and come to his or her own conclusions. (Usually a third person account.)***

Introduction

This episode is intended to introduce students to primary sources. Records of Lewis and Clark and the stories told by Native Americans along the Trail are used as models for student work.

Lesson Development

- ❖ Tell the students they are going to learn to become explorers, like Lewis and Clark. Tell them they will be exploring their own community.
- ❖ Show the students the material placed in the classroom: the topographic map, large scale map, and definitions of a primary and secondary source. Explain that Lewis and Clark had maps to follow when they went on their journey. Tell them a little about the Lewis and Clark story.
- ❖ Tell the students that Lewis and Clark created “primary sources” as they traveled along the trail, because they were actually there and had information they had gathered and seen for themselves. Read the definition of a primary source with the students. Explain that primary sources are very important because they get us as close as possible to actual events.

The Point of View of Members of the Lewis and Clark Expedition

- ❖ Introduce the Lewis and Clark map at <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/lewisandclark/>

²¹For instructions and to get started with this application, see: <https://tourbuilder.withgoogle.com/> For creating a video tour see: <http://www.google.com/earth/outreach/tutorials/kmltours.html>

- ❖ Review the route on the map with the students.
 - Note some of the numbered items.
 - Click on #3, “First Council with the Indians.”
 - Have them read the text or read it to them.
 - Explain that there were many tribes, who were not related to each other living along the trail.
 - Point out the portion of the Lewis journal text that says “asked our mediation between themselves and the Maha, with whom they are now at war.” Explain what mediation was and how tribes were sometimes at war with one another.
 - Point out that Lewis wrote this in his journal. His journal is a primary source because he wrote down what he saw and heard. He was there in person, at the time of the event.
 - Show an actual Lewis and Clark Journal page as an example from <http://diglib.amphilsoc.org/islandora/object/graphics%3A2620> (Lewis and Clark Journals)

Point of view of various American Indians

- Introduce the Tribal Legacy map at <http://lc-triballegacy.org/main.php>.
- Point out or ask the students to point out where the Oto-Missouria and other tribes lived on the interactive map by passing the cursor over the locations.
 - Note the boundaries are blurred and sometimes overlap. Explain that Native people did not put up fences or draw lines around their territory.
 - Explain that some of the Native people who were living along the Lewis and Clark trail still have descendants who are living in nearly the same place as their ancestors were during the Lewis and Clark period. By using the online map it is possible to listen to these descendants speak to us and tell stories about each of their communities.
- Point out where the Mandan and Hidatsa territory once was on the map. Tell the students you are going to listen to someone from that tribe.
 - Listen to Gerard Baker (Mandan & Hidatsa at <http://lc-triballegacy.org/video.php?vid=1045>) tell about his experience as a National Park Ranger.
 - Ask the following questions:

- Did Gerard Baker live during the time of Lewis and Clark? (They may not know ... point out the microphone and the stage as evidence of modern times.)
 - Is this man a Native American? How can you tell? (Visual cues, such as hair and costume. Perhaps one could also discuss here how we have to guard against stereotyping people based on such cues.)
 - Where do you think he works? (Explore his own experience in the Park Service.)
 - What does he want to happen to you when you visit the Park? (He wants us to leave the Park with more questions than answers.) Why do you think he wants you to have questions?
 - Is he excited? How can you tell? (He uses his arms and voice to show expression.)
- Tell the students that this video is a primary source. Gerard Baker is talking about his own experience with the Park Service, so he is relating something he participated in. He was there at the time of the Bicentennial. (When he talks about the Lewis and Clark Expedition, however, his comments would be considered a secondary source, because he was not there at the time.) Primary sources can be in many different forms such as written documents (like Meriwether Lewis's journal entry), photographs, or audio and video tapes.

Student Activity

- ❖ Ask each student to mark their own home on the large scale map of their community using a map pin or by drawing a circle around it (or use Google Maps and/or Google Earth Tour Builder).
- ❖ Ask each student to create a “primary source” by writing a short description of how they got to school that morning in their journal. What route did they take? What happened along the way? What part of the neighborhood did they pass through? Explain that they must have seen or experienced this themselves.
- ❖ Have them illustrate their writing with a drawing depicting an event or the places they saw along the way.
- ❖ If there is time, have some of the students pantomime or speak about one of their experiences with expression. Each student should take no more than a few seconds each.
 - Both the writings and the pictures will be used at a later time.

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Depiction, primary source, secondary source, first person, third person.

Differentiated Instruction (for advanced and emerging learners)

Emerging learners may need to have some of the primary source material read to them or paraphrased. Instead of writing their experiences, they might record them on audio tape or video, just as Gerard Baker did.

Advanced students may be interested in completing “Lewis and Clark in the Complex West” DocsTeach activity at <http://docsteach.org/activities/77/detail> in order to gain some more experience with primary sources.

Suggested Formative Assessment of Learning Outcomes

(The teacher might develop a small “observation notebook” (see <http://wvde.state.wv.us/teach21/Observations.html>) and take notes as they circulate through the classroom in order to keep track of which students may need the most assistance either at the time or in the future..)

- *Observe students as they are writing and help them to understand the concept of “primary source” where needed.*
- *Question the students during the online portion to see if they see the relationship between the tribal examples and the exploration of their own community.*
- *Observe the students as they locate their home on a map to see if they understand basic map symbols and concepts.*

Episode 2 - Recording your own community experience.



Photograph of horses at creek with Indian community in background.
(National Archives: Records of District Courts of the United States)

The story of American Indians in the Western Hemisphere is intricately intertwined with places and environments. Native knowledge systems resulted from long-term occupation of tribal homelands, and observation and interaction with places. American Indians understood and valued the relationship between local environments and cultural traditions, and recognized that human beings are part of the environment. (NMAI)

Applicable Common Core State Standards ()

Grade 4

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Grade 5

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Entry Questions

What are the unique natural elements of my community environment? Is the natural world important to me? What methods did Lewis and Clark use to gather and record direct information about the natural world? What methods did the

Native communities along the Lewis and Clark Trail use? What other methods can be used to create a primary source?

Learning Objectives

The students will conduct explorations of the natural world around them and report their findings using a variety of methods, in order to connect in a more personal way with nature in their immediate community.

Place Based Multi-literacy Model (Inglebret and Pavel)

Position in Learning Spiral

Situated Practice: Students and teachers are positioned as part of a place and each identifies his/her perceptions of and experiences of a particular place.

Learning Modalities: Auditory, Linguistic, Movement/Gestural, Smell/Taste, Spatial, Spiritual, Tactile, Visual

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see **Curriculum Materials and Resources at a Glance.** (Additional Resources 1.)*

Materials

- A small paper journal for each child and writing instruments (see Episode 1).
- Student access to a still or video camera (perhaps on a cell phone).
- Student access to a voice recorder, or recording app.

Resources

- A safe area in the community or school yard where students can explore without close supervision.

Online Resources

- **Samples of primary sources in different formats:**
 - Map
 - Map of Lewis and Clark Track Across the Western Portion of North America from the Mississippi to the Pacific Ocean (National Archives: War Department: Office of the Chief of Engineers)
 - <http://research.archives.gov/description/5900021>
 - Photo
 - Close-up of Indian petroglyphs mentioned in the journal of the Lewis and Clark expedition ...found on a limestone cliff at the mouth of the Nemaha River, near Troy, Kansas, in Doniphan

For a beautiful introduction to both Native and scientific perspectives of water in the environment, including original photographs, see “Discovering our Relationship with Water,” by Rose Honey.

County in the extreme northeast corner of the state.

(National Archives: Environmental Protection Agency)

- <http://research.archives.gov/description/557117>

○ Document

- List of Indian Presents Purchased by Meriwether Lewis in Preparation for the Expedition to the West **(National Archives: War Department, Office of the Quartermaster General)**

- <http://research.archives.gov/description/300353>

○ Scope of Territory

- Rolling hills in the outskirts of Atchison, Kansas, showing an area of landscape painted by George Catlin between 1830 and 1850. It once was tall grass prairie as described in the Lewis and Clark journals. The county road in the distance at the left leads to St Patrick's Church, an early pioneer Catholic Church. **(National Archives: Environmental Protection Agency)**

- <http://research.archives.gov/description/557087>

• *Additional background information for the teacher*

- A collection of Lewis and Clark maps, including a map created from American Indian information at the time. (United States Geological Survey)

- <http://nd.water.usgs.gov/lewisandclark/mapping.html>

- Explanation of what and why of petroglyphs and pictographs. (National Park Service: Petroglyph National Monument, New Mexico)

- <http://www.nps.gov/petr/historyculture/what.htm>

- <http://www.nps.gov/petr/historyculture/why.htm>

- Information can be found describing items in the *List of Indian Presents* in several locations by searching the web for each item separately. The most reliable sources are probably tribal, university, museum, and government websites.

Suggested Lesson Development

Before class:

- Arrange for the students to spend about $\frac{3}{4}$ of the class time outdoors in a safe location where they can observe and collect information without close supervision. If possible, it would be best for the location to have an abundance of natural materials. If your playground is not adequate or non-existent, plan to visit a park, arboretum, or other location nearby.

Introduction

- For this exercise each student should have his own journal of sufficient size so he or she can draw illustrations of his or her own observations. Lewis and Clark recorded their journey in a journal. Some Native people tell stories to this day. Ancient Native people drew symbols (petroglyphs) on large and small rocks that had multiple meanings, some of which may have described an element of the location itself.

Student Activity

- ❖ On the whiteboard or projector screen, open the Honoring Tribal Legacies website to the opening page at <http://lc-triballegacy.org/main.php>
- ❖ Locate the Nez Perce tribal area (located in both the *Columbia Country* and the *Intermountain and Upper Missouri River* sections) by passing the cursor over the map.
- ❖ Tell the students you will be listening to someone who lives in this tribal area today.
- ❖ Go to <http://www.lc-triballegacy.org/video.php?vid=342> (Diane Milackan, Nez Perce) and play her description of how Nez Perce life was patterned after the natural world.
- ❖ Ask the students why the natural world was important to her tribe? Is any element of their own lives patterned after the natural world? Discuss.
- ❖ Go to
 - <http://diglib.amphilsoc.org/islandora/object/graphics%3A2620> (Lewis and Clark Journals) AND
 - <http://diglib.amphilsoc.org/islandora/object/graphics%3A2831> (Lewis and Clark Journals)
- ❖ Tell the students that you want them to “discover” the natural world of their own community by what is called “direct observation” in the same way that Lewis and Clark did. Point out the primary source poster and explain that direct observation, when recorded, produces a primary source. Primary sources can come in many forms.
- ❖ Show the students the online map, photo, document, and scope of territory examples below. Compare and contrast the information found in each:
 - Map <http://research.archives.gov/description/5900021>
 - Photo (Petroglyphs) <http://research.archives.gov/description/557117>

- Document (Indian Presents)
<http://research.archives.gov/description/300353>
 - Example of Nature (Kansas Tall Grass Prairie)
<http://research.archives.gov/description/557087>
 - Tell them that all of the examples are primary sources.
- ❖ Take the students to the safe area you have pre-determined and allow them to explore.
- Explain that they will be using several of the same methods used by Lewis and Clark to gather information about nature in their community.
- Instruct them to use all of the following methods:
- ◆ Observation:
 - Look very closely at the plants and animals they find, including the way they smell and feel when touched. How do they move? If safe, how do they taste?
 - How does the air and any nearby water sound, feel, or taste?
 - Can they see, hear, or smell other things, such as cars and people?
 - ◆ Writing in their journals.
 - Describe what they have observed by writing a paragraph or two about each item they have observed.
 - ◆ Drawing illustrations.
 - Draw illustrations of what they see. (They should do this on site, if there is enough time. Otherwise have them take photographs using a camera, cell phone, tablet, etc. and then have them complete a drawing later in the classroom.)
 - ◆ Mapping.
 - Draw a simple map of the area they have been observing.
- ❖ Ask the students to compare/contrast the different kinds of information produced by each method.

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Direct observation, petroglyphs, Indian presents

Differentiated Instruction (for advanced and emerging learners)

Give emerging writers a tape recorder, tablet, cell phone or other recording device with which to record their observations. Use photography as an option for challenged students as well as for the entire class.

Advanced readers and writers may want to do further research into the ecology of their own community, native plant life, animal life, etc. using secondary sources (books and articles).

Suggested Assessment of Learning Outcomes

Using the “observation notebook” to record student difficulties, discuss and suggest ways in which students might relate to the natural world as they are observing and recording. Review any difficulties students might have with this exercise.

Episode 3 - Creating a classroom library and archives.



A class room at the Carlisle Indian School (Pennsylvania). The school has 14 classrooms representing instruction in the elements of knowledge such as reading, writing, arithmetic, geography, spelling, history, nature study, the use of good English, etc. A thorough training is given in arithmetic, but no instruction is given in the higher mathematics or in foreign languages. (National Archives: Bureau of Indian Affairs, Portland Area Office)

American Indians employed a variety of methods to record and preserve their histories. (NMAI)

Applicable Common Core State Standards ()

Grade 4

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Grade 5

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Entry Questions

How do I store the materials I have found so I can find them again? How are libraries and archives organized? How can I create a classroom library and archives?

Learning Objectives

The students and teacher will understand the reasons for organizing their classroom materials. They will learn to organize the material they have collected

according to both archival and library principles and collectively create a classroom library and archives.

Position in Learning Spiral (Inglebret and Pavel)

Overt Instruction: Various design modes that might be used to learn about a place are explored and reasons for selecting each are identified.

Learning Modalities

Auditory, Linguistic, Spatial, Tactile, Visual

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see **Curriculum Materials and Resources at a Glance**. (Additional Resources 1.)*

Materials

- Something to sort, such as blocks or interactives.
- Several copies of “Library of Congress and Dewey Decimal Systems” (See Appendix B.)
- Several photographs of different libraries across the country.

- <http://research.archives.gov/description/6436820> - A periodicals library.

(National Archives: Office of the Secretary of Defense)

- <http://research.archives.gov/description/7431303> - A small library in the White House. (National Archives:Records of the White House Photo Office.)

- <http://research.archives.gov/description/6665056> - A library on a military base.

(National Archives: Office of the Secretary of Defense)

- Several photographs of boxes of primary sources below showing examples of records originally in the file cabinets of federal agencies and now held in the National Archives. Archival records are usually stored in acid-free boxes on shelves called “stacks.”

- http://commons.wikimedia.org/wiki/File:Documents_stacks_in_a_repository_at_The_National_Archives.jpg

(Stacks of archival boxes at the National Archives)

- <http://blogs.archives.gov/online-public-access/?p=8440>

(Record Collecting) A view of the stacks at the National Archives.

- <http://research.archives.gov/description/5928179>

(Transfer of the Charters of Freedom to the National Archives)

- A copy of “Library of Congress and Dewey Decimal Systems” to display in the classroom. (Appendix B.)
- A copy of “List of National Archives Record Groups (Creators)” to display in the classroom. (Appendix C.)
- Three legal sized file folders for each student.

- Three legal sized archival boxes (if possible) large enough to hold material created by every student in your class. Art supply and archival supply houses carry these boxes. Occasionally a government, university, or other archives in your local area may have boxes that have outlived their life that teachers can have, often free of charge. If you are not able to provide acid free boxes, three regular file boxes may be used. Plastic file boxes are also acid free.
- Another similar file box for storing material gathered from government and other archives. Label the box “Materials from archives and special collections.”
- Two smaller archival boxes for filing tape recordings and video recordings or two shoeboxes. Label the boxes accordingly.
- Dividers or index cards to mark divisions in the audio and video recording boxes, if desired.

Resources

- Shelf space in your classroom for a small library. (You may already have a classroom library. If so, use the one you have.) Label ONE shelf or a section on a shelf “Books that are Primary Sources.”
- An identified space in your classroom for your “archives.” It is best if it is not directly adjacent to the space you have designated as your library, but if that is the only space you have, it will suffice.

For more specific information about constructing and using a community based classroom library, see “A Thousand Celilos: Tribal Place Names in History Along the Lewis and Clark Trail,” by Shana Brown.

Information for the Teacher

- *All government archives hold the records created by that government. These records are filed by the government agency as if it were the “creator” of the documents.*
 - *Example:*
 - *If you are a citizen of the United States, your **birth certificate** (a permanent document) is usually created by the **state government** of the state you were born in.*
 - *Originally, your birth certificate would have been held in an agency of that government (often the Department of Vital Statistics) in a **file cabinet**.*
 - *After a pre-determined time, all birth certificates (and other records of that government) are usually transferred to the **STATE archives**.*

- *So, if you are looking for your birth certificate, you would write to the archives for the state you were born in. This would be the [Alaska, or Washington, or New Hampshire, etc] STATE ARCHIVES.*
- *The U.S. National Archives holds records of the FEDERAL GOVERNMENT.*
 - *Federal agencies, such as the Internal Revenue Service, the Bureau of the Census, the Department of Agriculture, the Department of the Navy, the Bureau of Immigration and Naturalization, the National Archives itself, the Library of Congress, and many more create records in their **day to day business**. (See National Archives Record Group List in Resources). These include reports, certificates, financial records, correspondence, judgments, related information, photos, moving pictures, patent documents, and many more.*
 - *Originally, these records were kept in the **file cabinets** of these agencies.*
 - *Eventually, after a pre-determined time (usually from 3 to 104 years) all permanent records are transferred to the National Archives. Note: Only between 1 to 3% of all government records are important enough to be considered permanent. In spite of this, the National Archives now holds over 12 billion documents.*
 - *Depending upon **which** agency is involved, and **where** the agency office is located ... these records will be stored for “the life of the Republic” in a National Archives facility. Currently, there are 38 facilities across the US.*

Suggested Lesson Development

- ❖ Discuss with the students reasons for organizing materials. You may want to conduct a sorting exercise such as the following:
 - Spill out a large number of items, such as interactives or blocks, on the floor.
 - Have the students race to find a particular object and record how long it took.
 - Then have them sort the objects by type, number, or another obvious criteria.
 - Again, have the students race to find a particular object and time them again.
 - The second race should take considerably less time than the first.
- ❖ Point out the advantages of organization.
- ❖ Tell the students you will be discussing something very important that they can use for the rest of their lives. Explain that materials in libraries and archives are organized so materials will be easy to find. However, they use very different organization systems. You will all be learning the difference between the ways a library and an archives organize their materials so they can find them more easily.
- ***Libraries***
 - Show the students your classroom library and the photos of libraries found in the records of the National Archives.

- Give them the Library of Congress and Dewey Decimal organization system handout. Ask them to figure out from the handout how a library is usually organized (by subject).
- Put several books and magazines in a box in no particular order. Have the students put the books away in the classroom library you have prepared by subject.
- Let them discuss where to put the books. Help them decide by using either the Dewey Decimal system or the Library of Congress system of organization.
- Explain again what a primary source is, referring to the poster used in Lesson 1. Point out that most material in books and magazines are secondary sources because they are not first-hand accounts. The author usually gets much of his or her information from someone else.
- Point out that biographies or books containing compiled material by several people who are speaking from their own experience can be considered a primary source because they ARE first-hand accounts. Point out the shelf on which you will (or perhaps have already stored) books containing primary sources. These materials can be on any topic. Following are examples of books containing primary source materials from my library:
 - *The early Indian wars of Oregon: compiled from the Oregon archives and other original sources.* (Victor)
 - *Healing American Indians (audio CD)* (Folkways Records)
 - *Photographs and poems by Sioux Children from the Porcupine Day School, Pine Ridge Indian Reservation, South Dakota* (Miles and Amiotte Arthur, Eds.).

➤ Archives

- Show the students the photograph of the National Archives stack area and ask:
 - How does this differ from the shelves of a library? (Boxes instead of shelves of books or other published material.)
- Review the posters entitled “primary source” and “secondary source” with the students.
- Ask if the documents they have created are primary or secondary sources.
- Show the students the archives boxes.
- Put “[Teacher’s name] Classroom Archives” in plain sight near the top of one side of each box to identify it as your classroom archives.
- Have the students gather the writings about their community, research journals, drawings, photographs, video and audio media they created themselves in the first two lessons.
- Give each student three file folders and have them write one of the following titles on each tab.
 - Creator: [Their own name, last name first] Textual Records
 - Creator: [Their own name, last name first] Photos and Drawings

- Creator: [Their own name, last name first] Maps
- Show them which material should be put into each folder.
- Ask them to file their own material in their classroom archives in the appropriate boxes and folders, alphabetically by last name.
- If there is enough time, using a piece of butcher paper, allow the students to create a sign for each area, marked “ARCHIVES” and “LIBRARY.”

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Archives, creator, agency, textual, primary source (review), secondary source (review).

Differentiated Instruction (for advanced and emerging learners)

You may want your emerging readers and writers to spend more time writing descriptions, drawing in their journals, and/or collecting more first-hand observations so the concept of creating a primary source is reinforced.

FOR THE TEACHER. Before assigning to advanced students:

- Log into DocsTeach.org.
- If you do not already have an account, create one.
- Go to <http://docsteach.org/activities/15992/detail> This is an independently teacher-created activity, not one created by the National Archives staff, about the history of and types of documents held in the National Archives. The information it contains is correct.
- Review the activity and determine its appropriateness for your specific students.
- Assign the activity to your advanced students. It will give them a more global idea about what an archive is and what materials are stored within the walls of the National Archives.

Suggested Formative Assessment of Learning Outcomes

Frequently question the students individually and as a group to be sure they understand the basic concepts. (See <http://wvde.state.wv.us/teach21/Questioning.html>.) Observe as they place items in the folders and reinforce as necessary.

Episode 4 - Listening to oral histories, creating relevant questions, recording answers.

Nov 23rd 1905-

Mr Palmer questioned in reference to
 Mary Iron teeth breaking into Palmer House
 and stealing bead work, tobacco, Cartridge,
 shotgun, Muslin and other articles.

Q How much muslin was stolen from your house
 A. about 18 yards

Q. Was ^{the} muslin new.

A. Yes. it was all sewed together for purpose
 of putting on wall or sewing of house
 articles found in possession of Iron teeth was ^{the} same

Q Do you recognize any of these articles
 as being at one time your property

A. Yes The muslin used in making
 that bed tick, those Pillow cases and
 shirt is of the same grade of muslin
 stolen from our house.

Q why do you think it is the muslin taken from
 your house

A. on examining these articles it can be plainly
 seen on edges, at several places, that
 this muslin had been sewed together

A page from "Notes from Interview of Mr. & Mrs. William Palmier."
 (National Archives: Office of Indian Affairs, Pine Ridge Agency)

Hearing and understanding American Indian history from an Indian perspective provides an important point of view to the discussion of history and cultures in the Americas. The Indian perspective expands the social, political, and economic dialogue. (NMAI)

Common Core State Standards

Grade 4 and 5

SL.4.1 and SL.5.1: Engage effectively in a range of collaborative discussions...

Entry Questions

Why and how do Native American oral histories better enable us to understand the history of our country? Where do I find an oral history or someone to help me create an oral history about my own community? What questions should I ask? What is the difference between writing down exactly what they say and writing down what I think they say (direct quotes and paraphrasing)? What is the difference between a first person and a third person narrative, a primary and a secondary source?

Learning Objectives

The students will collaborate with their fellow students and their teacher in order to compile a list of questions and conduct oral history interviews of members of their community. They will also discover the difference between first person and third person narratives using Native American oral history examples.

Position in Learning Spiral (Inglebret and Pavel)

Critical Framing: Various stakeholder groups associated with a place are identified and their perspectives are explored.

Learning Modalities: Auditory, Linguistic, Spatial, Tactile, Visual

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see **Curriculum Materials and Resources at a Glance**. (Additional Resources 1.)*

Materials

- The students will use the journals they started in Lesson 1.
- Print a copy of the Louisiana Voices “Fieldwork Basics” (Louisiana Voices, An Educator's Guide to Exploring our Communities and Traditions) page for each student (focusing on the Ethics portion) at http://www.louisianavoices.org/Unit2/edu_unit2_fieldworkbasics.html At the end of this page there are permission slips for different activities. Print a permission slip for each community member to be interviewed by the students, including those interviewed at each student’s home.

Resources

- One or several community members to visit the class and be interviewed by the students.
- A computer, a projector or whiteboard and connection to the Internet.
- The National Park Service “Tribal Legacy” website at <http://www.lc-triballegacy.org> (specific web pages indicated in the lesson).
- The National Archives website at <http://www.archives.gov/research> (specific web pages indicated in the lesson).

For a marvelously sacred and personal glimpse into the world of an ancient Native culture based primarily on oral tradition, see “The Journey,” by Julie Cajune.

Suggested Lesson Development

- ❖ Indicate the Crow (Intermountain and Upper Missouri River Country) and Mandan and Hidatsa (Dakotas) tribal locations on the map at <http://lc-triballegacy.org/main.php> . The following speakers come from these areas along the

Lewis and Clark Trail.

- ❖ Show the students the following oral histories (each are only a couple of minutes long).
 - <http://www.lc-triballegacy.org/video.php?vid=152> (P. Bauerle) *Oral History and Perspective*.
 - <http://www.lc-triballegacy.org/video.php?vid=1035> (Baker) *Oral Histories*
 - <http://www.lc-triballegacy.org/video.php?vid=151> (P. Bauerle) *Evolving History*
- ❖ Tell the students that tribes have been telling their histories verbally for thousands of years and ask:
 - Do you think tribal histories might be very accurate? Why or why not?
 - Is a written story more accurate than a spoken one? Why or why not?
 - Do you think people who tell their story out loud ever change the story according to what they think themselves?
 - Do you think people who write down stories ever change them according to what they think themselves?
- ❖ Explain that when you quote someone directly, you say exactly what they said, word for word, but when you are in a hurry you sometimes will “paraphrase.” This means you would listen to what someone else said and then say or write it down in your own words.
 - Have the students look at the posters that define a primary and a secondary source and ask:
 - When you shorten the statement someone else makes and say it in your own words, is it possible that you might change the meaning of what they said? Why or why not?
 - Is a paraphrased statement a primary or a secondary source?
 - Explain that when recording oral histories by writing them down, it is important to try to quote the speaker as directly as possible.
- ❖ Have the students conduct “practice” oral history interviews.
 - Have the students take out their journals.
 - Divide the students in pairs. Ask them to work with their partner to practice conducting an oral interview.
 - Have them ask their partner to fill out a permission slip for the interview and explain the purpose of the interview.
 - Ask them to question their partner about his/her community or a specific event (such as something that happened in school that day) and try to write down what the other student tells them as accurately as possible.

- If possible, allow the students to repeat the activity with a tape recorder, tablet, cell phone app. or other recording device. Have them explain which method, written or recorded, was more accurate and why.
- ❖ Tell the students you would like them to ask their parents or other caregivers for help in choosing someone to interview who might know special things about the place in which they live. (You will want to send a note home as a reminder, along with permission slips, etc.) Students will be conducting these interviews outside the classroom. In order to prepare them for this activity:
 - They should think about what they want to know about their community first and then decide, with the help of their parents or caregivers, who they should ask.
 - In order to prepare for the interviews, they need to compile a list of questions to ask the people they choose. (See Appendix D for sample questions.)
- Be sure every student has a copy of a permission slip for the interview. See http://www.louisianavoices.org/Unit2/edu_unit2_oral.html for a sample permission form.
- Ask each of the students to conduct the interview, taking careful notes (including direct quotes) and/or recording on audio or video.
- ❖ *(As an alternative to sending the students out, you might have visitors from the community come into the classroom for them to interview either toward the end of the class period or on a different day.)*

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Interview, oral history, paraphrase, quote.

Differentiated Instruction (for advanced and emerging learners)

:

For emerging learners, questions for interviews might be written on the board for the whole class to copy. You could give them more time to practice with their classroom partners.

Advanced students could put together learning centers consisting of a tape recorder or other recording device, a mirror, and a list of interview questions they develop themselves where the emerging or shy learners in the class could practice interview techniques.

They could also interview several additional community members to round out the data, such as a store owner or manager, a religious leader, or a member of the local historical society.

Suggested Formative Assessment of Learning Outcomes

Use a graphic organizer or organizers (for different types related to interviews see http://www.learnquebec.ca/en/content/curriculum_elem/personal_development/erc/element_cycle2/go_list.html#4) to help students organize their thoughts in a meaningful way.

Episode 5 – Dealing with Conflicting Ideas



White House, delegation of Indians on grounds, Washington, D.C.
(National Archives: Records of the Office of the Chief Signal Officer)

Hearing and understanding American Indian history from an Indian perspective provides an important point of view to the discussion of history and cultures in the Americas. The Indian perspective expands the social, political, and economic dialogue. (NMAI)

Common Core State Standards ()

Grade 4

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

Grade 5

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Entry Questions

How does your point of view differ from the people around you? Do you all value the same things? Do you think Lewis and Clark saw events in the same way the various Native American tribes did? Do you think each Native American group saw events in the same way as the other groups?

Learning Objectives

The student will learn to examine point of view and motivation critically in order to more accurately assess the relative value of the primary sources they will use in the future.

Position in Learning Spiral (Inglebret and Pavel)

Critical Framing: Various stakeholder groups associated with a place are identified and their perspectives are explored.

Learning Modalities: Auditory, Linguistic, Spatial, Tactile, Visual

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see **Curriculum Materials and Resources at a Glance**. (Additional Resources 1.)*

Materials:

- If a tape recorder, tablet, cell phone, or other recording device is used, provide basic instructions for operation (teacher provided).
- A classroom computer and projector.
- Internet access.
- Whiteboard or blackboard.
- A videotape recorder (optional).

Resources:

- The National Park Service “Tribal Legacy” website at <http://www.lc-triballegacy.org> (specific web pages indicated in the lesson).
- Photograph of geographic area and description of location of Blackfeet encounter by Lewis and Clark. (National Park Service Online Books) http://www.cr.nps.gov/history/online_books/lewisandclark/site22.htm

❖ ***Suggested Lesson Development***

- ❖ Explain to the students that you will be using **secondary sources** for examples of the Lewis and Clark expedition today.
- ❖ Go to the website
http://www.cr.nps.gov/history/online_books/lewisandclark/site22.htm
- ❖ Show the explanation of an encounter between Lewis and Clark and the Blackfeet written by the National Park Service and the map.
 - *Explain that because this record was not created at the time of the event on July 26, 1806 and because it is not a record created by Lewis and Clark themselves, it is a **secondary source**. It is still a reliable source, because the information was taken from original journal entries and letters, however it has been paraphrased by someone who was employed by the National Park Service, so includes some interpretation. The photograph of the area of the encounter was taken much later (they did not have photography in 1806) and the location was figured out by reading the Lewis and Clark journals, therefore it*

is also a secondary source.

- ❖ Show the explanation of the Blackfeet episode given by Craig Falcon, a tribal citizen (Falcon) at <http://www.lc-triballegacy.org/video.php?vid=31> on the projector or whiteboard, with sound. Explain that this is also a secondary source because Mr. Falcon was not there at the time and the story has been passed down from person to person.
- ❖ Compare the two versions of the story and examine with the class the possible reasons for each group seeing the same event in very different ways.
- ❖ Hand out the following story and questions to the students.

Peace or Diamonds?

Carol Buswell

A beautiful pot containing a special plant is owned by a group of people (known as the Plant People) who have lived in the same place for hundreds of years. The plant has been growing since the Plant People first arrived at that place. It is precious to every member of the group.

A story about the plant had been passed down to them for generations. The story says that when the plant was originally planted, diamonds were placed carefully in the bottom of the pot, then dirt and then a seed was planted. The plant was then placed in a special area of the village and carefully cared for. The plant took a very, very long time to grow.

After about a hundred years of growing, it was discovered that just sitting in the same area with the plant made people who were sick become well again. People who were arguing could enter the room where the plant grew and quickly figure out solutions to their most perplexing problems. Occasionally water dripped from the leaves, which when looked into by a very good person could help him or her see the future.

A large group of people, known as the "Travelers," suddenly came into the Plant People's village. They had about five times the number of people as the Plant People. They were very poor. They had been driven from their village far away because of a horrible war.

When they first came to the Plant People's village, the People fed them dinner and offered to help them in any way they could.

While they were eating, the leader of the Plant People told the story about the special plant. She said if anyone sat near it they would be able to figure out the answers to their problems. She offered to let them spend some time in the area with the plant to help them solve their problem.

When the leader of the Travelers heard the story, she thought about the diamonds planted at the roots and how many people she could feed with the money by digging up the plant and selling the diamonds. She thought about how many shoes she could buy for them and how much food she could purchase. The people were cold and the children were hungry.

The Plant People told them their plant could not be bought or sold. It was sacred to them and if it was dug up, it would die.

There began to be a great argument. Soon a war broke out. Somehow the plant disappeared during the war and its location was lost to everyone. Nobody ever claimed to have found the diamonds.

What do you think happened?

- ❖ Discuss the two different points of view and how each side might remember what happened differently.
 - Divide the class in half.
 - Ask one half of the class to write a paragraph telling the story from the point of view of the Plant People. They might do this individually or collaborate as a group.
 - Ask the other half of the class to write a paragraph telling the story from the point of view of the Travelers.
 - Each student should be able to give one reason why they came to a particular conclusion, either in writing (in their paragraph) or informally in a class question/answer session.
- ❖ Explain to the students that they have just written a secondary source because it contains their own opinion and point of view.
- ❖ Compare the student work with the conflicting Blackfeet stories earlier in the lesson.
- ❖ Explain that secondary sources are always produced from someone's particular point of view.

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Point of view, secondary source.

Differentiated Instruction (for advanced and emerging learners)

You might assist emerging learners to visualize the problem by illustrating the story using drawings of a plant with diamonds in the roots, posting photographs of poor people or refugees from war-torn countries, etc.

An alternative courtroom lesson is provided in Appendix E for advanced learners or older students.

Suggested Formative Assessment of Learning Outcomes

Observe understanding of critical concepts by having students practice their presentations in each smaller group before the final presentation. Another possible formative assessment would be using a kinesthetic “debate circle” to examine different points of view. See

<http://wvde.state.wv.us/teach21/KinestheticAssessments.html> .

Episode 6 - Looking at primary sources from a variety of creators



Secretary Gale Norton, Lewis and Clark National Historic Trail Superintendent Gerard Baker, Fort Belknap Indian Reservation Vice Chairman Darrell Martin, Acting Assistant Secretary for Indian Affairs Aurene Martin, left to right, at opening of Lewis and Clark Bicentennial mobile exhibit, Washington, D.C
(National Archives: Department of the Interior, Photographic Services)

<http://research.archives.gov/description/5612418>

Providing an American Indian context to history makes for a greater understanding of world history. (NMAI)

Common Core State Standards

Grade 4

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

Grade 5

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Entry Questions

How can I tell if something is a primary source by looking at it carefully? How important is it to know where a document came from? Who will ever care? How can I create a citation for a primary source? What is a census? How can a census return help me figure out more about my own community?

Learning Objectives

The students will examine and analyze each other's primary sources as well as sources from various institutions including the US Census Bureau and Bureau of Indian Affairs, create a classroom timeline to be used throughout the remaining lessons, and explain the importance of citations.

Position in Learning Spiral (Inglebret and Pavel)

Overt Instruction: Various design modes that might be used to learn about a place are explored and reasons for selecting each are identified.

Learning Modalities

Auditory, Linguistic, Spatial, Spiritual, Tactile, Visual

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see **Curriculum Materials and Resources at a Glance**. (Additional Resources 1.)*

Materials

- Butcher or similar long paper strips to be made into a timeline. You will be adding primary and secondary documents and artifacts to the timeline as you go based on a decisions made by a rotating “editorial board” consisting of students from the class. Since this is the first time you will be using the timeline, mark the approximate date of the earliest inhabitants of your community at the far left of the timeline. You can either do this before class or discuss the date with the class and add it then.
- A census page from your local community for every available United States (or other nation's) census.

The United States census was taken every 10 years from 1790 to 1940, with exceptions. (The 1890 census is not available because nearly all of it was lost in a fire in St Louis, Missouri. Some pre-1820 censuses were lost in the fire when Washington DC was burned in the War of 1812.)

US Census pages are available free of cost on the following websites.

- *1790-1930 (with exceptions) on Heritage Quest online. This database is available at many public libraries and historical societies. It can usually be accessed by logging into the public library website and using your library card number to log into the database. See your local library for details. (ProQuest)*
- *www.familysearch.org has many US Census returns available free of charge.*
- *The 1940 US Census is available free of charge at <http://1940census.archives.gov/>*

- *Censuses are available online for countries outside the United States. Google the web for locations of these documents.*

Various subscription (paid) websites also have census records for a fee. Most are also available through your public library, historical society, or genealogical society. You usually have to go to the facility to access these records.

- *Ancestry.com*
- *Fold3.com*
- ***Primary source materials*** about your local community, such as census returns, land and property records, photographs of the town during different time periods, tribal enrollment lists, treaties, tax records, business licenses, journals of prominent citizens, records of police and fire departments, court records, and the like.

This material can be gathered over time to become a rich resource for future classes. For the first few years, you might divide your class into groups and let each group search for material online using resources such as those below.

Teach your students to ask archivists for advice for finding more information in their location and in other archives. Archivists can be contacted by email or in person.

- Government Repositories
 - The US National Archives at www.archives.gov (Records of most US Federal agencies, including the Bureau of Indian Affairs).
 - The state archives of the state in which you live. (Google the state name and the term “archives.”) State archives usually hold records of state agencies, but sometimes holds other records as well. Usual holdings are records of birth, marriage, death, divorce, adoption, state courts, and some land records.
 - The county archives of the place in which you live. (Google the county name and the term “archives.”) County archives usually hold county records such as those from the county court, sometimes birth records, and land records.
 - The municipal or city archives of the place in which you live. (Google the city name and “archives.”) City archives hold records of city government, such as police and fire departments, city administration, buildings, and city events.
- Special Collections
 - Collections of original documents are held in university and public libraries as well as historical societies and some museums.

Resources

- *Analyzing documents*

- *Special help for analyzing primary sources* (National Archives)
<http://docsteach.org/resources>
- *National Archives document analysis pages* (National Archives)
<http://www.archives.gov/education/lessons/worksheets> (Also see Appendix F.)
- *Why primary sources do not always say the same thing.*
 - Craig Howe, Lakota Sioux, talks about how the tribe marks differences between the primary sources created by the Lewis and Clark expedition and Lakota understanding of the land in question. (Howe) <http://lc-triballegacy.org/video.php?vid=950>
- Examples of books consisting of first-hand accounts (biographies) of Western Expansion.
 - Short publication history of biographies written by members of the Corps of Discovery. (Lewis and Clark College)
<http://library.lclark.edu/specialcollections/shortL&Chistory.html>
 - *Osborne Russell's Journal of a Trapper and Maps of His Travels in the Rocky Mountains*, ed. Aubrey L. Haines. ()

Suggested Lesson Development

- ❖ Show the students different ways in which they might describe their playground by using their body rather than words. (large, small, quiet, loud, empty, full, etc.)
- ❖ Ask the students to close their eyes and then use the gesture that they feel best describes their playground to them.
- ❖ When they open their eyes, are they all using the same gesture? Why or why not?
- ❖ Ask the students to take out their journals.
- ❖ In small groups, have the students compare the descriptions they have already written of the same event or location. Do they all say or illustrate the same thing in the same way? Why? Why not?
 - Point out that no matter whether primary or secondary, documents are still created by humans and humans have their own individual point of view.
- ❖ Introduce the National Archives Document Analysis Sheets at <http://www.archives.gov/education/lessons/worksheets>. (Also see Appendix F.)
- ❖ Have students analyze the photograph shown on this page. A larger version is available in the Resources section.
- ❖ Have the students look at the United States census returns and the other primary source materials you have gathered for their own community and analyze them using appropriate analysis sheets. (See Appendix F.).

- ❖ Point out the paper timeline and explain to the students that you will be adding sources to the timeline.
- ❖ Discuss with the students how the story of their community is reinforced and sometimes questions about our communities are raised because of the sources we find.
- ❖ Discuss with students which sources they believe are most accurate, most revealing, etc. based on their analysis.
- ❖ Assign the first group of students to an Editorial Board. The Board will be used three times, for primary sources, secondary sources and artifacts. This group will decide which primary sources about their community should be posted on the timeline (original photos, documents, maps, drawings, or references to audio or video recordings).
- ❖ In a classroom discussion, make a list of important events discovered thus far about the local community based on the primary sources that have been found and mark them on the timeline.

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Census, analysis, and challenging words from primary sources you have gathered.

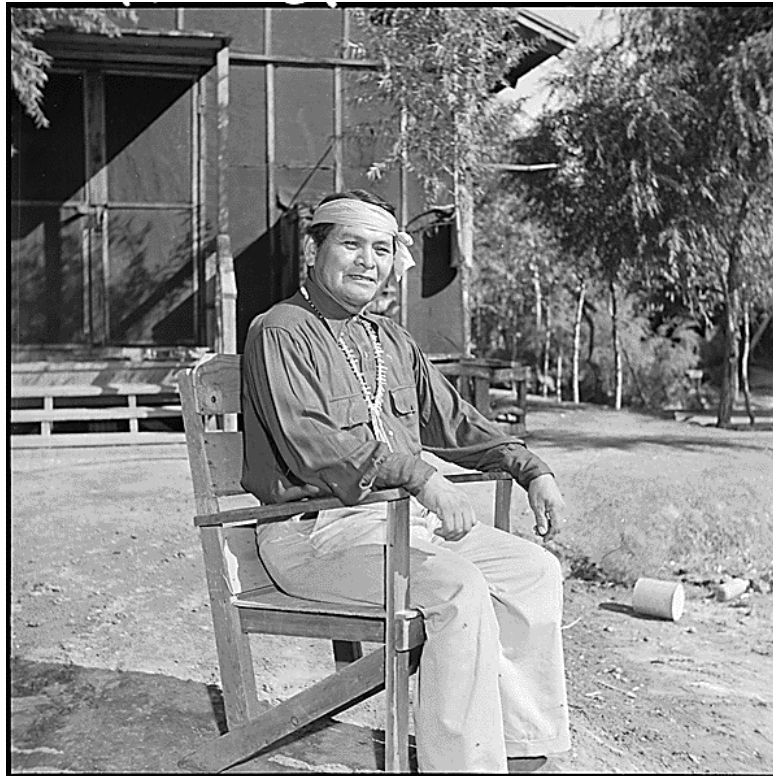
Differentiated Instruction (for advanced and emerging learners)

Learners of all levels may benefit from the DocsTeach activity called “Coming to America: the Immigrant Experience” by Christopher Zarr of the National Archives at <http://docsteach.org/activities/5631/detail> (Zarr)

Suggested Formative Assessment of Learning Outcomes

Review the photograph analysis worksheets completed by individual students, watching for background details in the photo itself and in the display, as well as noticing details about the people. Record any student difficulties in the “teacher’s observation notebook” and discuss with the students as you observe.

Episode 7 - Comparing existing secondary sources.



Poston, Arizona. Mr. Albert Yava, another newcomer to Poston, is an artist and linguist. He speaks English and the tribal languages of the Tewas, Hopis, and Navahos. Mr. Yava is a painter by trade and makes Kachian dolls. Although Poston, Arizona is soon to be closed to Japanese Americans, it has already seen the beginnings of a new group of residents, the American Indians. On September 1st, [1945] 16 families, a total of 78 people, came to Poston from the Hopi Reservation at Kings Canyon, Arizona. They moved into one of the blocks and seem to like it very much. (National Archives. Records of the War Relocation Authority.)

There is no single American Indian culture or language. The Western Hemisphere was laced with diverse, well-developed, and complex societies that interacted with one another over millennia. (NMAI)

Common Core State Standards

Grade 4

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

Grade 5

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Entry Questions

If a secondary source includes an author's opinion and ideas, how can I tell if one book, drawing, painting, map, or article on a particular subject is better than

another? What strategies will I use to examine the secondary sources I have found about my community?

Position in Learning Spiral (Inglebret and Pavel)

Critical Framing: Various stakeholder groups associated with a place are identified and their perspectives are explored.

Learning Modalities: Auditory, Linguistic, Spiritual, Tactile, Visual

Learning Objectives

The students will be introduced to methods by which to critically examine and compare secondary source materials in order to better understand motivation and bias.

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see ***Curriculum Materials and Resources at a Glance.*** (Additional Resources 1.)*

Materials

1. *Sample Secondary Source Analysis* (C. Buswell) You will need several copies for each student. (See Appendix G.)
2. Obtain at least 2 books that demonstrate differences of viewpoint between authors of secondary sources, either about your community or about the Lewis and Clark journey. For instance, the following two books are secondary sources with obvious differences in viewpoint. You might just use the titles as examples if these or similar books are not available.
 - a. *York's Adventures With Lewis and Clark* (Blumberg)
 - b. *The Captain's Dog: My Journey with the Lewis and Clark Tribe* (Smith)
3. Print or display the following painting, map, and drawings of Fort Clatsop on the Lewis and Clark Trail.
 - a. Newman Myrah, "Bartering Blue Beads for Otter Robe" (Fort Clatsop National Memorial Collection FOCL 000104 Cat. No. 698)
http://www.history.army.mil/LC/Explore/frontier_forts_lc.htm
 - b. *Map of Fort Clatsop.*(Library of Congress) *Nicholas King after Meriwether Lewis and William Clark. "Map of Part of the Continent of North America . . . as Corrected by the Celestial Observations of Messrs. Lewis and Clark during their Tour of Discoveries in 1805." Washington, D.C., 1806? Copyprint of manuscript map. Courtesy of the Boston Athenaeum, Boston*

For a marvelous list of resources relating to the Lewis and Clark Trail in formats aligned to a variety of student learning styles, needs and abilities, see "Honoring Tribal Legacies in Telling the Lewis

(70) <http://www.loc.gov/exhibits/lewisandclark/lewis-landc.html>

c. *Drawings of Fort Clatsop (National Park Service, Lewis and Clark Historic Trail)* <http://www.nps.gov/lewi/historyculture/histcult-places-focl.htm>

- Obtain some books and pamphlets relating to elements of your community, such as histories, cookbooks, biographies of local personalities, building histories, local musical events, and the like. For the first few years, you might divide your class into groups and let each group search for material online by focusing on a library or historical society.

You might also find materials at your school library, your local or county public library, a local historical society, local tribal offices, tribal schools, local churches, social and ethnic organizations, Family History societies, your local Chamber of Commerce, and local non-profit organizations (use the term “non-profit” to search the White pages online).

Local bookstores often carry material specific to the area in which you live that are not available more widely. Check there for titles.

Local newspaper articles can be searched at the newspaper’s morgue (archives) itself or on microfilm through many college and university libraries.

4. Look through your classroom library for relevant materials and re-file in a space marked “local history.”

Resources

1. Connection to National Park Service Tribal Legacies website at <http://lc-triballegacy.org/> (National Park Service: Lewis and Clark Tribal Legacy Project) Specific web pages are noted in the lesson itself.
2. Connection to the Library of Congress
<http://www.loc.gov/exhibits/lewisandclark/kiosk-before.html>

3. Projector or whiteboard
4. The classroom timeline

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Hindsight, camas, wapato,

Suggested Lesson Development

- ❖ At the beginning of the lesson, pass out ***Analyzing Secondary Sources*** to everyone in the class. (See Appendix G.) or construct an analysis sheet of your own making.
- ❖ Tell the students they will be looking at secondary sources. Review the simple definition poster entitled “Secondary Sources.”
- ❖ The following oral histories are secondary sources (secondhand accounts) because the speaker was not there during the time of the Lewis and Clark Expedition. Some authors will tell you where they got their information, some will not. Storytelling is a long tradition in Native American societies. However, as in all secondary sources, the story is filtered by the teller, most often in order to make a point. The fundamental idea, when examining any source, either secondary or primary, is to **think critically**.
- ❖ Remind the students of the process many tribes used to verify the facts in an oral history. Replay <http://www.lc-triballegacy.org/video.php?vid=152> (P. Bauerle) *Oral History and Perspective*. Tell them they will be examining the secondary sources they hear and read in much the same way.
- ❖ Show the following oral histories and discuss the differences in the stories. You may want to do this on the blackboard. Point out that each group:
 - ◆ Had very different experiences with the men of the Lewis and Clark Expedition, so the stories passed down to them differ from each other.
 - ◆ The storytellers have different reasons for telling the stories to us.

The common practice of collaboration between Tribal oral historians, practicing stories over and over in order to maintain the accuracy of an oral history, and review by others within a tribal group leads many Native Americans to think of oral histories as primary sources rather than secondary, no matter how long ago the original event took place.

Since this quality control is not practiced in oral histories from the general population, and is not universal between oral historians in modern Native communities, all secondhand information in this curriculum is treated as secondary for the sake of simplicity. However, please keep in mind that many old or even ancient Native stories may be as accurate as any original written account.

Be sure to include questions from or similar to the *Sample Secondary Source Analysis* in your discussion of each account, such as:

- Who is telling the story or account?
 - What are they telling us about the experience of their particular group?
 - Where did they get the information they are telling you?
- Blackfeet and Blood
- Narcisse Blood, Blood Tribe (Kainai) <http://lc-triballegacy.org/video.php?vid=78> They had already seen some non-Indian trappers. The Oregon Trail was established further South to avoid the Blackfeet. It seemed like a relatively innocent encounter (See Episode 5) but marked the beginning of US domination. He expresses concern for the environment.
- Salish
- Tony Incashola, Salish & Pend d'Oreille <http://lc-triballegacy.org/video.php?vid=487> Encountering the Lewis and Clark group's arrival represented the Salish people's first real contact with non-Indians. This account tells about a buffalo hunt where scouts first met Lewis and Clark. The local tribesmen thought Lewis and Clark were both sick because their skin was pale. They traded horses, fed them, and guided them to Lolo Pass.
- Kaw (Kanza)
- Dan Jack, Kaw (Kansa) <http://lc-triballegacy.org/video.php?vid=1237> Explains how the Kaw were away buffalo hunting, so did not see Lewis and Clark at all. Learned about the Corps from other tribes. Brush was cut and areas cleared, so the Kaw could see that the Corps had been there.
- Tribes of the Grand Ronde Reservation
- Elaine La Bonte, Grand Ronde Confederated Tribes <http://lc-triballegacy.org/video.php?vid=682> Tells about wide trade networks and how they had been trading with Russians and others for 100 years. They already wore European clothing. Uses the Lewis and Clark journals for source of tribal behavior toward the Corps. Strongly disagrees with Lewis and Clark's assessment of the Tribe's ability to trade.
- ❖ Next, distribute the painting, map, and drawing of Fort Clatsop. Ask the students the same questions you asked about the oral histories.
- ◆ Who is drawing or painting the story or account?
 - ◆ What are they showing you about the experience of their particular group?
 - ◆ Where did they get the information they are showing you?
- ❖ Using the two contrasting books (York and The Captain's Dog or two contrasting books of your own choosing) and ask the questions again:
- ◆ Who is drawing or painting the story or account?
 - ◆ What are they telling you about the experience of their particular group?
 - ◆ Where did they get the information they are telling you?

- ❖ Have the students use the *Sample Secondary Source Analysis* to examine the books and articles you have collected about their own community. You will probably want to divide your class into groups for this exercise, with each group examining a single source.
- ❖ Gather the student-written Sample Secondary Source Analysis sheets and put in a binder. Have the students direct your placement of the book on the shelves of the classroom library under an appropriate subject heading, such as “reference material.”
- ❖ Bring out the paper timeline and explain to the students that you will be adding the best secondary sources to the timeline.
- ❖ Assign the second group of students to the Editorial Board who will decide which secondary sources about their community should be posted on the timeline. (You might want to use photographs of the secondary source title pages for posting.) Instruct students to base their choices upon the analysis worksheet results.
- ❖ Based on the materials added to the timeline, have the students write a paragraph explaining the new elements they have learned from secondary sources.

Review these words briefly with your students and explain further if necessary (See Glossary.)

Domination, trade networks, secondary source.

Differentiated Instruction (for advanced and emerging learners)

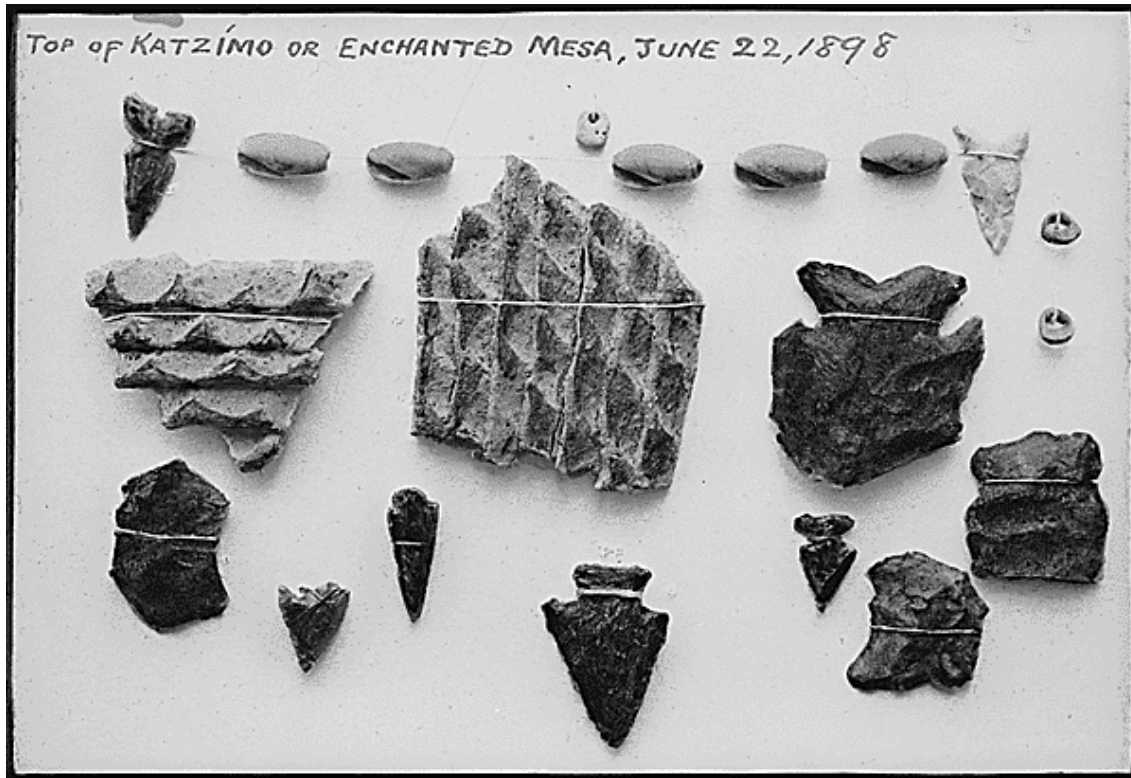
Emerging learners will need assistance to fill out the *Sample Secondary Source Analysis*

If you have advanced learners in your class, they could do the web searches for materials to be included in your classroom library.

Suggested Formative Assessment of Learning Outcomes

The Sample Secondary Source Analysis worksheets can be effectively used as formative assessments for this lesson.

Episode 8 - Looking at artifacts and related materials.



Indian relics (mostly arrowheads) found on the Enchanted Mesa, June 22, 1898, 1900.
(National Archives. Records of the National Park Service.)

American Indians employed a variety of methods to record and preserve their histories. (NMAI)

Common Core State Standards

Grade 4

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Grade 5

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Entry Questions

Do I have to go on an archaeological dig or visit a museum to find an artifact? Do I have any artifacts of my own? What artifacts do I have that would help others understand my community? Where can I find other artifacts?

Learning Objectives

The students will learn what an artifact is, what a collection of artifacts is, and how to organize them. They will investigate holdings of some online museum collections.

Position in Learning Spiral (Inglebret and Pavel)

Critical Framing: Various stakeholder groups associated with a place are identified and their perspectives are explored.

Learning Modalities: Auditory, Linguistic, Spatial, Spiritual, Tactile, Visual

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see **Curriculum Materials and Resources at a Glance.** (Additional Resources 1.)*

Materials

1. A few items from your home and classroom that have some age, such as a pair of old shoes, an old flag, a cooking utensil and pan, etc.

Resources

1. National Museum of the American Indian website, “Culture Quest” (National Museum of the American Indian) at
<http://nmai.si.edu/exhibitions/infinityofnations/culturequest/ion/#/activities/>
 Choose the “Plains Indian” section and learn about Apsalooka (Crow) artifacts
<http://nmai.si.edu/exhibitions/infinityofnations/culturequest/ion/#/activities/plains-and-plateau/>
2. You will also explore other examples of Native artifacts from the National Museum of the American Indian website. Collections of artifacts and documents can be found at
<http://www.nmai.si.edu/searchcollections/home.aspx> (National Museum of the American Indian)

Suggested Lesson Development

- ❖ Tell the students you are going to show them some examples of artifacts. Artifacts are primary sources that illustrate what life was like for a particular people. They do not tell you in words. They are often objects you can hold in your hands.
- ❖ Put the following web activity from Culture Quest on the whiteboard or project onto a screen: <http://nmai.si.edu/exhibitions/infinityofnations/culturequest/ion/#/activities/> Do the activity for the Plains Indians (Apsalooka) identifying information included on the buffalo robe.
- ❖ Go to <http://www.nmai.si.edu/searchcollections/home.aspx> and look at the TYPES of artifacts in the exhibits. These actually consist of everyday items from various time periods and various Indian Nations. This can be made into a game, with images

representing different types of artifacts being copied and placed in a large grid. Students could then toss a beanbag or other soft object and name the item the object lands on (also good way to teach vocabulary).

- ❖ Bring out the items you collected as “artifacts” from your home and/or classroom.
 - Ask the students if these are artifacts. Discuss why or why not.
 - Pass the artifacts around and discuss how they each would describe the artifact.
- ❖ Alternatively, unusual artifacts can be passed out and the students can be given time to try to identify them and determine their use. This works really well with groups of 5-6 students and a few unusual artifacts, letting each group report their guesses and observations at the end of the session.
- ❖ Divide the class into groups of 5-6 students to make lists of artifacts they could find in the classroom and/or at home.
- ❖ Assist each group to remember the different community elements they have discovered so far from their experiences with other primary and secondary sources. Remind them of the different groups of people living within their own community and brainstorm how they might find artifacts from various groups.
- ❖ As homework, ask the students to collect a few of their own artifacts from their community. These can be photographs of objects as well as small objects themselves. Be sure to treat actual objects carefully and file in a safe location after the students share them with the class.
- ❖ Students should each share their item or items with the class in a very short oral presentation.
- ❖ Assign a third group of students to the Editorial Board who will decide which artifacts about their community should be posted on the timeline (using photographs rather than the objects themselves).
- ❖ Explain that an object or its photograph is a primary source and needs to be cited.
- ❖ The simplest elements of a citation are: Item name, date, creator, original geographic location, and the archives, museum, library, web address, where it was found by the student.
- ❖ Students will write citations for their own artifacts. This might look like the following. *“Old shoehorn,” date of creation unknown, found January 2015 at the home of John Johnson, Lawrence, Kansas.*

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Artifact, archaeologist, buffalo robe, and other words *representing the objects you discover on the NMAI website*.

Differentiated Instruction (for advanced and emerging learners)

Advanced learners might assist emerging learners to create the list of artifacts. They also might write letters to local museums and historical societies asking for lists of their holdings relating to your community or do focused web searches. Others might do searches to determine the age of each artifact.

Suggested Formative Assessment of Learning Outcomes

Observation and recording brief notes in the “teacher observation notebook” while students discuss their artifacts. Another approach might be to have them use an inside/outside circle to describe their artifacts to each other. (See <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html> .) A graphic organizer, such as the one below may also be helpful.

Item	Age or Date Created	Creator	Original Geographic Location	Where You Found It

Episode 9 - Is my research balanced?



*Last remnant of an Indian fishing village on the Washington State side of the Columbia River.
The village site is soon to be transformed into a motel complex.*

(National Archives: Records of the Environmental Protection Agency, DOCUMERICA project.)

American Indian history is not singular or timeless. (NMAI)

Applicable Common Core State Standards

Grade 4

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 5

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Entry Questions

When looking over the research I have already done, have I represented as many points of view as possible? Do I have as many primary sources as possible? Do my secondary sources reflect a balanced approach or are they all written from a single point of view? How do I create a bibliography?

Learning Objectives

The students will create a bibliography of the sources they have created and found, clearly differentiating between secondary sources, primary sources, and multiple points of view.

Position in Learning Spiral (Inglebret and Pavel)

Transformed Practice: Multiple ways of understanding a place and associated concerns are recognized, valued, and acted upon.

Learning Modalities: Auditory, Linguistic, Smell/ Taste, Spatial, Spiritual, Tactile, Visual

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see **Curriculum Materials and Resources at a Glance**. (Additional Resources 1.)*

Resources

- Map of the continental United States in 1805 from http://commons.wikimedia.org/wiki/File:United_States_1805-07-1809.png (Golbez)
- Map of historic locations of Indian tribes along the Lewis and Clark Trail from <http://lc-triballegacy.org/> (National Park Service: Lewis and Clark Tribal Legacy Project)
- Numbers of population by race during the Lewis and Clark period, from *Race for the United States, Regions, Divisions, and States: 1810* (United States Census Bureau)
<http://www.census.gov/population/www/documentation/twps0056/tabA-24.pdf>

The historic place names of any location supply a unique look at culture and language of the people who lived there. For a wonderful look at Native place-names on the Great Plains, see “Living Within the Four Poles of the Crow Country,” by Shane Doyle.

Note: American Indian Populations are not listed in the United States Census information, primarily because most of the Native population consisted of citizens of their own tribal nations and not citizens of the United States until 1924. (National Archives: Records of the US Congress) Population estimates for the contingent United States about 1810 suggest that, in spite of widespread disease and warfare, there were about 600,000 Native Americans living at that time. (Thornton 43).

- DocsTeach activity Indian Nations vs. Settlers on the American Frontier: 1786–1788 (**National Archives Education Team**) at <http://docsteach.org/activities/12791>. Demonstrates different points of view between early government leaders and the Indians in New York.
- Numbers of population by race in 1990, from *United States - Race and Hispanic Origin: 1790 to 1990* (United States Census Bureau)
<http://www.census.gov/population/www/documentation/twps0056/tab01.pdf>

Suggested Lesson Development

- ❖ Ask the following questions:
 - How many different races were there within the United States about the time of the Lewis and Clark Expedition? Does your race determine your point of view on all subjects? What other elements might determine your point of view? (Religion, world-view, political movements, personal background, etc.)
- ❖ Show the students the statistical chart from Numbers of population by Race during the Lewis and Clark period (Resources, above).
 - Tell the students why American Indians are not listed on the chart. (At that time, tribal people were citizens of their own tribal nations, not citizens of the United States.)
- ❖ If you have had one or more students review the DocsTeach activity, Indians vs. Settlers on the American Frontier for a past lesson, have them report on the differences in point of view between the Governor of the Northwest Territory and the Chief of the Mohawk Nation. Otherwise, review it with all of the students.
 - Point out that this is a political difference, as well as a racial one.
- ❖ Look at the racial designations in the chart ***United States - Race and Hispanic Origin: 1790 to 1990*** (Resources, above).
- ❖ Discuss with the class the many points of view they have discovered in their own community.
- ❖ Ask each student to make a short list of different points of view they have discovered. When they are finished, discuss the choices with the whole class.
- ❖ On the board, create categories from the student lists, such as religious, ethnic, political, lifestyle, etc. and list their discoveries under each category. Explain that once again you are organizing information.
- ❖ Divide the class into small groups, one for each category or major point of view.
 - Have each group pick primary source records from your Classroom Archives relating to the point of view they are examining. (The teacher may need to reproduce some of the items so they can be used by multiple groups, or scan them and put them on a central or portable drive for all students to use.)
 - Have the students prepare a list of Primary Sources showing their assigned point of view.

- Ask the groups to report to the entire class. Some groups may have a lot of materials, while others may have very few, or even none.
- ❖ Discuss whether or not the group lists are more or less equally balanced and what you might do to correct deficiencies. Ask the following question:
 - Do small groups in the community need to have as many documents as large groups? Why or why not? Is this possible?
 - Where do you think we could find more primary sources about your particular group?
- ❖ Choose the community group or point of view with the fewest number of collected materials. Discuss and then ask the students to write a paragraph about why they think this group was overlooked or under-represented.

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Ethnic group, point-of-view, interest group, population.

Differentiated Instruction (for advanced and emerging learners)

Emerging learners may need assistance in classifying documents by point of view. Advanced students might be assigned to help them.

Advanced learners might repeat the same exercise for secondary sources stored in your classroom library. Ask the questions: Does this book look at multiple points of view? What points of view are omitted?

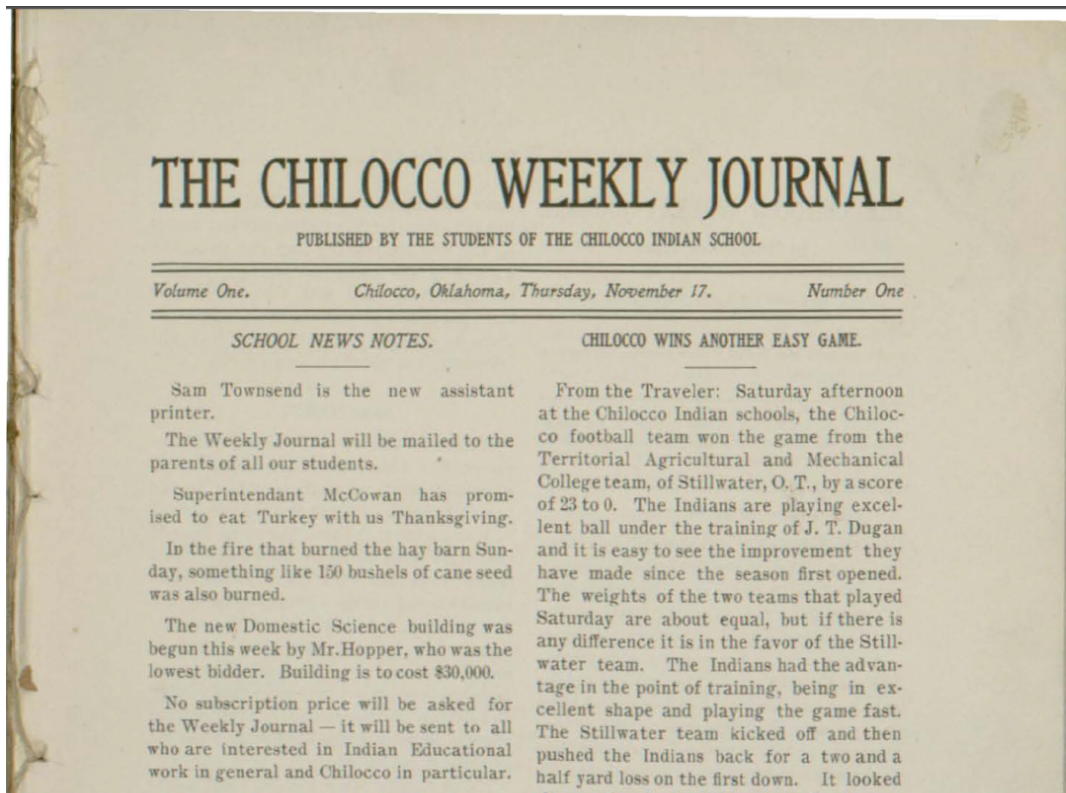
The following DocsTeach activities can be used both to teach and to assess understanding of differing points of view.

- ❖ *Road to Revolution: Patriotism or Treason?*
<http://docsteach.org/activities/19/detail>
- ❖ *Indian Nations vs. Settlers on the American Frontier: 1786–1788*
<http://docsteach.org/activities/12791/detail>
- ❖ *What Else Was Happening During the Civil War Era?*
<http://docsteach.org/activities/22/detail>
- ❖ *Birth of the Environmental Protection Agency (EPA)*
<http://docsteach.org/activities/2243/detail> *(Discuss the points of view of those creating the items in the photos as well.)*

Suggested Formative Assessment of Learning Outcomes

Student self-assessment might be useful for this exercise and also serve as a formative assessment tool. See <http://www.stemresources.com/static/tools/Assessments/Formative/Mirror/Mirror.pdf> for a sample “Mirror” worksheet.

Episode 10 - Creating secondary sources of your own.



Indian School Journal, Volume 1, 1904 – 1905²²
(National Archives: Records of the Bureau of Indian Affairs)

For millennia, American Indians have shaped and been shaped by their culture and environment. Elders in each generation teach the next generation their values, traditions, and beliefs through their own tribal languages, social practices, arts, music, ceremonies, and customs. (NMAI)

Common Core State Standards

Grade 4

- W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 5

²² Nearly two hundred issues of the Indian School Journal are available on the National Archives Online Catalog at http://research.archives.gov/search?refinegrp_material-type=Photographs%20and%20other%20Graphic%20Materials&expression=%22indian+school+journal%22&pg_src=brief&data-source=archival-descriptions-with-digital-objects.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Entry Questions

Can I create a secondary source of my own? What needs to be included in a book about my community? How can I show what is important to me?

Learning Objectives

The students will each create a secondary source using information from both primary and secondary sources as well as the student's own analysis and conclusions. They will also create a citation for their secondary source and add the final product to their classroom library.

Position in Learning Spiral (Inglebret and Pavel)

Transformed Practice: Multiple ways of understanding a place and associated concerns are recognized, valued, and acted upon.

Learning Modalities: Auditory, Linguistic, Movement/Gestural, Smell/ Taste, Spatial, Spiritual, Tactile, Visual

Materials and Resources

*For a complete listing of all materials necessary for the entire curriculum by Episode, see ***Curriculum Materials and Resources at a Glance.*** (Additional Resources 1.)*

Materials

This activity can be approached in several ways. Necessary materials differ for each. For example:

- ❖ Creating a booklet.
 - Paper suitable for creating a booklet, including:
 - ◆ Heavy-weight paper for covers
 - ◆ Lined writing paper for narratives
 - ◆ Paper on which to glue photos and scanned materials the student has gathered.
 - Glue or tape to attach illustrations, photos, scanned journal pages, etc.
- ❖ Writing a play
 - Writing materials or computer and printer for preparing scripts

For a thoughtful teaching unit that examines the evolution of an ancient Native community using both primary and secondary sources, please see "Ni' Bthaska: The Entwined Legacies of the Omaha and Ponca Tribes" by Renee Sans Souci.

- Materials for creating backdrops and sets, such as:
 - ◆ Large cardboard containers
 - ◆ Drawing and painting materials
- Materials for creating costumes
- ❖ Creating a documentary or webpage
 - Writing materials or computer and printer for preparing scripts
 - Video equipment
 - Computer equipment
 - Computer programs to support design and completion
- ❖ Creating a visual display
 - Materials suitable for the particular display type
 - ◆ Diorama
 - Table and 3 dimensional materials
 - ◆ Exhibit
 - Poster board or other background material and art supplies
- ❖ Putting on a school culture fair
 - Materials for booths, each representing a different culture or other group represented in your own community. Elements might include:
 - ◆ Food
 - ◆ Music
 - ◆ Dancing
 - ◆ Oral-history telling
 - ◆ Artwork
 - ◆ Maps
 - ◆ Written materials, such as brochures.

Resources

Be sure the materials from Lesson 1 and Lesson 7 are posted in the classroom:

1. Primary Source Poster
2. Secondary Source Poster
3. Map of your community
4. Timeline of your community people, buildings, and events

Suggested Lesson Development

Introduction

One of the most challenging tasks for creating any informational text is narrowing your topic. This will not be any less formidable a task for your students than it is for anyone else who has ever written a paper or article or even a book. We also must also answer the question: “Who cares?” It is far easier to think of large topics, like

“World War II,” than it is to consider one that is manageable and interesting, such as “The Army Nurse Corps in Hawaii Following the Attack on Pearl Harbor.”

You and your students have already approached this unit in a way that helps you to answer these questions:

1. What is it about my community that interests me most?
2. What group do I identify with or want to know more about?

Student Activity

- ❖ Reinforce what a secondary source is by showing the book, “How We Crossed the West: The Adventures of Lewis and Clark” by Rosalyn Schanzer.
 - Point out the direct quotations and other references to primary sources.
 - Point out the narrative sections written by Ms Schanzer, and how she sees the world through her own eyes.
- ❖ Tell them they will be creating their own non-fiction book, play, documentary, website, or artistic display based on one element (an event or idea) from the material they and/or their classmates found about their community. (You may want to assign this final activity to individuals or to small-groups, depending upon the time allowed.)
- ❖ Have students choose documents and books to support their thesis.
- ❖ Discuss with the class how you might transcribe audio tapes or take photographs of artifacts to include in the secondary source they are creating.
- ❖ Students should write a paragraph describing their projects and their choice of topic.
- ❖ Students should check their final projects for balance in resources and point of view.
- ❖ Explain the fundamentals of writing a bibliography, using the *Chicago Manual of Style*, *MLA*, or another format.
 - Primary source citations usually are listed in the following pattern:
 - Item name (You often have to name it yourself based on the document contents.)
 - Series title
 - Creator (In the case of the National Archives, this is a federal agency along with the name and/or geographic location of the specific agency office that created the document.)

- Location of the original document (Name of library or archives and its geographic location.)
- For this exercise, in order to reinforce the basic concepts of the curriculum, it would be best to have them separate the bibliography into sections for:
 - Primary sources
 - Secondary sources
 - Artifacts
- ❖ The product itself can be simplified and completed fairly quickly or serve as the foundation for writing practice for the next several weeks following the guidelines of Common Core Writing 2 (4 & 5).

NOTE:

The creation of a secondary source is only one possibility for a culminating activity.

Others might include:

- *A school fair, where multiple points of view discovered in the local community are demonstrated through booths (supported by written scripts) depicting dress, food, individuals important in the community and showing all possible viewpoints and cultures, both modern and historic.*
- *Student-created proposals for further study of different elements and groups in the community. This could include plans and ideas for monthly field trips or other activities. Perhaps students could do a service project for one community group during each visit.*
- *A presentation to other students in the school, to parents or others describing their library and archives and what each contains.*

Vocabulary

Review these words briefly with your students and explain further if necessary (See Glossary.)

Transcribe, bibliography

Differentiated Instruction (for advanced and emerging learners)

Emerging learners may need several class periods to finish their product. They may also benefit from extra practice writing an annotated bibliography in order to help them further see the difference between primary and secondary sources.

Advanced learners might benefit from any reinforcement of the idea that the bibliography is to get a reader back to the original document or secondary source. Students of all levels struggle with this concept.

It might be helpful for both groups to play “document hunt” where students take their first draft citations and trade their list with a classmate to see who can find the document in the classroom archives and library more quickly. If the documents are

very difficult to find, the citations need work. Then to correct the citation lists, students who obviously understand the concept and form might be enlisted to assist those who do not.

Suggested Formative Assessment of Learning Outcomes

Whatever final project is chosen, each student should be helped to participate in a significant way. Teachers should review the “teacher observation notebook” and check that deficiencies have been addressed by each student. Observation during the preparation process is also important.