

PHILLIPS INDIAN EDUCATORS

BEST PRACTICES POTLUCK

ANISHINABE ACADEMY

SEPTEMBER 1, 2005 • WEDNESDAY

MORNING AGENDA

- 8:00 Breakfast (coffee, rolls, fruit salad)
- 8:15 Opening Remarks (Joe Rice, Center School)
- 8:25 Announcements (Graham Hartley, Migizi)
- 8:30 Sanctioning Ceremony (Jesse Clark, Anishinabe Academy)
Exp: Community elders sanction the teaching of indigenous youth by Native Alternative Schools
- 9:00 Round Dance (led by John Oakgrove)
A traditional *Best Practice* in which all present are asked to participate.
- 10:00 Short Break for refreshments, etc.
- 10:15 *Best Practices*
Demonstrations by staff from the following agencies:
- Anishinabe Academy (Mike Huerth & Hope Flanagan)
- Center School (Nicole Gunyou & Randy Gresczyk)
- Indian Education Programs, MPS
(Tim Brown & Peggy Poitra)
- Oh Day Aki Heart of the Earth Charter School
(Ona Kingbird)
- Migizi Communications (Cindy Ward & John Hunter)

CONTACT INFORMATION

All Nations Program
South High School
3131 19th Avenue South
Minneapolis, MN 55407
(612) 668-4300
south.mpls.k12.mn.us/
All_Nations.html

Anishinabe Academy
2225 East Lake St.
Minneapolis, MN 55407
(612) 668-0880
schoolchoice.mpls.k12.mn.us/
anishinabe.html

Division of Indian Work
1001 East Lake Street
Minneapolis, MN 55407-0509
(612) 721-8687

Ginew/Golden Eagle Program
1530 East Franklin Avenue
Minneapolis, MN 55404
(612) 879-1744

Indian Child Welfare Program
(ICWA)
1530 East Franklin
Minneapolis, MN 55404
(612) 879-1714

Indian Education Programs
Minneapolis Public Schools
807 NE Broadway Avenue
Minneapolis, MN 55416
(612) 668-0610
indianed.mpls.k12.mn.us

Indian Health Board of
Minneapolis (IHB)
1315 East 24th Street
Minneapolis, MN 55404
(612) 721-9898

Indigenous Peoples Task Force
1433 East Franklin Avenue
Suite 18A
Minneapolis, MN 55404
(612) 870-1723

PHILLIPS INDIAN EDUCATORS

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SEPTEMBER 1, 2005 • WEDNESDAY

AFTERNOON AGENDA

12:00 Lunch (sponsored by PIE, and also seen as another *Best Practice* centered around sharing and nutrition)

Lunch Menu

Wild Rice (Center School)

Dinner Salad and Fruit Salad (Migizi)

Beverages (Indian Education Programs)

Coffee and Rolls plus utensils (Anishinabe Academy)

Bread (TIPS)

Carrot Cake (LDA of MN)

At this time, local community service organizations (DIW, Golden Eagles, IHB, NACC, CUHCC, LDA, MIWRC, LETC, Indigenous Peoples Task Force, and others) will be available to talk with anyone interested about the services they provide.

1:00 Round Dance (led by John Oakgrove)
Learning through repetition and getting the energy going again after lunch.

1:30 Final Wrap-up
Featuring a Talking Circle format for people to share their thoughts, ideas and other *Best Practices*.

3:00 Good-byes and a chance to share contact information and other positive things.

CONTACT INFORMATION

The LifeSkills Center
for Leadership
1433 East Franklin Avenue
Suite 7A
Minneapolis, MN 55404
(612) 871-3883

MIGIZI Communications, Inc.
3123 East Lake Street
Minneapolis, MN 55406
(612)721-6631
www.migizi.org

Minnesota Indian Women's
Resource Center
2300 15th Avenue South
Minneapolis, MN 55404
(612) 728-2000

Native American
Community Clinic
1213 East Franklin Avenue
Minneapolis, MN 55404
(612) 872-8086

Nawayee Center School
2421 Bloomington Ave. South
Minneapolis, MN, 55404
(612) 721-1655
www.centerschool.org

School to Work Program
American Indian O.I.C.
1845 East Franklin Avenue
Minneapolis, MN 55404
(612) 341-3358
www.aioic.org

Twin Cities
Healthy Nations Program
1530 East Franklin Avenue
Minneapolis, MN 55404
(612) 879-1719



PHILLIPS INDIAN EDUCATORS

BEST PRACTICES

USING CULTURE TO CONNECT LITERATURE

BY PEGGY POITRA

Goal:

Increase reading and comprehension skills through a Native perspective

Objective:

Using high interest literature and historical references, students will demonstrate comprehension by completing related activities as directed by the teacher.

Objective:

Given a discussion on recording events, historically and presently, students will identify at least three types (winter counts, ledger art, and photography).

Objective:

Given a sheet of ledger paper, the student will record a day or event on paper.

Strategy:

Read aloud *The Ledgerbook of Thomas Blue Eagle*, After a brief discussion of the story, each student will be given a sheet of ledger paper and colored pencils to replicate the pictures in the book. Pictures are to be displayed without written words.

This lesson can be extended to include treaty timelines, boarding school, genres of art, modern collections of art of this era, reclamation and repatriation

Materials:

The Ledgerbook of Thomas Blue Eagle

Ledger paper available at OfficeMax or other office supplies stores

Colored pencils (various colors)

Other examples of Ledger art, *Native Peoples Magazine*, Minneapolis Institute of Art, Museum of the American Indian, Smithsonian.

BEST PRACTICES

PAINT BID PROJECT (PRE-ALGEBRA AND ALGEBRA)

BY JOHN HUNTER

The Mathematics portion of the High School Prep program included different modes of interacting with math problems. As an organization with a strong emphasis on technology in education we believe that it is important to include a hands on project utilizing both math concepts and computer applications.

Since mathematics is largely an incremental process where new concepts are based upon previously learned concepts we included a review of material pertinent to Algebra. We reviewed ordering whole numbers, decimals, and negative numbers, rounding off, probability, graphing, substitution of numbers into expressions and order of operations.,

Our hands on project consisted of preparing a “Paint Bid” and execution of the bid in a computerized manner. The “Paint Bid” project was presented to students as a task that would include elements of estimation, measurement, probability, finances and the use of spreadsheet formulas, calculations and graphing functions.

The students measured and determined the area of 8 Migizi offices to be painted, computed the amount of paint to purchase and its price. They determined how long it would take a painter to paint the offices and his cost. They decide how much profit they would need and put all this information into an Excel spreadsheet. They learned how to set up and use a spreadsheet to aid in determining profit and loss of the project.

In the execution phase they each hired a “virtual” painter from a pool of painters. These painters had different parameters affecting the profit and loss of the project including their rate of painting and reliability of attendance. They plugged these variables into the spreadsheet and saw how the profit and loss changed as the variables changed. The profit and loss was displayed both in numerical as well as in graphical form.

This project is an excellent example of how mathematical concepts are employed in real life situations and how the power and versatility of computers can be utilized to the advantage of businesses through these real world situations. We were pleased to see the energy and interest that the students took in measuring and calculating the areas and then the competitive spirit they took into the probability section of the project. We believe that the project allowed students with strengths in many different learning styles to use their strengths and further develop their skills in other areas.



PHILLIPS INDIAN EDUCATORS

BEST PRACTICES

EARTH AND SPACE SCIENCE

BY CINDY WARD

Earth and Space Science covered a full year's worth of science, fulfilled the Minnesota Graduation Standard for Earth and Space Science, and granted credit to the students who completed it. The overarching concept for this course was to have as much hands-on learning as possible and to make the learning relevant to the students' lives. As such, students spent a lot of time getting their hands dirty in labs and looking at/studying science outside

The class began with geology. In this section students studied geologic history, plate tectonics, glaciers, mass wasting, rivers and water erosion, and minerals and rocks. Students, in small groups, did a geologic field guide of a chosen area of the Minnehaha Falls Park, which they presented via a handout and a guided "Geology Hike" to the community during MIGIZI's July Family Night. The class also went on a tour of St. Anthony Falls Laboratory, toured Crystal Cave in Wisconsin, and took many trips to analyze various geological formations in and around the area. Students studied how the Lakota and Ojibwe traditionally viewed geology and worked with younger students on making and then exploding paper mache volcanoes. Many of the concepts the students were able to understand and explain in their own words, such as Bowen's reaction series, how different types of magma are formed, and the chemistry of mineral formation, are generally considered too advanced to be taught in a college level introductory geology class.

Oceanography followed geology and was introduced through the environmental project of determining how what is happening to the Mississippi River in Minneapolis/St. Paul is influencing the Gulf of Mexico. From there, the class studied waves, shoreline erosion, layers of the ocean floor, water quality and composition, the movement of water throughout the world, and ocean life. The class used Lake Nokomis as a way to look at some of the oceanography concepts.

Astronomy and meteorology/weather and climate were taught concurrently so the students could study what was happening to the earth and compare it to other worlds. This section began with the basic question of why we have seasons, which was looked at in terms of direct and indirect ray as well as rotation and revolution. This also allowed the class to look at climate changes on earth and the climates on different planets. Students were given the opportunity to observe the quickly changing weather in the Twin Cities and include that information in their classroom activities. In Astronomy, general concepts studied included stars, galaxies, energy distribution, the expansion of the universe, formation of the solar system and celestial bodies, and multiple current hypothesis of the origin of life. Conversations and connections to native astronomy were made at each

BEST PRACTICES

opportunity and increased student interest and sense of relevance of the subject matter. Students also enjoyed studying space exploration and the chance to watch the Space Shuttle Discovery's lift-off. Another highlight of this section was a visit to the Science Museum of Minnesota and a chance to watch the film "Mars 3-D." As a hands-on effort for students to bring together their astronomy learning into something hands-on, they were given a chance to design and paint an "art car" to be entered into a parade as part of the Uptown Art Car Parade. As part of the design, students included constellations, a scale model of the solar system and nebula they learned about in class.

The students participating in the Earth and Space Science class were recruited from a group of students identified by teachers in our partner schools and by our Native Academy staff as being in need of credits in science or being generally credit deficient. Through the motivation provided by the instructor and the hands-on activities each of the nine students earned credit as participants in this six-week program. Students reported that the reason that they were able to be successful is that the instructor was able to "make science fun."



PHILLIPS INDIAN EDUCATORS

BEST PRACTICES

PERSONAL BUFFALOES

NICOLE GUNYOU

School Subjects Covers:

Social Studies, Math, Science, Art & Art History, Language Arts, Ojibwe & Lakota Language.

Timeframe:

Introducing the information could take up to 1 week, depending on how in-depth you want to get. The art portion could take 1-1 _ weeks of in class studio time.

Best Practices Covers:

Relationships come before curriculum. Get to know your students. -Involve the community (feasts, ceremonies, language tables, field trips, award dinners all provide great opportunity)

Integrate Native culture into the curriculum and school culture.

Make use of activity-oriented instruction (technology, sports, talking circles, cooking, field trips, drum & dance, projects, labs, alternative schedule days etc.)

Plan several inter-disciplinary units involving the entire staff.

Build physical activity into your lessons as often as possible.

OVERVIEW:

This lesson provides an opportunity for students to learn the history of the Plains people & and where they live geographically. Read multiple stories and teachings of the White Buffalo Calf Woman. Research articles of where the white buffalo can be found across the nation today. Conduct a basic anatomy study and discuss the multiple uses of the buffalo, and get the chance to see how the symbol of the buffalo is used throughout the town of Buffalo Minnesota. Students will then be asked to create a 'personal buffalo' about what makes them who they are. They can be created by various art techniques; painting, collage, photographs or drawing out their ideas. These buffalos provide the opportunity to get to know their peers and teacher, and visually show them what makes them who they are.

BEST PRACTICES

BEST PRACTICES FOR TEACHING NATIVE AMERICAN STUDENTS:

In this presentation I will cover two topics. The first being the topic of: Relationships before Curriculum; Get to Know Your Students. In the years that I have been a teacher I have noticed one method of teaching that works above many others. That method is showing respect and building a relationship with your student. I have noticed that the more you can relate to your student the more that student can relate to you, school, and the importance of preparing themselves for future endeavors.

In “Western” thought the emphasis is on curriculum and success is based on a student's test scores. If a student misbehaves in a classroom environment they are treated as a hostile and eventually dismissed from the class. These students are the ones that don't make in the traditional public school system. The key then for these students to be successful is to find a teacher they can relate to. In public schools these teachers have so many students to look after and teach, they can rarely find the opportunity to connect with a student that needs a connection.

If the teacher however finds a way that they can relate to and connect with that student, then that student becomes teachable. One of the most important aspects of relating to your native student is that of respect. Respect is one of the basic teachings that are common among all native cultures. Respect for your family, for your ancestors, for yourself, for the environment, for your brothers and sisters - biological or not, and respect for your future generations.

In my experience the more respect you show for your student the more that student will respect you and respect what you are trying to do and convey upon that student. For some of these students that grew up on the streets, they live by the motto - respect begets respect. Some students respond directly to kindness and courteousness because they are not used to that kind of behavior from adults or even peers. Some students respond to you if you can identify with their background, whether it is family, culture, or your own background. A student from South Minneapolis is a lot more likely to respond to a teacher that grew up in South Minneapolis than one that grew up in Edina. The most effective thing to convey to your student though is the fact that you genuinely care about them. The key is finding out what is important to your student and then making a connection to them through what they think is important.

BEST PRACTICES

That approach definitely takes effort but the rewards of reaching that student on their level are greater than that original effort.

As an example, there could be a student that really likes the hip-hop culture and music. If you listen to hip-hop yourself there can be a link made between music. I listen to all music, but I'm truly not into hip-hop. I'm a country music fan. But for me to reach that student I would have to have an idea of what hip-hop is popular, listen to it, and then try to draw that connection. If that student can relate on one plane with you, you can relate on numerous planes with them. Even if they don't like going to school, doing work, and learning, if a student has a good relationship with a teacher, more often than not they will do what they are supposed to.