

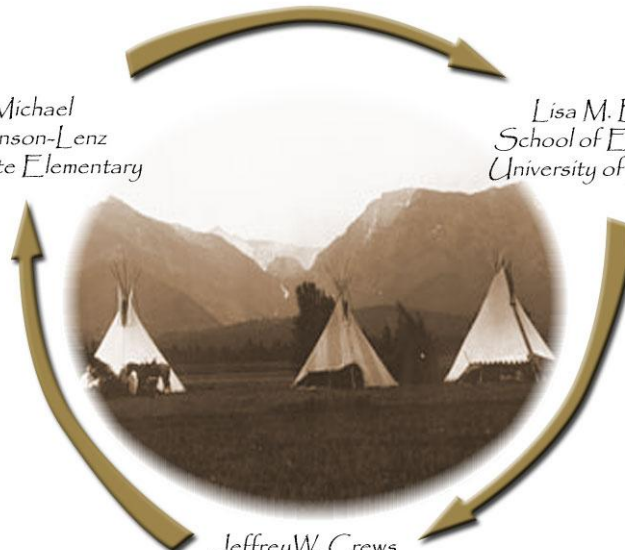


*Building Worldviews Using
Traditional Cultures and Google Earth
Teacher's Guide
Grade 6*

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Introduction

The focus of the PlaceNames Project (PNP) is to build cross-cultural relationships between traditional Bitterroot Salish ~ Pend d'Oreille worldviews and science using Google Earth and tribal cultures. Figure One summarizes the framework used to develop the PNP curriculum. Students explore their “sense of place” and come to know the seasonal patterns and life cycles that frame a Salish ~ Pend d'Oreille worldview. They come to understand that the relationship of the Salish ~ Pend d'Oreille people with the land and its plants and animals is a systematic way of knowing and central organizing theme that continues to support and guide cultural traditions and habits of mind of the Salish ~ Pend d'Oreille Nation.

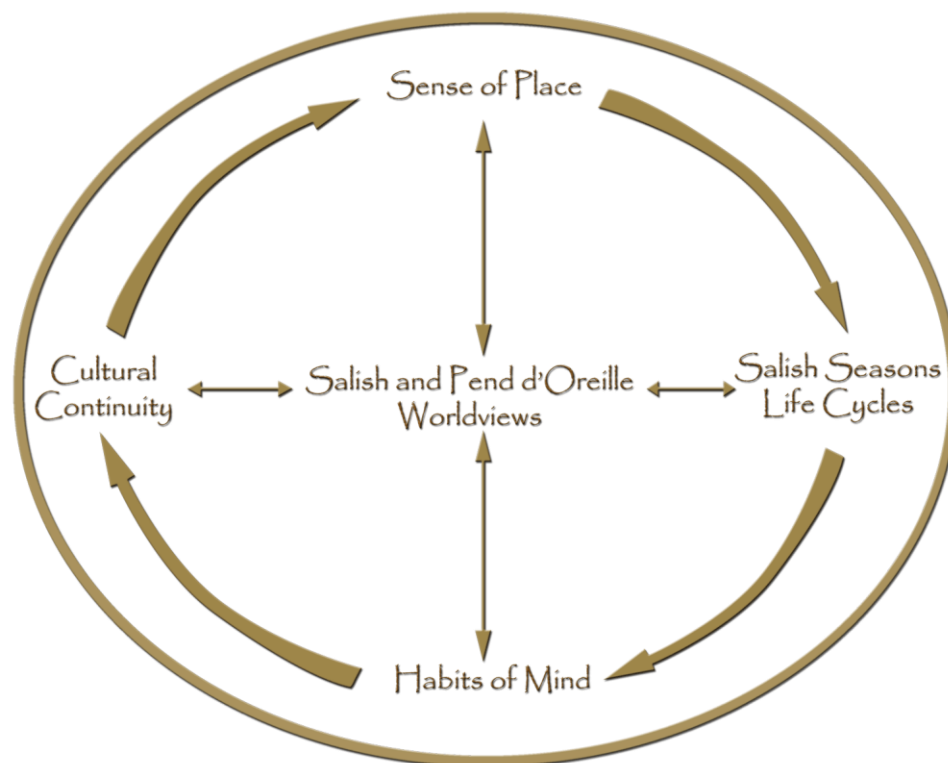


Figure One: Building Salish ~ Pend d'Oreille Worldviews

PlaceNames



In **Lesson One**, students view a two minute video on place and journal their responses to questions posed in the video such as, “What is the first sign of spring in your community?” “Which trees bud first?” The questions are designed to challenge students to consider how well they know the places surrounding their school, to establish the notion that having a “sense of place” requires one to know a place well.

In **Lesson Two**, Students observe their school calendar and compare it to the Salish ~ Pend d’Oreille calendar published by the Salish ~ Pend d’Oreille Culture Committee. Students examine the particular plant and animal life cycles that frame the community activities and traditions of the Salish ~ Pend d’Oreille people. They compare this to the astronomical cycle of the Earth’s rotation around the Sun and how this natural pattern was used to create the 12-month Gregorian calendar. Students come to appreciate that a calendar based on plant and animal life cycles is a systematic way of knowing just as is a calendar based on astronomical patterns observed in the sky.

Students then view a 30 minute video on the seasons of the Salish ~ Pend d’Oreille people. Students explore how sense of place can mean far more than what makes a location special or unique; rather, it is an abiding connection to place so deep that it defines who one is, how one thinks (habits of mind) and how one lives in a given landscape. The land and its patterns become the teacher, bonding a people to a place, shaping habits of mind and worldviews.

In **Lesson Three**, students explore in greater depth the plant and animal species described in the Salish ~ Pend d’Oreille calendar. Teams of students become experts on one of these plant or animal species and prepare an Animal Plant Research Report that they share with the class. A class Salish ~ Pend d’Oreille Life Cycles book is created.

In **Lesson Four** students learn how to navigate in Google Earth. They locate their house, their school, and the seven Indian Reservations within Montana by completing a Google Earth scavenger hunt.

In **Lesson Five**, students view an interactive Google Earth tour of the Flathead Reservation. They come to understand a Salish ~ Pend d’Oreille sense of place by exploring the land reserved for the Salish ~ Pend d’Oreille people.

In **Lesson Six**, students play a naming game developed by Penny Kipp, Tribal Scholarship Officer, Confederated Salish & Kootenai Tribes Tribal Education Department. The purpose of this activity is to help students understand how places are named, how perspective affects place names, the importance of names given to place, and how the loss of place can also mean losing critical parts of one’s identity, of one’s individual and cultural connections to past, present, and future sense of place.

PlaceNames



In **Lesson Seven**, students learn how to build their own Google Earth tours and create a Google Earth tour of a place that is special to them. Students imbed text, images, and hyperlinks in their Google Earth tour.

In **Lesson Eight**, students listen to videotaped narratives of Salish ~ Pend d'Oreille tribal members describing places of importance to them. The narratives highlight how each tribal member's experience of place is embedded in historical and current relationships to the landscape. Students come to understand that there are many layers to place.

In **Lesson Nine**, students identify observable plant and animal cycles in their special place and illustrate these life cycles in their Google Earth tour. Students also include their ideas regarding the preservation of their special place for coming generations.

Finally, in **Lesson Ten**, students compose and edit a letter to the Salish~Pend d'Oreille Elder Advisory Council highlighting how their ideas about place have developed over the course of the PNP curriculum. Students will include the steps they plan to take to help preserve their special place for coming generations. The hope is that this communication will begin to establish and/or strengthen a cultural connection between students and Salish Pend d'Oreille tribal members.



Materials Needed to Use this Curriculum:

All of the materials needed to complete this unit are listed below. You will notice that many types of media are used throughout the curriculum. **The majority of these materials are available for download on the PlaceNames website: <http://www.spatialsci.com>.** The Montana Office of Public Instruction (OPI) is distributing one copy of the Salish ~ Pend d'Oreille Calendar and Seasons of the Salish video to every school district in Montana. Additional copies of the video can be obtained from OPI. Additional copies of the calendar can be obtained from:

Salish Pend d'Oreille Culture Committee
81 Blind Barnaby Street
P.O. Box 550
St. Ignatius, MT 59865
(406) 745-4572

If you do not have internet access, all of the media items are also located on the PlaceNames CD that is available from the Montana Office of Public Instruction. To access these items on the CD, simply place the PlaceNames CD in your computer's CD drive and the disc will load automatically. A PlaceNames set-up wizard will take you through the installation process. To access the PlaceNames folder, select Start > All Programs > click on PlaceNames. Here you will find the following options: 1) Google Earth Tours; 2) Google Earth Tutorials; 3) PlaceNames movies.

Materials Needed:

- PlaceNames Curriculum and Teacher's Guide
- PlaceNames Journal
- PlaceNames Google Earth Tours
- PlaceNames Sense of Place video
- PlaceNames Narratives
- Google Earth Animated Tutorial
- Google Earth Users' Guide
- Seasons of the Salish video
- Salish ~ Pend d'Oreille Calendar

PlaceNames



In **Lesson One** of the curriculum, you will view the *Sense of Place* video found on the PlaceNames website. To navigate to the movie from the PlaceNames homepage, select Resources > Narrative Gallery > Sense of Place Video. To access this movie on the CD, simply select PlaceNames Movies from the PlaceNames Program folder > scroll down to select the Sense of Place video (tenth on the list).

Lessons Two and Three use the Salish ~ Pend d'Oreille Calendar and Seasons of the Salish video.

In **Lesson Four**, students complete the Google Earth scavenger hunt located in the PlaceNames journal for lesson four. **Note that the Google Earth software will need to be downloaded onto your school's computers to complete the Google Earth activity.**

Instructions for this can be found on the PlaceNames website by selecting Resources > Tour Gallery. Also, students will be accessing the Montana Indian Reservation tour located on the PlaceNames website. To navigate to this Google Earth tour select Resources > Tour Gallery > Montana Indian Reservations Tour. If you are using the PlaceNames CD, students will be accessing the Montana Indian Reservation tour located in the Google Earth Tours folder of the PlaceNames program.

In **Lesson Five**, students view the Google Earth Tour of the Flathead Reservation. This tour is located on the PlaceNames website by selecting Resources > Tour Gallery > Flathead Indian Reservation Tour. On the CD, the tour is located in the PlaceNames program that was installed on the C: drive of your computer. Once you have selected the PlaceNames program from your programs menu, select Google Earth tours > Flathead Reservation, and the tour will automatically open up in Google Earth.

PlaceNames



In **Lesson Seven**, students build their own Google Earth tour. An example of a Google Earth tour has been provided for you to share with students. On the PlaceNames website navigate to Resources > Tour Gallery > Mrs. Lenz's Special Place. On your CD, navigate to your PlaceNames program, select Google Earth Tours, and then Mrs. Lenz's Special Places. Students can also print out the Google Earth User Guide and Basic Navigation student hand-outs to aid in completing their Google Earth tours. These are located on the PlaceNames website > Resources > Curriculum. On the CD, select PlaceNames > Google Earth tutorials.

In **Lesson Eight**, students view the Salish PlaceNames Tour available on the PlaceNames website. To navigate to this select Resources > Tour Gallery > Salish ~ Pend'Oreille PlaceNames. On the CD, the tour is located in the PlaceNames program folder under Google Earth tours.

Enjoy your journey through the curriculum as you explore the 'cycle of life' travels of the Salish ~ Pend d'Oreille people.



References:

Salish Pend d'Oreille Culture Committee & Elders Advisory Cultural Advisory Council, Confederated Salish and Kootenai Tribes (2005). *The Salish People and the Lewis & Clark Expedition*. Lincoln: University of Nebraska Press.

Salish-Pend d'Oreille Culture Committee, Confederated Salish & Kootenai Tribes. (2003). *A Brief History of the Salish ~ Pend d'Oreille Tribes*. St. Ignatius, MT: Salish-Pend d'Oreille Culture Committee, Confederated Salish & Kootenai Tribes

Salish Kootenai College (2008). *Challenge to survive: History of the Salish tribes of the Flathead Indian Reservation, units 1-3*. Npustin Press: Arlee, MT.

American Indians 101: Frequently Asked Questions

<http://www.opi.mt.gov/pdf/indianed/resources/americanindians101.pdf>.

American Indian Tribal Sovereignty: <http://www.airpi.org/pubs/indinsov.html>

Image Credits:

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Image on front cover of PlaceNames curriculum:

"Flathead Encampment Near St. Ignatius"/82-102, Archives & Special Collections, The University of Montana-Missoula and The Montana Historical Society.

Image in curriculum header:

"Four Salish, Pend d'Oreille, or Kootenai men"/The Confederated Salish and Kootenai Tribes

Image used during the "Sense of Place video:

"Teepees Pitched in front of Hell Gate Canyon"/72.0012, Archives & Special Collections, The University of Montana-Missoula and The Montana Historical Society.



Acknowledgements

The PlaceNames Project (PNP) is a cross-cultural curriculum development project conceptualized by Michael Munson-Lenz, Jeff Crews, and Lisa Blank, PNP project leaders. We wish to thank Tony Incashola, Director of the Salish ~ Pend d'Oreille Culture Committee for his facilitation of regular meetings held with the Salish ~ Pend d'Oreille Elder Advisory Council. At these meetings, PNP leaders shared drafts of the proposed curriculum for the purpose of ensuring the content of the curriculum was accurate, appropriate, and valuable from a tribal perspective. Several iterations of the PNP curriculum resulted from this invaluable process. We are indebted to the Elder Advisory Council for the many hours of time committed to a cross-cultural curriculum development process. It is our hope that these pages respectfully incorporate the Elder Advisory Council's guidance. Tony also shared many hours of personal time outside of the meetings with the Elders assisting project leaders. For his gentle guidance, patience, and wisdom, we are deeply grateful.

Louie Adams, Tony Incashola and Salisha Old Bull accompanied project leaders to place names approved by the Elder Advisory Council. At these places, Louie, Tony, and Salisha generously shared their knowledge and understanding of each place and agreed to allow the PNP to incorporate videos of these conversations in the PNP curriculum. Lynn Vanderburg played the traditional Salish flute music heard in the Sense of Place video. These narratives and music are an enduring contribution to ensuring Montana's students know, understand, and appreciate the "distinct and unique cultural heritage that contributes to modern Montana" (OPI, 2007).

From the Confederated Salish and Kootenai Tribe's Tribal Education Department, Joyce Silverthorne and Penny Kipp provided enthusiasm for the initial idea and continuous feedback, ideas, and counsel throughout the curriculum development process. This project would not have been possible without their support.

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With gratitude,

Jeffrey W. Crews

Lisa M. Blank

Michael Munson – Lenz



Correlations with the Essential Understandings of MT Indians:

Essential Understanding One - There is great diversity among the 12 tribal Nations of Montana in their cultures, histories, and government. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding Two - There is great diversity among the individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

Essential Understanding Three - The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many Americana Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

Essential Understanding Five - Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today.

Correlations with the Montana Standards for Science:

Content Standard 1 - Students, through the inquiry process, demonstrate knowledge of characteristics, structures and functions of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

Correlations with Grade Level Six Expectations for Science:

Content Standard 1 - Identifies that observation is the key inquiry process used by Montana American Indians.

Correlations with Montana Standards for Technology:

Content Standard 1 - Students demonstrate an understanding of the basic operations of technologies.

Content Standard 6 - Students apply technological abilities and knowledge to construct new personal understanding.



Understanding Salish ~ Pend d'Oreille Worldviews

Lesson One: Establishing a Sense of Place

Overview: In this introductory lesson students view a two minute video that challenges students to examine their knowledge of the places surrounding their school and journal their ideas.

Materials:

- *Sense of Place* Video
- PlaceNames Journal
- Map of Montana

Engage:

1. As a class, ask students, "How well would you say you know the place that surrounds the school? Extremely well? Somewhat? Not at all?" Challenge students to describe their thinking. Begin a class list of students' responses and explanations for their answers.
2. Explain to students that they will be viewing a video that explores their sense of place. As they view the video, they should be thinking about how their ideas about the place that surrounds the school compare to the ideas presented in the video.

Explore:

3. View the *Sense of Place* video.
4. Pass out the PlaceNames Journal and have students respond to the following questions:
 - What seasonal changes do you look for as signs of spring? Summer? Fall? Winter?

PlaceNames



- Do you have a favorite place outdoors where you like to spend time? Why is this place important to you? Which time of year do you visit this area? What is the weather like?

Explain:

5. Explain to students that the purpose of the video was to examine what it means to know a place well. Return to the list the class created. Begin a second list that explores class answers to the following five questions posed in the video:
 - What is the nearest river to your school? Why do you think the river has its name?
 - What is the name of the mountain range closest to your school? In which direction do these mountains run?
 - What did the moon look like last night? Where was it in the sky?
 - Which birds migrate from your community before winter? Do any birds stay?
 - In which month is the Bitterroot plant ready for digging?
6. Explain to students that their ability to answer the five questions depends on the type of relationship they have with a landscape. Having a strong “sense of place” requires one to know a place well. This means being able to: 1) Describe the natural phenomena that occur in a place; and 2) Outline the patterns that occur across the seasons in a place.
7. Announce to students that for the next two weeks, they will be exploring Salish ~ Pend d’Oreille relationships to place and how these compare to their own sense of place.
8. Present a map of Montana and ask students, “What Montana Indian Reservation is home to the Salish ~ Pend d’Oreille people? Have students point out the location of the Flathead Indian Reservation on the Montana map. Explain to students that three tribal nations are affiliated with the Flathead Indian Reservation: Salish, Pend d’Oreille, and Kootenai.

Evaluate:

9. In their PlaceNames journal, ask students to circle the location of the Flathead Indian Reservation and identify the three tribal nations affiliated with this Indian Reservation.



Understanding Salish ~ Pend d'Oreille Worldviews

Lesson Two: What's In a Calendar?

Overview: Students observe their school calendar and compare it to the Salish ~ Pend d'Oreille calendar published by the Salish ~ Pend d'Oreille Culture Committee. Students examine the particular plant and animal life cycles that frame the community activities and traditions of the Salish ~ Pend d'Oreille people. They compare this to the astronomical cycle of the Earth's rotation around the Sun and how this natural pattern was used to create the 12-month Gregorian calendar. Students come to appreciate that the Salish ~ Pend d'Oreille calendar is a systematic way of knowing based on patterns in nature (life cycles) as is the Gregorian calendar (astronomical).

Students then view a 30 minute video on the seasons of the Salish ~ Pend d'Oreille people. Students explore how sense of place can mean far more than what makes a location special or unique; rather, it is an abiding connection to place so deep that it defines identity, how one thinks, and how one lives in a given landscape. The land and its patterns become the teacher, bonding a people to a place, shaping habits of mind, and worldviews.

Materials: (per groups of two or four students)

- Salish~Pend d'Oreille Calendar
- *Seasons of the Salish Video*
- calendar distributed by your school district
- PlaceNames Journal

Engage:

1. Split students into groups of two or four students. Hand out a copy of the 12-month school calendar to each group or project a copy of one.
2. Present the following to the student groups: "Have you ever wondered why we have five days of school? A school holiday break in December? Why school starts in August or September and ends in June?"



3. “How did these arrangements come to be? Most of us rely so heavily on the precision of the calendar to organize our days, lives, and communities that we rarely stop to question the history of the calendar and the power it wields in how we live out our lives.”

Explore:

4. Challenge students to examine their school calendar. Can they think of any pattern in nature that might explain a 12 month calendar? Collect student ideas and reasons.
5. If students do not introduce astronomical cycles, offer it as a possibility for students to consider. Ask, “What astronomical cycles might explain the presence of a 24-hour day? 12-month calendar? 28-30 days in a month?”
6. Introduce the idea that the Gregorian calendar is known as a solar calendar and was based, in part, on astronomical cycles. The principle astronomical cycles are the day (based on the rotation of the Earth on its axis), the year (based on the revolution of the Earth around the Sun) and the month (based on the revolution of the moon around the Earth).
7. It is important to emphasize that religion (e.g., Julius Caesar, the Catholic Church) also played an important role in the current calendar structure. In fact, the original purpose of the Gregorian calendar was to regulate the cycle of Christian holidays.
8. Pass out the Salish ~ Pend d’Oreille calendar and asks students to examine it for any natural patterns that might explain how it is organized. Discuss and record students’ ideas.

Explain:

9. Explain to students that they will be viewing a video that illustrates the natural patterns that the Salish ~ Pend d’Oreille people use to organize tribal life.

PlaceNames



10. Hand out the PlaceNames Journal and have students refer to the questions listed for the Seasons video:
 - a. What are three important tribal activities explored in the video?
 - b. What repeating cycles do the Salish ~ Pend d'Oreille use to organize when these activities take place?
 - c. What signs of seasonal change do the Salish observe or monitor?
 - d. When does the Salish New Year begin? Why?
11. Select the Salish option from the video options menu and view the video.

Evaluate:

12. After viewing the video, review students' answers to the questions outlined in their PlaceNames Journal. Emphasize to the class that detailed observations and understandings about plant and animal life cycles provided the Salish ~ Pend d'Oreille people with the knowledge necessary to survive in the physical world and to avoid intrusion into the lives of other creatures.



Understanding Salish ~ Pend d'Oreille Worldviews

Lesson Three: Life Cycles of the Salish ~ Pend d'Oreille

Overview: Students explore in greater depth the plant and animal species described in the Salish ~ Pend d'Oreille calendar. Teams of students become experts on one of these plant or animal species and prepare an Animal Plant Research Report that they share with the class. A class Salish ~ Pend d'Oreille Life Cycles book is created.

Materials:

- Access to classroom set of computers or computer lab
- PlaceNames Journal
- Salish~Pend d'Oreille Calendar This can be obtained by contacting:
Salish Pend d'Oreille Culture Committee
81 Blind Barnaby Street
P.O. Box 550
St. Ignatius, MT 59865
(406) 745-4572
- Salish Pend d'Oreille Culture Committee & Elders Advisory Cultural Advisory Council, Confederated Salish and Kootenai Tribes (2005). *The Salish People and the Lewis & Clark Expedition*. Lincoln: University of Nebraska Press.

Engage:

1. Pass out the Salish ~ Pend d'Oreille calendar to students. Remind them that in the last class they learned that it was the seasons, and not a 12-month calendar, that organized life for the Salish ~ Pend d'Oreille people. Each season was marked by a specific plant or animal species.
2. As a class, challenge students to create a class list of the four seasons and the plant and animal species that are important to each season. Be sure to begin with spring as this is when the New Year begins for the Salish ~ Pend d'Oreille people.

PlaceNames



Example class list:

Spring

Geese flying in from the south signal the end of winter

Blackbirds are observed

First thunder is heard

Buttercups and Yellow Bells are in bloom

Digging of the Bitterroot begins

Summer

Camas is ready to dig

Huckleberries, Chokecherries, Elderberries, Wild Grapes are gathered

Bloom of the wild rose signaled that the bison calves had been born and it was time for the summer bison hunt

Fall

Hunting for deer, elk, moose

Winter

A time for Coyote stories

Trapping of martin, weasel, mink, beaver, and muskrat

Ice fishing

Explore:

3. Explain to students that they are going to become an expert in the life cycle of one of the plants or animals included in the Salish ~ Pend d'Oreille calendar. Groups of two students can choose from the following list of possible plants and animals :

PlaceNames



<u>Plants</u>	<u>Animals</u>
Chokecherry	Deer
Elderberry	Bison
Bitterroot	Geese
Hawthorn Berry	Martin
Huckleberry	Mink
Thimble berry	Otter
Service berry	Beaver
Camas	Muskrat
Lodgepole Pine	Bull Trout
Cottonwood Tree	Elk
Buttercup	
Yellowbell	

4. Each student group will collect and record in their PlaceNames Journal the following information about their plant or animal species:

<u>Animal</u>	<u>Plant</u>
Photo/Drawing	Photo/Drawing
Habitat	Habitat
Distribution	Distribution
Life Cycle	Life Cycle
Hunting/Harvesting Season	Harvesting Season
Conservation Status	Conservation Status
Cultural Significance	Cultural Significance

5. An example of a completed **Animal Research Report** can be found at the back of the students' PlaceNames Journal. Review this with students before they begin their research. Research can be done using the Internet or the school library. *The Salish People and the Lewis & Clark Expedition* is an excellent resource for this research.

Explain:

6. Allow each group ten minutes to share the results of their Animal/Plant Research Report with the class. Remind students to be sure to address what makes their species so important to the Salish ~ Pend d'Oreille people.

Evaluate:

7. Students create a class book of these reports for use in Lesson Nine.



Using Technology to Explore Sense of Place

Lesson Four: Navigating Google Earth

Overview: Students learn how to navigate in Google Earth. They locate their house, their school, and the seven Indian Reservations within Montana by completing a Google Earth scavenger hunt.

Materials:

- Google Earth Scavenger Hunt (in PlaceNames Journal)
- Google Earth Animated Tutorial
- Access to classroom set of computers or computer lab
- PlaceNames Journal

Engage:

1. Announce to students that today they are going to learn to use a new technology that can help them better understand place; this technology is called Google Earth. While some may have used Google Earth, it is likely they have not used it as extensively as it is used in this curriculum.
2. Ask students if anyone is familiar with Google Earth? If so, how have they used it in the past? Ask one of your students to explain how Google Earth works. Do they know of someone else that uses Google Earth? If so, how are they using it? Generate a list of possible uses of Google Earth.
3. Ask them to explain the meaning of “a bird’s eye view.”
4. Challenge them to think about what their house might look like from a bird’s eye view.
 - What features would you look for if you were trying to find your house?
 - What prominent structures might help you locate your house? Your school?



- What natural features (rivers, lakes, mountains, etc) might help you find your house? Your school?

Explore:

5. Direct students to view the “Navigation” and “Search” section of the Google Earth Animated Tutorial. This can be done as a class using a projector or by students individually on separate computers (headphones are strongly recommended).
6. Once students have viewed the Animated Tutorial, pass out the Google Earth Scavenger Hunt and have them complete the questions found on the handout. Challenge students to use the tools featured in the tutorial. As students work through the handout encourage them to help each other out if they get stuck; ask the person to their left and to their right for help before asking the teacher.

Explain:

7. As a class, discuss the students’ experiences with Google Earth. Use the following questions to help facilitate the class discussion:
 - How is the “bird’s eye view” from Google Earth different from the ground view?
 - What were some features you observed from the bird’s eye view that you can’t readily observe from the ground view?
 - Were there structures or features you observed in Google Earth that you were not aware of prior to this activity?
 - How has this changed your perspective regarding the place in which you live?
8. Refer to the reservation section of the Google Earth scavenger hunt. Ask students to identify the latitude, longitude and elevation for each of the reservations. Ask them to identify the tribes found on each of the reservations.



9. Explain to students that Reservations were created during the 1800's by way of treaties between the U.S. government and individual tribes. These treaties were designed to set aside portions of tribal homeland for each of the tribes, hence the name Reservation. In reality, the U.S. Government grouped tribes together on Reservations in order to preserve more land for itself. These groupings often combined tribes with different cultural beliefs and values - forcing tribes to share limited land-based resources among cultures. It is important that students come to understand that Reservation land was not given to the tribes; rather, tribes ceded parts of their homeland to the government (OPI, 2007).
10. Explain to students that the purpose of this activity was to give them an opportunity to look at the place they live from a new perspective.
11. Explain that a person's perspective shapes their reality. If one can change and broaden their perspective, they can begin to change the way they view the world.
 - Encourage students to share how their perspective may have changed as a result of this activity.

Evaluate:

12. In their PlaceNames journal, have students reflect on the use of Google Earth to look at their "place" from a different perspective. Have students complete the journal entry asking them to identify three new features they discovered while looking at their home and school from a different perspective and an explanation of why they chose them.



Using Technology to Explore Sense of Place

Lesson Five: Google Earth Tour of the Flathead Indian Reservation

Overview: Students view an interactive Google Earth tour of the Flathead Reservation. They come to understand a Salish ~ Pend d'Oreille sense of place by exploring the land reserved for the Salish ~ Pend d'Oreille people.

Materials:

- Google Earth Tour of the Flathead Indian Reservation
- PlaceNames Journal

Engage:

1. Announce to students that today they are going to go on an armchair adventure and explore the Flathead Reservation using Google Earth.
2. Ask students if anyone is familiar with the Flathead Reservation? What places have they visited? Create a class list of places visited on the Flathead Reservation. Explain that the tour students will take using Google Earth explores places selected by the Salish ~ Pend d'Oreille Elder Advisory Council because of their importance to the tribe.

Explore:

3. Direct students to view the Flathead Reservation Google Earth tour and complete the questions found in their PlaceNames Journal.

Explain:

4. As a class, revisit the class list of Flathead Reservation places students in the class visited and compare it to a list of places visited in the Google Earth tour. Ask, How are the lists the same? Different? Why might the Elders have chosen the places they did for you to visit? What was significant about these places?



5. Discuss students' answers to the questions in their PlaceNames Journal.
6. Emphasize the importance of the Allotment Act in terms of its impact on loss of tribal ownership of Reservation land. It is important that students understand that this Act resulted in the tribes becoming "the minority landowners on their own reservation" (OPI, 2004). As of today (2007), the tribes own approximately 62% of the land on the Reservation and are continuing to buy back Reservation land.
7. Explain that the Confederated Salish and Kootenai Tribes are the "aboriginal land managers of the Flathead Reservation" and a sovereign nation:

"The relationship between the tribes and the United States is one of a sovereign government to another sovereign government. This principle has shaped the entire history of dealings between the federal government, the states, and the tribes. The United States government entered into treaties with tribal governments that exchanged tribal lands for federal protection and services. These treaties still form the basis of much of the Tribal-Federal relationship."

(American Indians 101: Frequently Asked Questions

<http://www.opi.mt.gov/pdf/indianed/resources/americanindians101.pdf>).

For further information on tribal sovereignty: <http://www.airpi.org/pubs/indinsov.html>

Evaluate:

8. If the land that your school sits on could tell its story, what story would the land share about the tribal connections it has experienced? Research the historical land use patterns of the land surrounding your school grounds, share these findings with students, and ask students to write a story called "If This Land Could Talk."



Using Technology to Explore Sense of Place

Lesson Six: Naming Game

Overview: Students play the naming game. The purpose of this activity is to help students understand the importance of names given to place.

Materials:

- PlaceNames Journal

Engage:

1. Divide students into three equal groups by random selection and name the groups “A,” “B,” and “C.” Have groups assemble in separate areas of the room.
2. Privately direct Group A to act as happy as possible throughout the interaction portion of the activity.
3. Privately direct students in Group B to tie a length of yarn on themselves so that it can be seen.
5. Do not give Group C any special instructions.
6. Instruct all students in the class, as groups, to engage in discussion with other groups. Let them know that they should be paying close attention to the behaviors and appearance of members of each group.
7. When you feel that students have had enough time to interact with other groups, instruct them to return to their original groups.
8. Ask the groups to decide, as a majority, on a name that is fitting for each of the other groups.



Explore:

9. As a class, conduct a discussion in the following manner:
 - a. Begin by asking Group B to state the name they decided fit Group A the best and explain their reasoning.
 - b. Follow by asking Group C to state the name they decided fit Group A and explain their reasoning.
 - c. Ask the class how the two names given to Group A differ and how they are the same.
 - d. Next, ask Groups A and C to state the names they decided fit Group B the best and give explanations.

Explain:

10. Ensure that students understand that two people or groups of people can have completely different outlooks on a topic, but that both groups can be correct depending on perspective.
11. Continue the activity by asking students the following questions:
 - e. How do different perspectives affect how two groups of people view similar topics?
 - f. Explain an experience where you have witnessed two people/groups of people having different perspectives on one issue. How do you think each person/group felt about the other having a different opinion? How did the situation make you feel?
 - g. Can you think of a historical situation where two people/groups had different perspectives on an issue? What are your personal feelings on perspective?
 - h. What role does perspective play in the process of naming places?
 - i. Why are the names given to place (PlaceNames) important?
12. Conclude the activity by emphasizing the idea that the group names were given based on personal experiences just as names are given to places in the same manner.



Evaluate:

13. Assess student understanding by having students respond to the following questions in the corresponding area of their PlaceNames Journal:
 - a. What are your personal feelings on perspective?
 - b. Why is it important to consider how things are named?
 - c. Why do some people feel that the names that are given to certain places are very important?
 - d. What was one thing you enjoyed about the activity?
 - e. What was one thing you think could have been better in regards to this activity and how?
 - f. What was one thing you learned from this activity?



Using Technology to Explore Sense of Place

Lesson Seven: Your Turn to Build a Google Earth Tour

Overview: Students learn how to build their own Google Earth tours and create a Google Earth tour of a place that is special to them. Students embed text, images, and hyperlinks in their Google Earth tour.

Materials:

- Google Earth Example tour – Mrs. Lenz’s Special Place
- Google Earth Animated Tutorials
- Google Earth Users’ Guide
- Access to classroom set of computers or computer lab
- PlaceNames Journal

Engage:

1. Based on the previous lessons have students discuss the importance of place. Begin by asking them to reflect on the Google Earth Flathead Reservation tour. You may want to revisit the tour with students.
2. Ask students to identify the different locations in the tour and discuss why each location was chosen. You may start by asking the following questions:
 - Why were certain locations chosen?
 - What significance does it have to the Salish-Pend d’Oreille people?
 - How has this area changed in the past 200 years?
3. Challenge students to think of a place outdoors that is special to them.

PlaceNames



4. Pass out the PlaceNames Journal and have students respond to the following questions:
 - Describe your special place. Identify the geographic features found in your special place, the smells, the sounds, the feelings, etc.
 - Why is this place important to you?
 - What kinds of things do you do at your special place?
5. Ask students to share some of their responses from their PlaceNames Journal.

Explore:

6. Inform students that they will be creating their own Google Earth Tour showcasing their own special place.
7. Direct students to view the example special place tour created by Mrs. Lenz. This can be done as a class using a projector or by students individually on separate computers. After viewing the tour, ask students to comment on the tour. Here are some guiding questions:
 - What were some things you noticed about the tour that helped you to understand Mrs. Lenz's special place?
 - What components of the tour made it interesting to you?
 - How would you change the tour to make it more appealing?
8. Once students have viewed the example Special Places tour, have students view the "Placemarks" section of the Google Earth Animated Tutorial. Ask students to pay close attention to the section on adding images because they will be performing this task for their own special place.



9. Challenge students to create their own Google Earth tour that showcases their own outdoor special place. For their tour they should use the following criteria:
 - Tour should include the following placemarks:
 - Earth
 - U.S
 - Montana
 - Town
 - School
 - Home
 - Special Place
 - Students should embed text, images, and hyperlinks for each of the placemarks.
 - Citations should be used if information is collected from sources other than their own.
 - There can be more than one placemark for any location. For example, if students want to show their special place from different perspectives, they may create multiple placemarks.
 - Students are to come up with a name for their special place based on their experiences. The name should have meaning for them and should reflect the importance their place holds for them.
10. Use the tools featured in the tutorial. As students work to create their tour, encourage them to help each other out if they get stuck; ask the person to their left and to their right for help before asking the teacher. Refer to the Google Earth Users Guide or the Google Earth Help Menu for additional help.
11. Encourage students to include as much detail as possible when describing their place.
12. This activity may take more than one day as students work through the process of embedding information into Google Earth.



Explain:

13. Referring back to lesson one, students were introduced to place and were encouraged to think about a place that is special to them. They were introduced to the idea that in order to understand place well, they need to be able to: 1) Describe the natural phenomena that occur in a place and, 2) Outline the patterns that occur across the seasons in a place.
14. As a class have students discuss the following questions:
 - What are some of the natural phenomena that occur in your special place?
 - How is your place different across the four seasons?
 - How might this place be different 200 years from now? If it is different, how might that make you feel?
15. Explain to students that the purpose of this activity was to give them an opportunity to identify and describe a place that is special to them. The Salish ~ Pend d'Oreille named places in their homeland much the same way the students did in this activity. Names were often assigned based on certain aspects of a place. For example, "The place of the small bull trout" was a location where the Salish ~ Pend d'Oreille people harvested the small bull trout. Often, different names were assigned to the same location based on the value placed on that location by different Salish ~ Pend d'Oreille families. Whatever the name, these places were, and still are highly valued by the Salish ~ Pend d'Oreille people. In the next lesson, you will hear narratives from three Salish ~ Pend d'Oreille individuals sharing some of their cultural history.

Evaluate:

16. In their PlaceNames Journal have students reflect on why they chose their special place. Encourage students to share some of their own personal experiences they have had with their special place. How would it feel to lose their special place?



Exploring Salish ~ Pend d'Oreille Sense of Place

Lesson Eight: Salish Pend d'Oreille PlaceNames Tour

Overview: Students listen to videotaped narratives of Salish ~ Pend d'Oreille tribal members describing places of importance to them. The narratives highlight how each tribal member's experience of place is embedded in historical and current relationships to the landscape. Students will come to understand that there are many layers to a sense of place.

Materials:

- Google Earth tour of Salish Pend d'Oreille PlaceNames
- Google Earth Users' Guide
- Access to classroom set of computers or computer lab
- PlaceNames Journal

Engage:

1. Begin by asking students to reflect on their own special place and why they chose it. Start a list on the board of descriptive words students use to describe their special place. Save this list, as we will come back to it later in this lesson.
2. Pose to the students the following question (follow up from their previous journal entry):
 - Challenge students to think about the area around Western Montana, particularly around Missoula. This area was the homeland of the Salish~ Pend d'Oreille people. How do you think they feel about their homeland and the changes that have occurred over the past 100 ~ 200 years?

PlaceNames



Explore:

3. Direct students to view the Salish Pend d'Oreille PlaceNames tour. This can be done as a class using a projector or by students individually on separate computers (headphones are strongly recommended).
4. As they navigate to each placemark, direct them to watch each video and think about how each of the Salish ~ Pend d'Oreille speakers describes the changes in their homelands.

Explain:

5. Return to the list of descriptive words from earlier in this lesson. Create another column and have students identify words used by the Salish Pend d'Oreille individuals to describe their feelings about place.
6. Have students compare the two lists. Ask the following questions:
 - Are there any words that are the same in the two lists?
 - What feelings are associated with the similar words?
 - How are the lists different?
 - Would any of the words in the second list fit your feelings if your special place were destroyed?
7. Explain to students that within each of the video segments the individuals speak about place and that each person speaks about the layers associated with these special places. It is important for students to understand the idea that there are many layers to place. In the video segment featuring Tony Incashola, he speaks about the many layers on The University of Montana campus. While this place holds special meaning to individuals that went to school there, it also holds special meaning to the Salish ~ Pend d'Oreille people that used the university area as part of their traditional homelands.

PlaceNames



Evaluate:

8. In their PlaceNames Journal, ask students to reflect on the following question.
What feelings do you associate with your special place (list some words that come to mind as you think about your special place)? How would you feel if, much like the Salish ~ Pend d'Oreille people, you can no longer access your special place?



Exploring Salish~Pend d'Oreille Sense of Place

Lesson Nine: Google Earth Gallery Walk

Overview: Students identify an observable plant or animal species in their special place and illustrate this life cycle in their Google Earth tour. A Google Earth Class Gallery Walk is held.

Materials:

- Access to classroom set of computers or computer lab
- Class book of Plant and Animal Research Reports created in Lesson Three

Engage:

1. Ask students to think back to the Google Earth tour they built of their special place. Remember the Plant and Animal Research Reports you completed? Which of those plant or animal life cycles do you think could be observed in your special place?" Create a class list of these.

Explore:

2. Explain to students that they will be returning to the Google Earth tour they created and adding information about one life cycle that could be observed at their special place. In Lesson Two, students created a class book of Animal and Plant Research Reports. Direct each student to revisit these reports and choose one animal or plant life cycle to incorporate into their Google Earth Tour. Each plant or animal life cycle should include the following information:
 - Photo/Drawing
 - Habitat
 - Distribution
 - Life Cycle
 - Hunting/Harvesting Season
 - Conservation Status



Explain:

3. Each student shares their Google Earth tour with the class. Students should be prepared to respond to the following questions (students should record these in their PlaceNames Journals):

- Why is this place important to you?
- In your special place, what seasonal changes do you observe?
- What life cycle might be observable in your special place?
- How will this life cycle change across the seasons? For example, if your species is a plant, does it flower in the spring? Summer? Fall? If your species is an animal, what will it be doing in Spring, Summer, Fall, and Winter?
- What is your species' conservation status? What can you do to aid in the preservation of your place and conservation of the species you chose to highlight?



Evaluate:

4. Use the rubric below to evaluate each student's Google Earth tour.

	EXEMPLARY	PROFICIENT	NEARING PROFICIENCY	NOVICE
Content	Information is accurate and concise; all relevant information is presented completely including: name of species, photo of species, life cycle, and cultural significance of species.	Information is accurate; relevant information is present with some details missing.	Information has some errors; most of the relevant information is present.	Major errors in content presented; not all relevant information presented.
Design	Google Earth tour contains place marks, text, and images at all of the required stops: Earth, US, Montana, Town, School, Home, Special Place	Google Earth tour contains all place marks but is missing text or images for some of the stops.	Google Earth tour contains most of the place marks, but is missing text or images for most of the stops.	Google Earth tour contains less than three place marks and no text or images are present.
Presentation	Student is completely prepared and demonstrates full understanding of the topic by successfully answering all five questions listed in lesson under explain.	Student seems pretty prepared and demonstrates adequate understanding of the topic.	Student is somewhat prepared and demonstrates a good understanding of parts of the content.	Student is not prepared and does not demonstrate understanding of the content.



Exploring Salish-Pend d'Oreille Sense of Place

Lesson Ten: Giving Back to the Elders

Overview: Students compose and edit a letter to the Salish~Pend d'Oreille Elder Advisory Council highlighting how their ideas about place have developed over the course of the PNP curriculum. Students will include the steps they plan to take to help preserve our special places for the coming generations. The hope is that this communication will begin to establish and/or strengthen a cultural connection between students and Salish ~ Pend d'Oreille Elders.

Materials:

- A copy of the Letter to the Elders format to make a transparency
- 1-2 pieces of lined or blank paper for each student
- A pencil for each student

Engage:

1. Pass a sheet of paper out to each student and make sure each has a pencil.
2. Begin a discussion that revisits the traditional Salish ~ Pend d'Oreille idea of preservation of resources for future generations.

Explore:

3. Ask students to jot down what they have learned and enjoyed throughout their experience with the PlaceNames Project. If time allows, have various students share.
4. Next, have students add the steps they would follow to work towards preservation of their special place.



Explain:

5. Explain that students are going to use the notes that they have written down to help them draft a letter to the Salish-Pend d'Oreille Elder Advisory Council. Explain that their letters will help the Elders see how the information they have given them through the PlaceNames Project has impacted each of them.
6. Explain the format that the letter should follow (please see PlaceNames Journal).
7. Instruct students to use the information they have written down and the letter format to draft a letter that:
 - g. Follows the suggested PlaceNames Project Letter Format
 - h. Explains what students have enjoyed about the PlaceNames Project
 - i. Explains what they have learned from the PlaceNames Project
 - j. Explains their plan for the protection and preservation of their special place for the coming generations.

Evaluate:

8. Have students turn their first drafts in to you to be checked over. Make corrections as needed.
9. Have students re-write the letter, in their best handwriting, following the same requirements as above, and make changes as you have suggested.
10. Have students turn in the final draft of their letters. Combine them in a large manila envelope and send them to:

Salish-Pend d'Oreille Elder Advisory Council
c/o Tony Incashola
P.O. Box 550
St. Ignatius, MT 59865