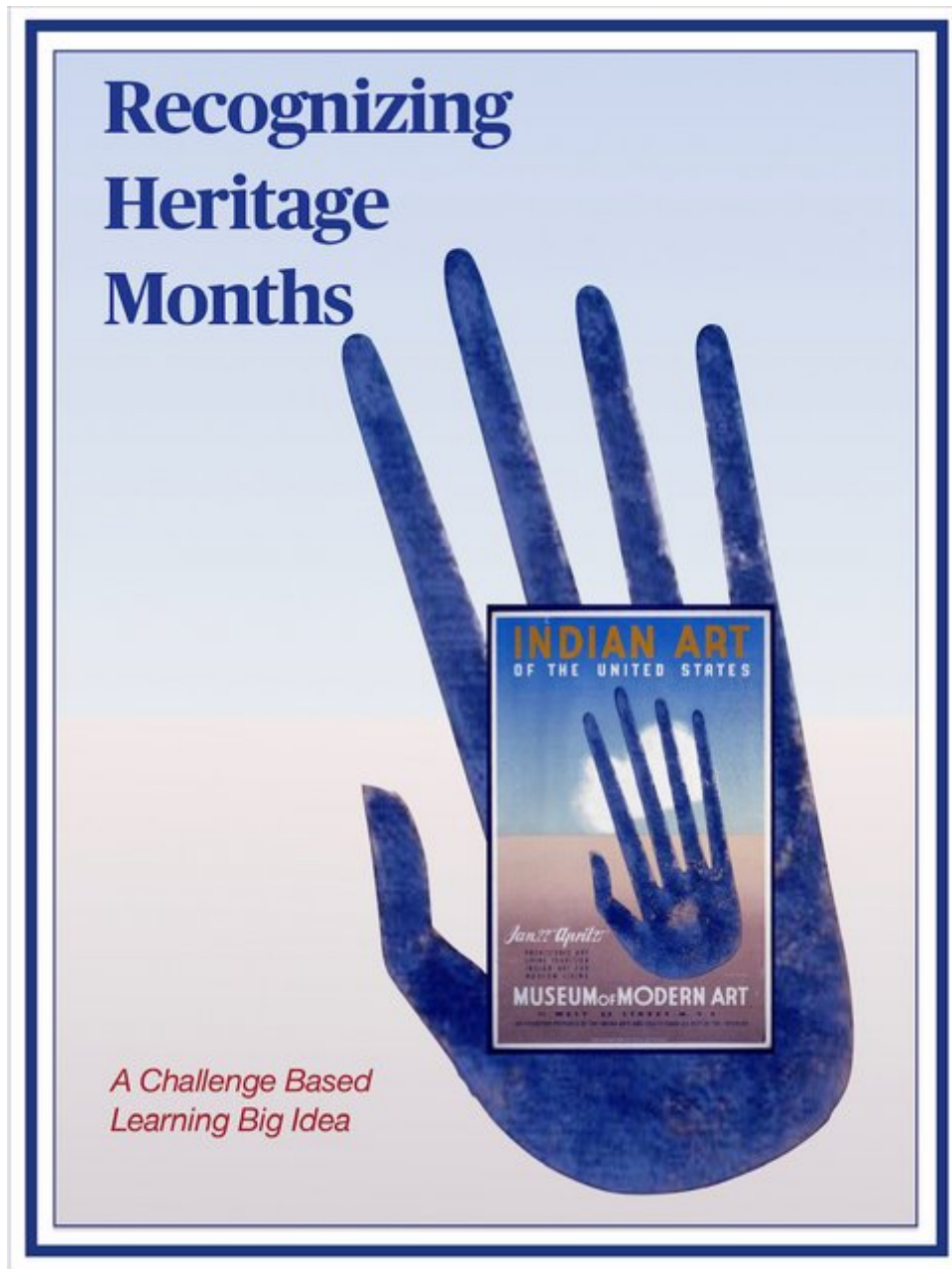


ALBUM [RECOGNIZING HERITAGE MONTHS - NATIVE AMERICAN HERITAGE](#)

Album Description



I use the [Challenge Based Learning framework](#) (CBL) when I want to engage learners in inquiry, question driven research and investigation that includes student voice and focuses on an outcome of individual or personalized action. The Framework is a solution focused process and often incorporates digital tools. To organize how to emphasize Native American Heritage Month for my educators, I took myself through the CBL process. I've added the pdf of my thinking to this album.

There is a lot of helpful information and primary sources in our TPS Teachers Network on teaching & learning during Native American Heritage Month that I used for inspiration. I've added the images I included separately in this album along with embedding them in the pdf.

I would love any feedback and hope that you access and use the many resources here in our TPS Teachers Network (specific group [Teaching Native American History](#)) to help your students recognize Native American Heritage.

CBL RECOGNIZING NATIVE AMERICAN HERITAGE.PDF



PDF of Challenge Based Learning lesson on *Recognizing Heritage Months*

INDIAN ART OF THE UNITED STATES PREHISTORIC ART LIVING TRADITION - INDIAN ART FOR MODERN ART // PISTCHAL.



Teaching Notes:

Primary source artwork used as graphic in *Recognizing Heritage Months*.

Introduction

Highlighting Heritage months broadens the scope of student knowledge, adds to the picture of our past and provides an understanding of the richness and historical influences of our diverse cultures. Learners gain perspective of who we are in a deeper dive than what history texts provide.

Challenge Based Learning is a student inquiry framework that focuses on engagement, questioning, investigation and action. The framework is flexible and can be used across multiple content areas and disciplines. CBL drives learner curiosity and provides strategies for creative and active problem solving.

The CBL framework is flexible. Educators can use it with students or to create their own lesson challenges. Here I outline my process of using the framework to develop a professional learning activity for teachers around the topic of Native American Heritage Month. I hope it helps you consider how you might use the Challenge Based Learning framework to foster understanding and provide engaging lessons during other [Commemorative or Heritage Months](#).

For more information on CBL access [Challenge Based Learning A Classroom Guide](#).

Reference Link: <http://www.loc.gov/resource/cph.3b48836/>

Summary

- Poster announcing exhibition of Native American art at the Museum of Modern Art, 11 West 53 Street, New York City, showing large hand.

Created / Published

- [New York] : New York City W.P.A. Art Project, [between 1936 and 1941]

Notes

- - An exhibition prepared by the Indian Arts and Crafts Board U.S. Dept. of The Interior.
- - Poster design by Pistchal.
- - Work Projects Administration Poster Collection (Library of Congress).
- - Posters of the WPA / Christopher DeNoon. Los Angeles : Wheatly Press, c1987, no. 78

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Digital Id

- cph 3b48836 //hdl.loc.gov/loc.pnp/cph.3b48836
- cph 3a41296 //hdl.loc.gov/loc.pnp/cph.3a41296



Teaching Notes:

Primary Source map used a graphic in *Recognizing Heritage Months*

Steps to Engage

*Through a process of Essential Questioning the Learners move from an abstract Big Idea to a concrete and actionable Challenge.**

1. Big Idea

Native American Heritage Month

Start with a Big Idea, one that has impact on learners. Brainstorm a list of questions around the Big Idea. Select one question that is central to the Big Idea. That becomes the essential question.

2. Essential Question

How do we tell the story of Native American History?

Around the Essential question, brainstorm additional questions. Use these questions to develop a Challenge Statement.

Primary source map used as image in *Recognizing Heritage Months*

3. Challenge Statement



Build & Share Resources for Native American Heritage Month

When creating a Challenge Statement, make it actionable and directive. The Challenge statement sets in motion the research process.

**Challenge Based Learning Guide Mark H. Nichols, Karen Cator & Marco Torres*

Reference Link: <http://www.loc.gov/item/99446115/>

Created / Published

- [London ; 1624]

Notes

- - Sixth state.
- - Relief shown pictorially.
- - Oriented with north to the right.
- - Accompanied by 2 exhibit notes and LC jacket note.
- - Available also through the Library of Congress Web site as a raster image.

Repository

- Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA dcu

Digital Id

- <http://hdl.loc.gov/loc.gmd/g3880.ct000377>

MAP C

DIANS.



Teaching Notes:

Primary source map used as image in *Recognizing Heritage Months*

Reference Link: <http://www.loc.gov/item/2001620496/>

Created / Published

- [S.I.], 1890.

Notes

- - From: Annual report of Bureau of Ethnology, v. 7, by J.W. Powell.
- - LC Many nations, p. 209
- - Available also through the Library of Congress web site as a raster image.

Repository

- Library of Congress Geography and Map Division Washington, D.C. 20540-4650 dcu

Digital Id

- <http://hdl.loc.gov/loc.gmd/g3301e.ct000724>

INDIAN ART OF THE UNITED STATES PREHISTORIC ART LIVING TRADITIONS - INDIAN ART FOR MODERN LIVING



Teaching Notes:

Primary source poster image used as graphic in *Recognizing Heritage Months*

Steps to Investigate

All Learners plan and participate in a journey that builds the foundation for solutions and addresses academic requirements.*

4. Guiding Questions

Now brainstorm and organize questions that clarify and focus information on Native American Heritage Month.

5. Guiding Activities/Resources

Next research. Use maps such as [Native Land Digital](#) and visit tribal websites. Access viable online sites such as the Library of Congress or the Smithsonian to gather historic images and information. Visit museums and National Park sites that preserve heritage.

6. Analysis

Read reviews to clarify research. Determine the historical perspective of primary sources. Work collaboratively using teacher networks and media literacy to verify research.



**Challenge Based Learning Guide Mark H. Nichols, Karen Cator & Marco Torres*

Reference Link: <http://www.loc.gov/item/98513683/>

Summary

- Poster announcing exhibition of Native American art at the Museum of Modern Art, 11 West 53 Street, New York City, showing example of Native American art.

Created / Published

- New York : New York City W.P.A. Art Project, [between 1936 and 1941]

Notes

- - An exhibition prepared by the Indian Arts and Crafts Board U.S. Dept. of The Interior.
- - Attributed to Pistchal.
- - Work Projects Administration Poster Collection (Library of Congress).
- - Posters of the WPA / Christopher DeNoon. Los Angeles : Wheatly Press, c1987, no. 77

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Digital Id

- cph 3b48826 //hdl.loc.gov/loc.pnp/cph.3b48826



Teaching Notes:

I included several of Woody Crumbo's art as graphics in *Recognizing Heritage Months*. Access his art in the Library of Congress [here](#). Read about Woody Crumbo [here](#).

[Woody Crumbo](#)

Steps to Act

Evidence-based Solutions are developed, implemented with an authentic audience, and then evaluated based on their results.*

7. Solution

Determine an achievable solution for the challenge.

Educate through online posts and media resources that demonstrate the importance of Native American cultural contributions and history.

8. Implementation

Create documents and suggest media that learners might use to inform others about the history of Native people. Post resources in education networks and local learning management platforms.

9. Evaluation



Gather data from the responses to posts and networking on the effectiveness and reach of the solution. Reflect on process and outline ongoing implementation.

**Challenge Based Learning Guide Mark H. Nichols, Karen Cator & Marco Torres*

Reference Link: <http://www.loc.gov/pictures/item/93506239/>

Creator(s): Crumbo, Woody, artist

Date Created/Published: c1952.

Summary: American Indian, in elaborate costume, dancing.

Call Number: LOT 5922 [item] [P&P]

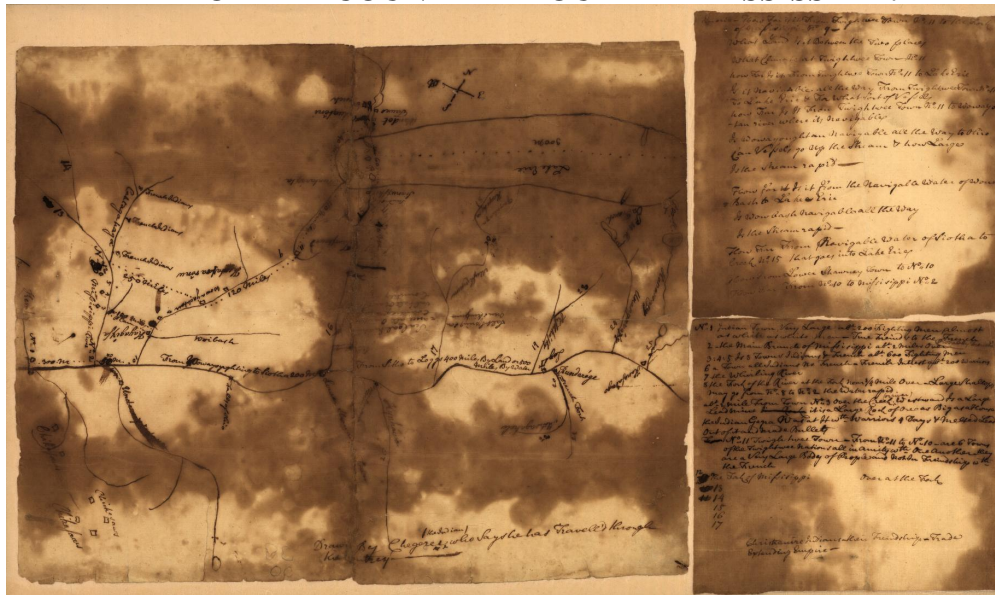
Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

<https://hdl.loc.gov/loc.pnp/pp.print>

Notes: Gu20273 U.S. Copyright Office. No. 719. Title transcribed from item.

Subjects: Indians of North America--Clothing & dress. Indians of North America--Dance.

MAP OF THE COUNTRY ABOUT THE MISSISSIPPI.



Teaching Notes:

Primary source map used as graphic in *Recognizing Heritage Months*

Reference Link: <http://www.loc.gov/item/74695023/>

Summary

- "A handwritten note on the back of this manuscript pen-and-ink map from around 1755 states: "Map of the country about the Mississippi. Drawn by Chegeree (the Indian) who says he has travelled through the country." It is not known who Chegeree was, but he appears to have made the map for an anonymous British official early in the French and Indian War (1754-63). The map and accompanying notes portray the extent of French forces and troop strengths in the Ohio and Mississippi River valleys at the outset of the war. Such information, outlining the French presence in the region, was vital to British forces as France and Britain fought for control of the North American interior. The map covers the area from Lake Erie to the mouth of the Ohio River. It shows the Ohio River, Indian settlements, distances, a "French Fort" (i.e., Fort Duquesne, at the confluence of the Monongahela and Allegheny Rivers in what is now downtown Pittsburgh, Pennsylvania), the "Falls of Ohio," and the confluence of the Ohio River with the Mississippi River. The map is oriented with north toward the upper right." World Digital Library.

Created / Published

- [1755?]

Notes

- Also mounted on sheet, in same handwriting as map, 2 sheets, one of questions, one of information relating to the map.

- - Manuscript, pen and ink.
- - Oriented with north toward the upper right.
- - Shows area from Lake Erie to the mouth of the Ohio River.
- - Title from verso.
- - Not drawn to scale.
- - LC Maps of North America, 1750-1789, 775
- - Available also through the Library of Congress Web site as a raster image.
- - AACR2: 651/1
- - Vault

Repository

- Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA dcu

Digital Id

- <http://hdl.loc.gov/loc.gmd/g3300.ct000378>



Teaching Notes:

I included several of Woody Crumbo's art as graphics in *Recognizing Heritage Months*. Access his art in the Library of Congress [here](#). Read about Woody Crumbo [here](#).

[Woody Crumbo](#)

Reference Link: <http://www.loc.gov/pictures/item/93504409/>

Creator(s): Crumbo, Woody, artist

Date Created/Published: c1952.

Summary: American Indian, in elaborate costume, performing buffalo dance.

Call Number: LOT 5922 [P&P]

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Notes: Gu20272 U.S. Copyright Office. No. 718.

Subjects: Indians of North America--Dance. Indians of North America--Clothing & dress.



Teaching Notes:

I included several of Woody Crumbo's art as graphics in *Recognizing Heritage Months*. Access his art in the Library of Congress [here](http://www.loc.gov/pictures/item/93504407/). Read about Woody Crumbo [here](http://www.loc.gov/pictures/item/93504407/).

[Woody Crumbo](http://www.loc.gov/pictures/item/93504407/)

Reference Link: <http://www.loc.gov/pictures/item/93504407/>

Creator(s): Crumbo, Woody, artist

Date Created/Published: c1952.

Summary: American Indian, in elaborate costume, dancing.

Call Number: LOT 5922 [item] [P&P]

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

<https://hdl.loc.gov/loc.pnp/pp.print>

Notes: Gu20269 U.S. Copyright Office. No. 715. Title transcribed from item.

Subjects: Indians of North America--Clothing & dress. Indians of North America--Dance.



Digital Tools & Research Sites

*Using technology allows students to connect deeply with their subject matter and involve them in an engaging, collaborative real-world learning experience.**

Select Brainstorming Tools <ul style="list-style-type: none"> • Freeform • Numbers • Post-its • Word Clouds 	Visit Authentic Websites <ul style="list-style-type: none"> • Native Land • Local tribal websites & contacts • Native American Heritage Month • PBS Native American Heritage Collection • California History-Social Science Project
Utilize Questioning Tools <ul style="list-style-type: none"> • Notes • Voice Memos • Mind Map 	Suggest Creation Tools <ul style="list-style-type: none"> • iMovie • Clips • Pages • GarageBand
Access Research Tools <ul style="list-style-type: none"> • Safari • Apple Maps Guides • Books - CBL 	

*Challenge Based Learning Guide
Mark H. Nichols, Karen Cator & Marco Torres

Teaching Notes:

This is the resource list I used to design the Recognizing Heritage Month challenge lesson for educators. Links to the resources are available in the pdf included in the album.

Consider what digital resources you would use or could provide to your students or teaching staff. Also be sure to look at the resources in the latest TPS Teachers Network Insider post:

[Teaching Native American History - An Update](#) by  [Mary Johnson](#) .

[Native American Heritage](#)