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A Slide-Tape Introduction to a Unit on the American Indian

Linda L. Jones
University of Northern Iowa

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A Slide-Tape Introduction to a Unit on the American Indian

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Abstract

In order to develop a curriculum which is more relevant to student interests and the school's needs, the librarian and teacher have certain duties to perform. The teacher defines the objectives desired; the librarian provides and develops media which achieve these objectives.

Therefore, the librarian and the Instructional Media Center are the best sources not only for commercially produced materials but for those which the school produces. Possibly the most effective area to produce materials would be in units not covered adequately by the textbook, in this case, the American Indian.

A SLIDE-TAPE INTRODUCTION TO A UNIT ON THE
AMERICAN INDIAN

A Research Paper
Presented to
The Faculty of the Library Science Department
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Linda L. Jones
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Chapter 1

INTRODUCTION

If there is any reason for education to be a stimulating and challenging profession, grappling with the inadequacies of the present public educational structure and traditional teaching methods would suffice. Two areas now experimenting with ways to meet deficiencies are the Instructional Media Center and Social Sciences. Both fields are among the highly traditionally oriented areas in the public school and both have been analyzed and diagnosed as to their deficiencies. The problem has devolved into one of finding appropriate remedies.

The IMC has been declared by many to be an integral part of the school system. As such it must have an effect on every student to help him achieve his potential as a maturing human being. Furthermore, the IMC is not limited to print materials but is supposed to offer a tempting and intriguing variety of learning methods with nonprint and print materials used to their optimum. Thus the concept of an IMC is one of being an indispensable part of the curriculum because of its materials and the librarian's ability to index and utilize them more efficiently than a single classroom teacher. This is especially necessary where several teachers are assigned to one subject area such as world history or American Government.

The field of social science has in recent years been undergoing a series of projects such as the Harvard Project. These are designed to investigate new possibilities of teaching in the social sciences. From some of these projects has come the renewal of interest in the Inquiry Method with the Fenton series of textbooks for world and American history. The emphasis in most of the projects has been on utilizing primary materials such as speeches, letters, etc. as much as possible. Another goal is to motivate students to participate more in the learning activity and not be merely passive listeners. As a result, teachers are encouraged to move away from the textbook method of teaching and use a wider variety of media.

In reality, social science teachers have usually recognized the value of audiovisual materials in learning, and it is a rare social studies teacher who uses only a blackboard. It is even more rare if that method is effective especially when trying to describe life in another period of time.

The main problem in social studies is effective use of audiovisual materials. Often the teacher may have had little to say in determining if a film on the Middle Ages will help emphasize a point about that period in the method he wants used. Or he may wish for a few pictures to demonstrate a point and can find only fifty minute films. And sometimes the idea he has in mind for his unit requires showing pictures or maps from a wide variety of sources which may require more effort than he feels is needed to teach the unit.

Furthermore, it is less time-consuming and less frustrating to follow a textbook's pattern of units than to develop the unit so that the textbook is supplemental. It is also less costly. Thus the teacher finds himself not determining the curriculum and sometimes not even the method of teaching it if he follows the study guide explicitly. So although the teacher would like to utilize more media and experiment with different units he is ill prepared to do so. As a result, most audiovisual material used in a social studies classroom is on a supplemental and often entertaining basis.

When one considers the fact that high school students often do not find the textbook relevant to themselves and that they are attuned to a multimedia approach because of television and radio, the need for change becomes crucial. But teachers rarely effectively change a curriculum single handedly; they need the librarian to support their goals. And they need to be aware of this.

One area widely ignored in social sciences in high school is the American Indian. The American Indian Historical Society recently published Textbooks and the American Indian in which over 300 texts were examined by Indian scholars, native historians and Indian students. The results were discouraging for a field that is making strides in the Black Studies:

Not one could be approved as a dependable source of knowledge about the history and culture of the Indian people of America. Most of the books were, in one way or another, derogatory to the Native Americans. Most contained misinformation, distortions, or omissions of

important history.¹

The American Indian Historical Society views this as alarming because of the value still placed upon textbooks in teaching history.

There is a difference between a book for general readership, and one accepted for classroom use. In the first case, the individual has a choice and this choice we must protect. It is part of our freedom. The student, on the other hand, has no choice; he is compelled to study from an approved book. In this case, we have a right to insist upon truth, accuracy, and objectivity.²

However, merely changing a textbook approach will not solve the immediate problem. Most textbooks remain as part of the teacher's equipment for about five years or until the principal decides that a new textbook is needed. Thus a conscientious teacher must prepare units for material not covered or ignored by the textbook. Again, as this is a monumental task, the librarian should assist.

THE PROBLEM

Statement

In order to develop a curriculum which is more relevant to student interests and the school's needs, the librarian and teacher have certain duties to perform. The teacher defines the objectives desired; the librarian provides and develops media which achieve these objectives.

¹Jeannett Henry, Textbooks and the American Indian, ed. Rupert Costo (San Francisco: Indian Historical Press, 1970), p. 11.

²Ibid.

Therefore, the librarian and the Instructional Media Center are the best sources not only for commercially produced materials but for those which the school produces. Possibly the most effective area to produce materials would be in units not covered adequately by the textbook, in this case, the American Indian.

Analysis

Although both the teacher and librarian should discuss the objectives of a unit, especially the long range objectives, the teacher is most aware of the scheme of the semester's organization, and how the unit will fit in relation with other units, a primary concern to effective learning. Therefore the teacher must make the final decisions about the objectives and the mode of teaching the unit.

Once the objectives are established, the librarian is able to determine the best media to achieve these aims. In the case of the American Indian, an Inquiry method was determined by the teacher to be the best approach. Thus the objectives, which can be found in the Appendix, are based upon the decision to let the students make and test their own hypotheses.

A slide-tape was used as an introduction to this unit for several reasons. First, it is relatively a unique experience at the high school level. Most students have never seen a slide-tape before and this would hold their attention. Secondly, it would motivate students to begin using pictures as a means of learning about history as well as print materials.

Thirdly, it would be of sufficient brevity to stimulate interest in the American Indian but not give all the information at the beginning of the unit.

The librarian has other reasons for using a slide-tape as opposed to producing other material for a unit. For instance, the majority of the processing and mounting is done at a film laboratory which means that the most time-consuming and difficult part of photography is handled by trained people. The cost of developing film is inexpensive in time and money as shown on the Table of Costs in the Appendix. Second, the film is easily obtainable and again inexpensive when compared with ordering or purchasing a 16mm film or a filmstrip. Third the slides can be kept for future use within the IMC. There is no problem about ordering and re-ordering the software only to find it is unavailable at the particular date wanted. Finally, the slides can be used in other subject areas such as art or English as well as American History. The same reasons generally apply for the use of tapes. In addition, the tape can be revised to add more slides or to fit a different unit. Combining the two media provides more interest to a presentation and can strengthen the desired effect.¹

The equipment used to develop the slide-tape is listed in the Appendix. Most of this equipment is easily found within the library or school at present and thus additional

¹Jerrold E. Kemp, Planning and Producing Audiovisual Materials (2d ed.; San Francisco: Chandler Publishing Co., 1968), p. 36.

purchases would be unnecessary. A problem may arise in obtaining a copy desk if the budget for audiovisual hardware is low. But considering the use one could make of it as a teaching aid, the expense could be justified. Also, this could be used by a photography club if one is active in the school. Thus students could benefit directly and indirectly from it.

As an introduction to the American Indian enough of the various topics, such as Indian warfare, culture, religion, concerning the American Indian are included to insure further research either within the class or independently. In an Inquiry approach, the student be naturally exploring further into materials that the library offers. This again is part of the reason for brevity on various aspects such as the common characteristics of Indians. By selection of various media on the Indian, the librarian can guide this study indirectly. For instance, in the Midwest, the majority of information may concern the Sioux and Blackfeet with a sample representation of other tribes in other areas. The problems of Indians could be studied using these as the main examples as they would be familiar to students in this area.

Delimitations

In developing this slide-tape, the overall unit and evaluation of it are not considered. This would be the teacher's sole responsibility, although the librarian may offer advice. The librarian should be aware of these objectives, however as much of the students' work will be in

the IMC. In fact, the slide-tape should be in the IMC for reference by students.

The Inquiry Method is the sole method of teaching considered in developing the slide-tape. In developing a slide-tape or other nonprint, the librarian is working with one teacher and would therefore be concerned with one method. The implication here is that the librarian is familiar with different methods of teaching and is able to devise ways to make these methods more effective. Therefore when a teacher wishes to use a particular method, the librarian is able to make accessible those pertinent materials, and produce them when necessary.

The Inquiry Method is an innovative procedure when compared with lecture or guided discussion. The librarian may help change and vary learning methods by demonstrating with a unit such as the American Indian the exciting possibilities of the Inquiry Method. Its biggest asset seems to be that students discover they are encouraged to use their imagination and explore all possibilities related to an incident without fear of censure from the teacher.

Another limitation in the slide-tape is that it is oriented toward the high school. The narration contains a more sophisticated vocabulary than could be used in elementary or junior high. Also it might be better to focus in an earlier grade level on one concept instead of trying to combine too many different concepts at once.

Finally, in developing the unit a bias is developed in favor of the American Indian. This is partly personal and

partly to provide a counterbalance to the textbook which probably is derogatory or ignores the American Indian altogether. It should encourage students to make a more positive analysis toward all minorities in America from an historical perspective.

THEORETICAL FRAMEWORK

The production of materials for teachers can be accomplished when the roles of the teacher and librarian are clear and yet flexible enough to fit different teaching units. This production also means an experienced knowledge of teaching methods and a knowledge of the preparation involved in production of materials.

Basic Definitions

In order to properly follow the material the following terms have been defined as to their roles:

IMC. The IMC or instructional Materials Center of library is regarded as the key circulator or coordinator of commercial materials and producer of materials to fit the needs of the school's curriculum and students. The person in charge of these functions as the administrator is the librarian.

Inquiry Method. This method is mainly used in relation to the area of social studies although it could be adapted to other subjects. The basic characteristic of the Inquiry Method is its purpose, which reflects the changing attitude about the purpose of social studies in the schools.

It should be remembered that the purpose of the social studies enterprise is not only to develop the ability of students to identify dependable generalizations but to be able to outline steps to be taken, roads to be traveled, utilizing both cognitive (analytic) and intuitive (creative) processes and skills. All these are indispensable elements and constitute inseparable components of the proposed new social studies program. The social studies curriculum should be comprised

of a series of "encounters" with ideas about mankind. These case studies would stimulate the individual to discover new knowledge of and new solutions to social problems as he restructures and re-composes the given conditions in society and the available data with the intellectual tools at his disposal.¹

Charlotte Crabtree describes the functions of the Inquiry Method as being five steps: Identifying what the problem is and understanding what the terms in which the problem is stated mean; building a pattern for investigation of the problem; finding "authoritative data" or firsthand material to test the problem; making conclusions about hypotheses and presenting reasons for these conclusion; and placing these conclusions within the broader framework of other investigations.²

The librarian's role in Inquiry begins to become obvious. Although Mr. Massialas and Mr. Cox ascribe the following functions to the teacher, in reality they are primarily the librarian's part in helping the teacher: "He [the teacher] must, in cooperation with the librarian, indicate how one goes about locating relevant material and sources. The students must learn how to use the card catalogue, the encyclopedias, and these various indexes...."³ Thus Inquiry as related to the social studies field relies principally upon the library for source material.

Slide-Tape. This is a combination of media in order to achieve a desired effect in teaching a particular subject or concept. Usually it is

¹Byron G. Massialas and C. Benjamin Cox, Inquiry in Social Studies (New York: McGraw-Hill Book Company, 1966), p. 24.

²Charlotte Crabtree, "Inquiry Approaches to Learning Concepts and Generalizations in Social Studies," Inquiry in the Social Studies: Theory and Examples for Classroom Teachers, eds. Rodney F. Allen, John V. Fleckenstein, Peter M. Lyon, Social Studies Readings, No. 2 (Washington D. C.: National Council for the Social Studies, n.d.), p. 110.

³Massialas, loc. cit., p. 230.

produced in the school. The various parts of the slide-tape can be used separately and referred to later when desired. Development of the slide-tape requires a team approach between the teacher and librarian on the performance of certain functions involved in producing the slide-tape. The teacher determines the objectives and method of teaching; the librarian determines the final selection of media which will be used in the slide-tape and makes this and the equipment available. Certain functions can be interchangeable such as writing the script or choosing the pictures. This is decided between the two people.

Basic Assumptions

In using this slide-tape, it is assumed that the teacher has done most of the groundwork in developing objectives and structuring the rest of the unit as far as possible activities which may occur. The librarian may advise the teacher in these matters if consulted, but the main role here is to provide the necessary materials. It would probably be wisest for the librarian to obtain as wide a variety of materials as possible, for many pictures of excellent quality can be found in art books or collections of photographs about a period of history. Thus the librarian should be aware of the variety of types of pictures which should be examined in order to make a better decision as to the best picture for the idea that is being used. Then too, primary material is often scattered within secondary sources which the librarian may be able to point out if the teacher is unaware of its existence.

Secondly, the teacher and students should be familiar with and have previously used the Inquiry Method. Since the Inquiry Method tries to fit parts or units into a whole, this requires almost total use of the Inquiry Method in the course. And starting on a relatively unfamiliar unit

with an unfamiliar method to both students and teacher can have disastrous consequences unless this is meant to be the first unit of the year. This would not be recommended for the slide-tape on the American Indian as there are a wider variety of concepts presented in a manner which could be confusing and discouraging to one not familiar with Inquiry. Also nothing definite is stated as a conclusion about the Indian except at the very beginning. Thus there should be preliminary work done by the teacher, the students, and the librarian in using Inquiry so that all are aware of what is required of them to implement this method.

The teacher and librarian should have already established a working relationship prior to the development of the slide-tape. Therefore the teacher knows that the librarian encourages and is eager to see more non-print used in instruction. Furthermore, the teacher knows the librarian and IMC are extensions of the classroom. The librarian is alert to issues within the social studies and how these can be implemented into the curriculum to enrich it. The IMC is designed to make these materials easily accessible to students and teachers. Furthermore, the librarian continues to meet individual student's needs on the subject after the unit has been finished.

Finally, it is assumed that the equipment is available and in working condition. Also the actual taking of the pictures could be done by an aide, LTA, or clerk if they have some talent in this direction. And the taping could be done by either the teacher or librarian depending upon who writes the script and who has the better voice. But the primary assumption here is that both the teacher and librarian understand and respect each other's capabilities.

Chapter 2

SCRIPT TO THE AMERICAN ~~NATIVE~~:

STEREOTYPE OR REALITY?

As arranged here, the script includes a brief description of the slide used with the narration. Theoretically, the script should support the slide as an explanation. In an Inquiry unit in which primary materials are used extensively, explanations are generally avoided. Instead, the student is encouraged to make his own hypotheses from what he sees and hears rather than accepting a secondary source's, i. e., the teacher, interpretation. As the students explore the subject further, it is hoped that these slides and the narration can be re-used for a more concentrated examination, either separately or together, as the slide-tape covers the material rather fast.

The script is divided into two parts: The American Indian and The people. These terms were chosen as titles to identify the name which the white man uses for the American Native and the name most Natives give themselves. The first part covers the stereotype of the blood-thirsty savage and briefly explores some of the reasons for this image. Generally, the cause was a lack of communication between the Native and the European. Shirley Hill Witt states:

The Americans embraced a bewildering array of widely diverse languages. Adjacent tribes very often used tongues

unintelligible to their neighbors. Bilingualism and multilingualism was well-nigh essential for trade and other intertribal business among Indians for centuries. Several sign languages were developed to overcome linguistic barriers.

And then came Old World peoples with their myriad tongues. And even though English may have been the official language after the French and Indian War, it was not the national language--immigrants spoke whatever language they brought with them, although it may well have been incomprehensible to both their European and Indian neighbors.

No wonder most communication between Indians and Euroamericans was relegated to weapon-point! No wonder the Indian seemed mute, wooden. Perhaps he was.¹

Although this lack of communication is not openly stressed in the slide-tape, the teacher could reveal this concept by several means. The easiest would be shutting off the tape recorder at the picture of the map which shows the various language areas found in America and pointing out the number of language groups and their location and discussing the implications of so many languages. In fact it is hoped that the tape can be shut off and a particular slide discussed in more detail if the teacher decides this is necessary. Another way is to discuss the narration of the second part which consists mainly of quotations made by Indian orators and writers. The concept of communication and understanding between cultures could be discussed by replaying the tape and listening to what is said.

There is an effort to engage the students' sympathies for the American Indian through the use of the slide-tape. This is probably best achieved by viewing the slide-tape without

¹Shirley Hill Witt, "Listen to His Many Voices: An Introduction to the Literature of the American Indian," The Way, eds. Shirley Hill Witt and Stan Steiner (New York: Alfred A. Knopf, 1972), p. xxvii.

interruption. But with proper handling and planning, it could be utilized in the various ways mentioned. Also, since a variety of concepts are touched upon in the narration, the teacher and students may wish to re-examine only one or two of the slides or quotes, or they may regroup the slides for different ideas. This could serve as a springboard into further study on one topic such as the Indian in America today, or the interchange that occurs when two cultures meet and one culture is relatively isolated. The overriding objective to this unit would be to break down the stereotypes often assumed to be true about all Indians. No matter what is discussed by the classes, this will be the goal. Possible objectives for the unit can be found in the Appendix.

Finally, although much of the narration is quoted verbatim from several sources, footnotes are not included as they would be impractical in a taped narration. The teacher and librarian could point out the sources used and make them available in either the library or classroom for students to use depending upon the number of students involved.

Chapter 3

SUMMARY

One conclusion about the slide-tape on the American Indian is that both the slide-tape and the American Indian are missing at the high school level. There seems to be no justifiable reason for this neglect as other subjects and other types of nonprint are widely used and accepted at the high school level.

Lack of enthusiasm to use material on the American Indian in the high school curriculum and classroom is tragic. It differs from ignoring Blacks in that they too are immigrants and developed a culture within the framework of the white society. The American Indian or Native, on the other hand, is an original without any European viewpoint. He was also thoroughly familiar with the land he lived on and not an unsuspecting or naive stranger used to a tamed environment.

The treachery, deceit, and misunderstanding encountered by the American Native is on a much wider scale than Blacks in American History which generally begins with the coming of the Europeans. This is still true today for the white culture recognises the black man and feels he has a place in society however low; the Indian is ignored by the large majority and rarely considered as different from the traditional stereotypes. Many whites can say, "Some of my best friends are Black," but how many can apply this same statement to the American Native? How many have really seen and talked to an Indian? How many even noticed when citizenship was conferred upon the Indians? Furthermore, the whiteman never tried to

exterminate the Blacks as they did the Indian. Nor have whites continued to shut their eyes to living conditions in ghettos as they have towards reservations.

If the present society is avoid adding to the guilt of history, educators must begin to put an end to ignorance, to start an education which teaches about minorities in such a way that an inquisitive and questioning attitude about their way of life and the white attitude toward it is understood. Once this is achieved, a change in the policies towards minorities can begin.

The slide-tape is designed to obtain a reaction either for or against the American Indian, but what is even more important is that it helps initiate curiosity about the Indian, his past, and his life today. The slide-tape, as a nonprint item, could be effectively used to promote this curiosity, because of its greater flexibility than either the filmstrip or motion picture.

Production of the slide-tape and other nonprint media in the high school would thus have certain implications. First, it would encourage the teacher and librarian to work together to develop the unit. The roles each person has in developing the slide-tape have been described as well-defined as far as determining the development method and media used in the slide-tape. But with the actual production, greater flexibility is necessary. This is true if one of the team has a talent or is better trained in writing a script or narrating one or is better at photography. And this flexibility may mean that the librarian has a different role in production with different teachers. With some, the librarian may take greater responsibility for the production, with others very little. However, neither the teacher or librarian could effectively develop an effective slide-tape without the other person. The only exception might be when the librarian develops a slide-tape concerned with teaching the use of the library.

In developing this particular slide-tape the most time-consuming part was locating the material for the slides. This also happened to be the most interesting part of the search. There were a wide variety of print materials which had excellent pictures, drawings, etc., and it was hard to make a decision as to which pictures would best depict some general characteristic about the American Indian. Also some pictures were chosen to show the environments the Indian was familiar with and which surprised the European. Thus in finding the pictures both the librarian and teacher should plan for several days to examine sources.

It would probably have been easier to choose some of the pictures if the script had been completed before the pictures were chosen. However, while there was a wealth of secondary source material on the American Indian, an Inquiry Method is most effective with primary sources which allow the students to make their own observations. Therefore, the last part of the script involved searching print materials for quotations, poems, letters, anything which was a direct observation from either the Indian or the whites upon first encountering Indians. These were felt to be less biased as far as superiority of whites than secondary sources. The teacher would probably be better able to recognize the type of source in the material which the librarian finds. In this unit the script would probably be written by the teacher. In most slide-tapes, the script should be written first especially if there are only a few concepts being emphasized which was not the case in this slide-tape.

It is hoped that this material will fit a variety of activities or at least help to initiate them. This further search should utilize the materials of the IMC. The librarian can be of help by providing accessibility of these materials to the students. The possibilities for exploration

of print and nonprint should be emphasized and encouraged.

At the end of the unit, the slides and the tape should be placed in the IMC for use by other teachers and students. Thus, by producing nonprint materials for the teacher, the librarian is achieving the goal of making material relevant to that particular school's needs. Furthermore the use of a variety of nonprint in instruction is increased. And by storing and re-using the slide-tape for the future in the IMC, accessibility is guaranteed to new teachers and new students as well as to the present faculty. But most of all, producing nonprint can have benefit in bringing the teacher and librarian into a working relationship in which each sees the potentialities of the other in helping students learn to use their minds and develop their skills.

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APPENDIX

STORYBOARD OUTLINE TO THE AMERICAN NATIVE:
STEREOTYPE OR REALITY?

Slide #	Picture	Narration
1.	THE AMERICAN NATIVE:	MUSIC
2.	STEREOTYPE OR	MUSIC
3.	REALITY?	MUSIC
4.	THE AMERICAN INDIAN	The American Indian... Everybody recognises him...
5.	Sioux Warrior	Sitting on his pinto horse and wearing a feathered headdress makes him a dead giveaway...
6.	Covered Wagon Attack	Or hiding behind bushes to attack innocent pioneers...
7.	War Whoops & Scalps	Then charging across the plains giving a blood-curdling war whoop and waving scalps...
8.	Blackfoot Tipis	The American Indian also lives in the first mobile home...
9.	Hunting Buffalo	He hunts buffalo but can't farm...
10.	Stealing a horse	Steals horses...among other things...
11.	Buffalo Dance	Dances wildly...
12.	Florida Chief	Paints his body with unnatural designs...
13.	Illinois Indian Captives	Or goes practically naked...
14.	Troquois Great Head	The Indian was definitely not Christian...
15.	Wilkes-Barre, Pa.	And hated the white man...
16.	Ia-Deo-Ke-A	This was and is the American Indian... Isn't it?
17.	Continent of N. America	Remember, Europeans were totally unprepared for Indians. Searching for gold and spices

Slide #	Picture	Narration
17.	(Cont.)	of the Indies, they discovered another continent and another race with over 600 different cultures...
18.	Section of Virgin Forest	Nor were the English Settlers of the fifteenth and sixteenth centuries prepared for wuch a land as this...
19.	N. Carolina Forest	Dense, impenetrable virgin forests, stretching beyond even the wildest imagination...
20.	Eastern Village	Just as impressive as the forest were the people. Thomas Morton of Merrymount Massachusetts said in 1622: "...it was my chance to be landed in the parts of New England where I found two sortes of people. The one Christian, the other Infidels..."
21.	The Three Americans	"...These I found most full of humanity and most friendly than the other..."
22.	Indian Worshipping a Tree	Yet to most European settlers and especially Puritans, the Indians were instruments of Satan. Therefore they had no right to the blessings of the land even if they were here first...
23.	Menominee Gamblers	As lazy people, they were thought to make good slaves...
24.	Creek Ball Game	Scholars called them inferior to whites "... as children are to adults, as women are to men..."
25.	Iroquois Medicine Man	Ministers argued as to whether or not they had souls...
26.	Cartoon	Furthermore, use of the Indians in political struggles between Britain and France only deepened the pioneer's conviction of the Indian's menace...
27.	Iroquois Warrior	Add to this the Eastern Indians' own struggles among themselves for supremacy and the movement toward a more sophisticated political organization such as the Five Iroquois Nations, then a dominant force, and the Settlers felt they might be pushed from a paradise....
28.	Torture	And at night, the stories of tortures and unspeakable crimes committed by the Redskins...
29.	Taking a Scalp	Such as Scalping which incidentally was started

Slide #	Picture	Narration
29.	(Cont.)	in the Northeast by the Puritans...
30.	Showing Scalp	Only added to the growing distrust and suspicion...
31.	Wyoming Massacre	These skirmishes between Indian and white were depicted as being horrible for the European...
32.	Cherry Valley Massacre	But nothing is shown of the thousands of innocent women and children of Eastern tribes who were cruelly and gleefully murdered by European settlers.
33.	Deerfield Massacre	With the slaughter of their mothers, brothers, sisters, and children, Indians sought revenge and retribution according to their way...
34.	The Emigrants	Thus the concept of the Indian as a menace and a nuisance was carried with Immigrants in the late 1840's through the rest of the century as they moved over the plains...
35.	Sand Creek	And as resistance and fighting between the two cultures spread to the plains, a new proverb arose: "The only good Injun..."
36.	Crow Dead	Is a dead Injun."
37.	THE PEOPLE	Were the Putitans and pioneers right? Is the Indian inferior? Was he in constant warfare? Look, listen, decide for yourself...
38.	Western Plain	"We did not think of the great open plains, the beautiful rolling hills, and winding streams with tangled growth as "wild"..."
39.	American Southwest	"Earth was bountiful and we were surrounded with the blessings of the Great Mystery."
40.	Crow Eagle	"The man who sat on the ground in his tipi meditating on life and its meaning, accepting the kinship of all creatures and acknowledging unity with the universe of things was infusing into his being the true essence of civilization."
41.	Iroquois Council	A soldier? "I am not a soldier! I am an orator! I was born an orator!"
42.	Wolf Robe	"Where today is the Pequot? Where are the Narragansetts, the Mohawks, the Pokanoket and many other once powerful tribes of our people?"

Slide#	Picture	Narration
42.	(Cont.)	"They have vanished before the avarice and oppression of the white man as snow before the summer sun."
43.	Black Hawk	"[Black Hawk] is not a prisoner to the white man. But he can stand the torture. He is not afraid of death. He is no coward. Black Hawk is an Indian; he has done nothing of which an Indian need be ashamed...."
44.	Three Generations	"What is life? It is the flash of a firefly in the night. It is the breath of a buffalo in the wintertime. It is the little shadow which runs across the grass and loses itself in the sunset."
45.	Sun Worshippers	"Great Spirit, Great Spirit, my Grandfather. All over the earth the faces of living things are all alike."
46.	Tahchee (Cherokee)	"...We, the people composing the Eastern and Western Cherokee Nation in National Convention assembled, by virtue of our original and inalienable rights do hereby solemnly and mutually agree to form ourselves into one body politic, under the style and title of the Cherokee Nation."
47.	Kee-O-Kuk	"If among the whites, a man purchased a piece of land, and another came upon it, you would drive him off. Let the Sioux keep from our lands, and there will be peace. ...I [Kee-O-Kuk] have no more to say at present. The Great Spirit has heard me, and he knows I have spoken truth. If it be not true, it is the first time that I ever told a falsehood."
48.	Red Jacket	"Brother! You say there is but one way to worship the Great Spirit. If there is but one religion, why do you white people differ so much about it? Why not all agree as you can all read the book? Brother! We do not understand these things....We never quarrel about religion."
49.	Princess Angelina	"And when the last Red Man shall have perished and the memory of my tribe shall have become a myth among the white man, these shores will swarm with the invisible dead of my tribe. ...Dead, did I say? There is no death. Only a change of worlds."

Slide #	Picture	Narration
50.	Blackfoot Medicine-pipe Carrier	"...then I had a dream and in my dream one of these small round stones appeared to me and told me that the maker of all was Wakan Tanka. And that in order to honor him I must honor his works in nature...It said that if I were curing a sick person I might ask its assistance and that all the forces of nature would help me make a cure."
51.	Navaho Sand Painting	The four stick figures are the guardians of Navaho crops--corn, beans, tobacco, pumpkins. Encircling most of the sand painting is the elongated rainbow goddess into whose hands was placed the medicine. The sick person was seated on the painting and after the healing ceremony the painting was destroyed before sunset.
52.	False-Face Mask	"I remember [as a child] how scared I was of the False-Faces; I didn't know what they were. They are to scare away disease. They used to come into the house and up the stairs.... When I was bad my mother used to say the False-Face would get me."
53.	Pueblo Town	"[it] is a village of nearly five hundred warriors. It is square situated on a rock, with a large court or yard in the middle, containing the [kivas or underground rooms]. The houses are all alike, four stories high...."
54.	Blackfoot Tipis	"So let there be happiness. We who live in this encampment here are poor.
55.	Corn Harvest	"We strive to live by the labor of our hands. So be on your way. And do not harm us. So let there be happiness."
56.	Eastern Village	What shall one say about the People but tobacco, pumpkins, tomatoes, popcorn, chewing gum, sweet corn, sugarbeets, and watermelon... And long houses of the Iroquois...
57.	Caddo Lodges	And lodges of grass built by the Caddo, dwellers of the plains...
58.	Hohokam Irrigation	And irrigation ditches of the Hohokam dug under a desert sun....
59.	Planning the Attack	"Are we then to give up [our ancestors'] sacred graves to be plowed for corn?"

Slide #	Picture	Narration
60.	Signal Fire	Dakotas, I am for war!"
61.	Buffalo Dancer	MUSIC
62.	Kachina	MUSIC
63.	Zuni Kachina	MUSIC
64.	Medicine Mask Dance	MUSIC
65.	Potlatch	A Kwakiutl Indian of the Northwest describes a potlatch ceremony: "The second day...I gave him a gas boat and \$50.00 in cash. Altogether that was worth \$500. I paid him back double. ...I started giving away property...The sixth day I gave away 1000 sacks of flour worth \$3 a sack....I am proud to say our people are ahead...."
66.	Conjuring back the Buffalo	"I've often wondered why it is said That the Indian spirit is broken and dead.
67.	Iroquois Lacrosse	"Why such balderdash fills the air When in their midst like a grizzly bear
68.	Buffalo Hunt	"Is the sleeping red-skinned giant now on the prowl In answer to a lone Kiowa's vengeful howl."
69.	Black Hawk's Son	"...Have we the first holders of this prosperous region, no longer a share in your history?"
70.	Combing Hair	"We shall learn all these devices that the white man has We shall handle his tools for ourselves.
71.	Bellacoola Girl	"But we'll retain our beauty And still be Indians."
72.	Kiowa Man and Wife	"If you must imitate us, imitate us for the proud people we are."
73.	Indian in Classroom	"...What is important is that we have a superior way of life. We Indians have a more philosophy of life. We Indians will show this country how to act human...."

Table 1
Cost of Production of the Slide-Tape

Item	Cost/ Amount of time
Kodachrome 135 Color Film (76 pictures)	\$5.69
Developing the Film.....	<u>\$5.77</u>
	Total: \$11.46
Hours Spent in Choosing and Taking Slides.....	10*
Hours spent in Writing and Narrating Script.....	<u>10*</u>
	Total: 20*

* The hours are approximate.

Table 2
Cost of Equipment Used in Slide-Tape Production

Equipment	Cost (Retail)
Pantex 35mm Camera (F-2 lens)	\$179.95
Photocopy Stand	\$ 31.46
Sony/ Superscope (7" reel)	\$169.95
Wollensak (7" reel)	\$189.95
Eastman Kodak Ektographic carousel slide projector Model AF-2.....	\$214.50
Slide Tray (140 slides).....	<u>\$ 3.50</u>
	Total: \$789.31

GENERAL OBJECTIVES TO THE UNIT ON
THE AMERICAN INDIAN

After viewing the slide-tape, students will be able to:

1. Name at least five concepts about the Indian and his life.
2. Categorize these concepts according to social, governmental, cultural and economic concepts.
3. Define a stereotype and give one reason for its origin.
4. Identify one similarity and one difference between Indians of various regions.
5. Identify four differences between the white man and the Indian.
6. Identify four possible sources to search for evidence.

After being assigned one concept about the American Indian and conducting research on it students will be able through discussion to:

1. Compare Eastern, Plains, Southwestern, and Northwestern Indians for similarities and differences in that area.
2. Defend their conclusions with evidence.

During the discussion and afterwards when studying other minorities students will further display:

1. A more favorable and sympathetic attitude toward minorities.
2. An analysis of the dominant race's attitude toward minorities, through discussion of cause and effect.