

Appendix I

A Rationale for Teaching Science in an Integrated Format

American Indian languages have little sense of gender, and the concepts of animate and inanimate tend to be a continuum rather than a distinction. A rock, a plant, and an animal all have a spirit worthy of respect. Some people feel they can talk to trees. Modern technology has verified that plants are able to communicate with each other in some way. With respect to American Indian thought, it is helpful to think of the Universe as a living organism. In contemporary curriculum implementation, there is a tendency to separate the sciences into convenient subject areas like botany, zoology, geology, geography, chemistry, and physics. This policy makes it convenient to isolate distinct bodies of knowledge for mastery. We all know that part of the scientific method involves being concise and exacting, however, natural phenomena seldom occur in a vacuum. When something happens to any one element in an environment, every other element of that environment is affected. Ideally, if we want to understand what has happened to the particular element in question, we need to understand the context. When we study beaver habitat, for instance, we study the topography of the immediate area and the ways in which all of the plants and animals interact with each other. Because this project, *Work House*, is concerned with succession within the entire ecosystem, we want to look at a whole cycle of changes that take place over time.

Throughout the history and development of our planet, changes in the Earth's crust have affected the evolution of animals and plants. Life could not get established on land until geological and atmospheric conditions had evolved to a certain stage. Animals could not get established on land until plants had prepared the way for them. Once plants and animals moved onto the land, they began to alter the land. Presently people have begun to affect the evolution of the planet and the other life forms on it.

At an elementary grade level, science is most constructively studied with these kinds of interrelationships in mind. Science at this level is also learned best in a story format. Children of all ages love a story and memory thrives on themes. A good teacher is a great story teller and the best stories are true and scientifically accurate. Four true themes that give meaning and continuity to the study of science are:

1. The absolute interdependence of everything in nature.
2. The indispensable importance of the universal role that all living things play or have played in the evolution of our biosphere.
3. The evolution of landforms, plants and animals is inseparably interrelated and provides a natural order and continuum for the study of science.
4. The individual child is an indispensable entity with a role to play which can profoundly influence the health and direction of Earth's evolution.

If you can instill this kind of positive approach to the study of science in children, you will have helped to equip and inspire a student for life and have created a lifetime student.

Appendix II

Some General Considerations in Preparing Concrete Activities for the Study of the Environment

Directions are provided for all of the activities in this program. However, the teacher may wish to design his or her own activities to illustrate dynamics that are not featured in track activities. It is easy to create an activity to illustrate scientific dynamics with the use of common household and classroom materials. The following are some suggestions for building your own activities.

1. Consider the age of your students. An activity presented on a level below or above the abilities and understanding of the students will bore them.
2. Focus as specifically as possible on the points which you are instilling with the activity you are designing.
3. Understand and communicate to your students that the lesson and activity are designed to demonstrate approximate dynamics. You can seldom reproduce natural phenomena in the laboratory but a hands-on activity that begins to clarify a natural dynamic is far more instructive than a picture or reading from a textbook. Scientific accuracy is important in these activities. We don't teach inaccurate information and dynamics, but failure to try to provide meaningful activities is far worse than an inadvertent inaccuracy.
4. Consider what materials can best be used to approximate the dynamic you wish to demonstrate. Get the materials together, practice, and refine your demonstration of the activity.
5. Be sure that there are enough suitable supplies for the students to work with the activity independently for as long as it holds their interest.
6. Prepare a short introductory lesson to precede the concrete demonstration. Include charts, pictures, or some other illustration of the phenomenon in question. Do not over-explain. The research and exploration are the students' work.
7. Before turning the activity over to the students, if necessary, be sure to demonstrate a full cycle of activity including clean-up and preparation for the next students.
8. End the presentation with a "hook" -- leading questions or ideas that will get them going in their research.

Remember, to help students learn, you cannot do the work for them. People internalize and own information when they have gotten their hands on it and processed the experience on their own. That is how American Indian children learned in the old days.

Appendix III Human Resources

The people listed below are resources in their communities. It is important to note that not everyone on this list is in total agreement with all of the content of the Work House curriculum. All agree that it is important to work together to promote constructive education and communication efforts for our students. We encourage discussion and ongoing constructive exchange between all educators. The Interpretive Staff of Glacier National Park can only be responsible for information that we are able to obtain through research and solicited advice. Please refer to local tribal authorities if you have any questions or reservations about the accuracy or appropriateness of any information or activities provided in the Work House program.

Most of the people listed were contacted during the research, writing, and advisory process for this project. They are tribal elders, cultural committee members, school administrators, educators, and human services personnel. Most of them were contacted by the writer, but some were recommended by others and contacted by cultural committee members and administrators. Many of them served voluntarily as readers and advisors. Without their generous help this program could not have been put together and implemented. Hopefully the list will grow along with Work House. Most of the people on this list would be willing to help in whatever way they can when it comes to the education of the children in their communities. Many, many thanks to those people who took the time to advise and edit for the writer.

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Appendix IV Activity Kit Contents

Available on the Blackfeet and Salish/Kootenai Reservations only

- 1 trough (stream erosion/sedimentation activity)
- 1 glass cake pan
- 10 felt squares
- 2 rubber balls
- 1 package balloons
- balsa wood strips
- 1 package garbage bags
- 10 packages modelling clay
- 1 wildlife video
- 1 general park introduction video

slide sets and narrative on the following:

- a) The Drifting Continents
- b) Diagrams of Glacial Features
- c) Features of Alpine Glaciation
- d) Topographic Maps--Alpine Glaciation
- e) Large Scale Structures- Western U.S.
- f) Glaciers and Their Tracks
- g) The Drifting Continents
- h) The Geologic Time Scale
- i) The Beaver World
- j) The Bison and the Prairie
- k) Glacier National Park Scenes
- l) Glaciers Grizzlies

- 1 copy of *The Beaver Habitat Nature Trail* education activities
- 1 copy of *Bears: Imagination and Reality* education activities

reference books:

- a) *Roadside Geology of Montana*, Alt and Hyndman
 - b) *Geology Along the Going to Sun Road*, Raup
 - c) *The Sun Came Down*, Bullchild
 - d) *The Old North Trail*, McClintock
 - e) *Keepers of the Earth*, Cadato and Bruchac
 - f) *Indian Legends from the Northern Rockies*, Clark
 - g) *The Tipi*, Yue
 - h) *Dictionary of Word Roots and Combining Forms*, Borror
 - i) *Easy Field Guide to Trees of Glacier National Park*, Nelson
 - j) *Montana Native Plants and Early Peoples*, Hart
 - k) *Plants of Waterton-Glacier National Park*, Shaw
-
- 1 Glacier National Park Raised Relief Map
 - 1 Glacier National Park Topographic Map
 - 1 beaver pelt
 - 1 black bear skull
 - 1 beaver skull
 - 1 coyote skin

Bibliography

The following books and documents were read in preparation for the writing of *Work House*. None were directly quoted, but all are good resources for instructors using the program. Some are only available through the Glacier National Park Library. A few are included in the *Work House* Activity Kit.

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Work House was printed on recycled paper.

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