

The Thick Dark Fog

Educational Guide

Grades 9-12 & Higher

Subject/Topic Curricula:

- American Indian Studies
- Anthropology
- History
- Justice Studies
- Language Arts
- Psychology
- Sociology



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The story of Walter Littlemoon is gripping and at times despairing, but nonetheless, a story of triumph, of overcoming odds, self-discovery, forgiveness and resolution. The issues, events and feelings presented in the film touch a very personal and private part of our selves. Through the art forms of writing and oratory, the goal is to identify the experiences Walter encountered and endured, and to illustrate how he uses the arts to express, find resolution and to empower others to live positive lives, in spite of the atrocities they endured because of the boarding school.

GRADE APPROPRIATENESS: Grades 9-12 and higher

SUBJECT/TOPIC CURRICULA: American Indian Studies, Anthropology, History, Justice Studies, Language Arts, Psychology, Sociology

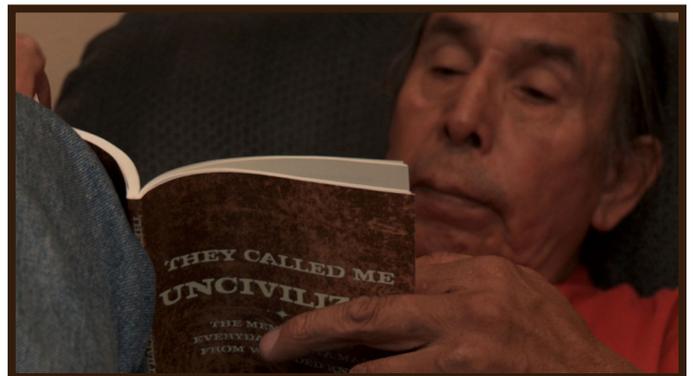
NOTES FOR EDUCATORS

The Thick Dark Fog—based on Walter Littlemoon’s memoir, *They Called Me Uncivilized*—is the story of a journey that begins with a tragic experience in childhood as the young Walter Littlemoon is sent off to attend an American Indian Boarding School, where he did not understand the English language. He wasn’t aware of the negative impact and emotional scars those years left on his heart and in his mind until he began to write his memories down to share with his children. His story is that of triumph, of the strength of the human spirit to persevere and overcome tragedy and how one can help others.

These lesson plans are created for students in grades 9 through higher education. Lessons are designed to be 20 to 25 minutes in length, although all would benefit from more time. Each lesson can be adapted to meet your needs. In a few of the prefaces for each chapter, there are quotes from Walter, as he feels these direct quotes can serve to deepen your understanding of his experiences. This will prove valuable as you endeavor to present the learning materials and engage in discussion. As a caution, some of the subject matter presented is sensitive in nature, so it is advised that in these instances, students participate in directed discussions surrounding sensitive subject matter.

OBJECTIVES

These activities are designed for students to become more familiar with American Indian history and the devastating effect the Federal mandate for American Indian boarding schools has had on American Indian communities. The story of Walter Littlemoon’s journey to finding peace and forgiveness for a traumatic childhood is a celebration of the human spirit of survival, as well as a celebration of the continuation of Native cultures in the United States.



Walter Littlemoon reads from his book, *They Called Me Uncivilized: The Memoir of an Everyday Lakota Man from Wounded Knee*. Image courtesy of Kahlil Hudson.

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CHAPTER 1 – TO REMEMBER

VIDEO CLIP: “To Remember,” available at nativtelecom.org/education/thick_dark_fog.

Contains timecodes (:34-1:09) (2:13-2:56) (3:44-4:09) (4:59-6:57)

KEY CONCEPT: Childhood memories, experiences and language influence our lives.

TEACHER RESOURCES

At the age of 5, Walter Littlemoon was taken away from his home to an American Indian boarding school. His life was turned upside down by an educational system designed to destroy his culture. He recalls being called “Sioux, Indian, Savage, Uncivilized.”

Throughout his life, Walter has experienced overwhelming bouts of loneliness, confusion, emptiness and hopelessness. He states, “I felt as if I’d been walking through a thick dark fog.” His experiences in boarding school did not allow him to learn parenting skills and, as an adult, he has little communication with his own children. Walter describes his deep connection to his own Lakota language and explains how his language is crucial to the survival of his culture.

LEARNING OBJECTIVES

1. Examine and discuss the importance of language to culture, community, family and education.
2. Examine and discuss Walter’s memories of his feelings of fear at boarding school.
3. Define parenting skills and discuss how they are developed through family interaction.
4. Examine and discuss reasons why Walter chose to write about his experiences.

LEARNING/MEDIA ACTIVITY SUGGESTIONS FOR STUDENT PRODUCED ARTIFACTS

1. Students will demonstrate an understanding of the concept of parenting skills, the importance of language to culture by keeping a journal that contains examples of student observations of how their own parents demonstrate parenting skills. (*Time frame for journal decided by individual educator.*)
2. Have students create a map of South Dakota with American Indian Reservation boundaries represented. Mark locations of Indian boarding schools.
3. Artistic interpretation (a “book” containing American English idioms that might not be fully understood by one whose first language is not American English) this will drive the point home to students that “our language comes from inside of us.”



The original girls’ dormitory building at Oglala Community High School. Image courtesy of Kahlil Hudson.

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STUDENT HANDOUT RESOURCES (GRADES 9-12)

Content Review

1. What state did Walter grow up in? (South Dakota)
2. Walter Littlemoon is a member of the _____ Tribe. (Oglala Lakota)
3. Workers in the boarding school called Walter _____ or _____. (savage, uncivilized)
4. What did Jane think about American Indians before she met Walter?
(She thought there were no more Indians.)
5. Walter decided to _____ to help him deal with bad experiences in his childhood. (Write a book.)

Discussion Questions

1. Why is language important to Walter? Why is it important for all of us?
2. Think about and discuss what kind of feelings you would have if you were taken away from your family and put in a school far from home with people who spoke a different language than you.
3. How are Walter's school experiences different from your own?
4. Is writing about your troubles a good way to overcome your sadness? Why or why not?

Learning Activity

1. Have students work in groups to define five positive experiences and five negative experiences that they had in elementary school.
2. Organize students into small groups. Provide each group with a "situation card" that describes a certain scenario that calls for parenting skills. Have students discuss and determine how to address the situation.
(Groups will share their findings in short oral presentations.)

Vocabulary

- Boarding school
- Formative
- Savage
- Uncivilized

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CHAPTER 2 – WALTER & JANE

VIDEO CLIP: “Walter & Jane,” available at nativtelecom.org/education/thick_dark_fog.
Contains timecode (7:09-8:57)

KEY CONCEPT: Ways people from diverse cultures learn about each other.

TEACHER RESOURCES

Originally from Greenwich, CT, Jane Ridgeway was working as a Cytologist at the Greenwich Hospital when she first learned about the living conditions on the Pine Ridge Indian Reservation in South Dakota, through a local clothing drive.

In 1985, while hurrying through a store one night, a magazine fell off a shelf and landed open to an article about Walter and the various projects he was involved in to help his people in Pine Ridge. Walter and his wife Muriel were living in Denver and had founded the Tiyospaye Crisis Center, an organization that assisted American Indians in need of help both in Denver and in Wounded Knee. Jane contacted him to learn more and discovered that he was traveling east for some speaking engagements so she invited him to stay at her home. They developed a unique friendship as they discussed ways to develop projects that would help build healthier Reservation and urban Indian communities.

Time went on and they each moved their separate ways. In 1998, they reconnected and discovered they were both single again. After a bit, Walter said, to Jane, “Why don’t you come out here and try out life in the country. My house has triple pane windows and you’ll stay warm.” Jane and Walter have a deep and abiding friendship and try to live their life together peacefully. From time to time, people still come to the door with one problem or another and they help them out. They are a team but more importantly, they love one another. That’s the key ingredient for people from diverse cultures coming together.

LEARNING OBJECTIVES

1. Examine why people are drawn to learning about other cultures.
2. Increase knowledge of ways people come together to help others.

LEARNING/MEDIA ACTIVITY SUGGESTIONS FOR STUDENT PRODUCED ARTIFACTS

1. Notebook (containing photographs and articles that show ways people come together to help one another—community service projects).



Jane Ridgeway and Walter Littlemoon. Image courtesy of Paul de Lumen.

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STUDENT HANDOUT RESOURCES (GRADES 9-12)

Content Review

1. What town and state does Jane Ridgeway come from? (Greenwich, CT)
2. How did Jane learn about Walter/American Indians? (She saw a magazine article and wanted to learn more after she read about Walter.)
3. Why did Walter and his friend go to Connecticut? (To help others learn about Lakota culture and about life on the Reservation.)
4. What is the term given to the types of projects Jane helped Walter with when she moved to South Dakota? (Community Service)

Discussion Questions

1. Think about what you currently know about American Indian Reservations. Is what you are learning the same as what you thought you knew about American Indian Reservations? Why or why not?
2. What types of community service projects have you participated in in your home community? Why is this type activity good for a community to conduct? If you feel like it is not relevant, why not?

Learning Activity

1. Have students write down three impressions of American Indian Reservations/communities. Discuss where and how they acquired this knowledge. After watching this film, do they feel as though their impressions have changed? Why or why not? Have students write their impressions in a short paper that will be presented to class orally as well.
2. Have students select a school on an American Indian Reservation to become email buddies with. Make contact with instructors, administrators and arrange a series of SKYPE sessions (or email chat if SKYPE is not available). Have students participate in discussions based on a subject determined for that particular session.

Suggested Topics for Discussion *(Each session is 30 minutes in length.)*

1. Activities for teens in each's community.
2. Career opportunities in home community.
3. Peer pressure—compare how each group addresses it.
4. Compare/contrast local cultural events.

Vocabulary

- Community service
- Peer Pressure

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CHAPTER 3 – MEMORIES & HISTORY

VIDEO CLIP: “Memories & History,” available at nativtelecom.org/education/thick_dark_fog.

Contains timecodes (9:02-9:29) (10:19-10:28) (12:34-14:07) (15:33-17:12)

KEY CONCEPT: History of development of the American Indian boarding school—its effect on the young mind and feeling of self worth.

TEACHER RESOURCES

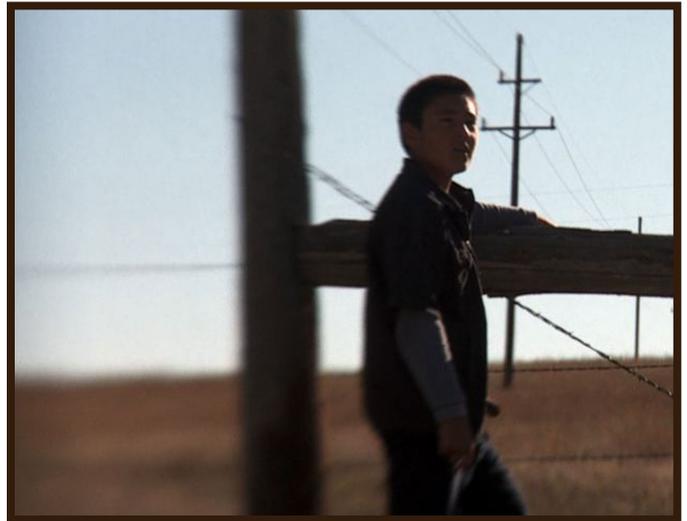
Prior to the westward migration, American Indian children were taught informally in the family unit by question and observation. As missionaries moved westward mission schools were set up to educate those American Indians living near population centers. The United States government felt that the only way to truly “civilize the savages” was to remove the children from the family unit to boarding schools, which would also work to eradicate their cultures. Native language was forbidden, hair was cut, and clothing was regimented in military style. For Walter, being removed from the security and comfort of his home at the age of 5 was traumatic. He did not realize the devastating effects of these memories until adulthood.

LEARNING/MEDIA ACTIVITY SUGGESTIONS FOR STUDENT PRODUCED ARTIFACTS

1. Have students do online research about Carlisle Indian School and Richard Henry Pratt. Have students prepare a short report that summarizes Pratt’s philosophy on boarding schools. Include comments on how this differs from their own educational experience.
2. Have students do an Internet search of American Indian Tribal customs and identify and list three customs. Look specifically for beliefs that have to do with hair. How many different tribal people have customs regarding hair?

LEARNING OBJECTIVES

1. To understand the trauma of being uprooted from the security of home and taken to a strange environment.
2. Become familiar with the philosophy behind the development of the American Indian Boarding school.
3. Examine and discuss cultural customs among various cultures, specifically, the Lakota custom of not cutting your hair.



Manuel Yellow Horse, Jr. as Young Walter Littlemoon in *The Thick Dark Fog*. Image courtesy of Kahlil Hudson.

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STUDENT HANDOUT RESOURCES (GRADES 9-12)

Content Review

1. Who is the person recognized for establishing the first American Indian boarding school?
(Richard Henry Pratt)
2. The first American Indian boarding school was located in _____? (Carlisle , PA)
3. What two terms were used to describe Walter and his peers when they were in boarding school?
(savage and uncivilized)
4. What things were different for Walter at school than at home?
(clothing, food, language, sounds and smells of home)

Discussion Questions

1. Think about your memories of your childhood. Make a list of five happy memories from your childhood. If you feel you have a sad or uncomfortable memory, include that at the bottom of your list if you would like. Discuss how thinking about these memories makes you feel. Share thoughts in small groups of five, allowing each member of the group enough time to participate.
2. Discuss the significance of hair to the Lakota People. If Lakota People cut their hair because they are mourning the death of a loved one, discuss how Walter and his friends felt when their hair was cut. Discuss how this type of feeling can make it hard to learn new things in school.
3. Discuss the types of customs your family may observe or when a loved one passes away.

Learning/Media Activity

1. Imagine yourself as a child. Think about what you would do if strange people came to your house and took you away from your parents. You did not have a chance to say good-bye. You were then taken to a strange place that smelled different from home. People were talking in a strange language that you could not understand. You were forced to wear clothes and shoes that you did not feel comfortable in and eat food that you were not used to. The people in this place told you everyday that you were a savage and that you and your family were uncivilized. Think for a while on this and write down how you think this would make you feel.
2. In small groups, share the thoughts you have on paper and discuss how these experiences would make you feel as an adult.

Vocabulary

- Abuse
- Ashamed
- Custom
- Savage

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CHAPTER 4 – CAUSES & EFFECTS

VIDEO CLIP: “Causes & Effects,” available at nativtelecom.org/education/thick_dark_fog.
Contains timecodes (17:17-17:56) (21:09-22:33) (24:24-25:50)

KEY CONCEPT: How early memories affect our lives.

TEACHER RESOURCES

Walter had been experiencing many symptoms of the effects of abuse he suffered as a young student at the boarding school. Until he began writing down his memories, he wasn't aware that his thoughts were disjointed and fragmented. He states, “When I started, recollections came back to me in fragments that skipped all over the years, a little here and a little there. I would speak out loud in the privacy of our living room and my wife Jane would write everything down. Not far along in the process, I hit an overwhelming block filled with aching, wrenching sorrow. Repeatedly, I'd start with the words: ‘When I was 5 years old,’ but I couldn't continue. My doctor at the VA Hospital advised me to keep talking and to let my feelings out. He said it must be some type of PTSD.”

Jane had friends who were victims of the Holocaust and she knew they had begun recognizing and treating the long-term negative impact. So she searched and found a book *Trauma and Recovery*. Walter discovered that much of the information in the book and many of the psychological problems of Holocaust survivors paralleled his own experience. They contacted the author Dr. Judith Herman and she quickly confirmed that Walter was, indeed, suffering from Complex Post Traumatic Stress.

He began to put all the pieces together and realized that the trauma his Lakota People had experienced since European contact was a part of who the Lakota People are today. The negative effects of abuse, unfair treatment and disrespect, has been passed from generation to generation and those effects are still being felt today in

American Indian communities throughout the country. Many American Indian adults feel as though they have no safe place to talk about these devastating memories. It is at this juncture, that many chose to submit to negative lifestyle choices. Others, like Walter, make a commitment to better their communities by organizing service projects that strengthen social and emotional well-being. Even through Walter had yet to learn what he was suffering from, he had loved helping people even when he was a little boy. He also spent years drinking and fighting before he sobered up and began to help his community.

LEARNING OBJECTIVES

1. To understand the concept of Intergenerational Trauma and discuss its negative effect on a person's life.
2. To become familiar with the various forms of mental illness that are a result of bad childhood experiences.
3. To examine the critical role creative writing can play in healing childhood wounds.

LEARNING/MEDIA ACTIVITY SUGGESTIONS FOR STUDENT PRODUCED ARTIFACTS

1. Using the Internet, have students research World War II and the role of the Holocaust in that conflict. Develop a list of characteristics of concentration camps. What types of experiences did the Jewish prisoners have once they arrived at the camps?
2. Research on the Internet the types of experiences American Indian children had when they arrived in the boarding schools and compile a list of these experiences. Compare the list with the one developed pertaining to the Holocaust camps.

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STUDENT HANDOUT RESOURCES (GRADES 9-12)

Content Review

1. When Walter began to remember childhood memories, what did the counselors tell him to do? (keep talking)
2. What art form did Walter embrace in order to organize his memories so he could begin to recognize the pain and heal? (writing)
3. Where did Walter go to begin to learn about his confusion? (counselor)
4. Walter was given a book to read about traumatic experiences. What was his experience compared with? (The Holocaust)

Discussion Questions

1. Think about and discuss some experiences that might be considered negative for a small child.
2. Think about and discuss some places that might be safe for one to share troublesome memories and experiences.

Learning Activity

1. Using the Internet, find some articles where survivors of the Holocaust write their stories down and share them with others. In small groups, discuss the findings. Consider how small children in the Holocaust must have felt and compare this to how Walter and others from his community describe their own experiences in boarding school.
2. In small discussion groups, consider and discuss the types of negative treatment young American Indian students were subjected to in the boarding school. Talk about how this type of treatment has lasting effects on people.

Vocabulary

- Concentration Camp
- Holocaust
- Intergenerational Trauma
- Jewish
- Post-Traumatic Stress

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CHAPTER 5 – WESTERNS & SUMMER

VIDEO CLIP: “Westerns & Summer,” available at nativtelecom.org/education/thick_dark_fog.

Contains timecodes (26:08-27:08) (27:57-29:17)

KEY CONCEPT: Historical look at “The Indian” in the media – history to present.

TEACHER RESOURCES

One of the most powerful tools in our society today is the media. Since the moving picture was introduced, the “Red Indian” has been among the most popular subjects presented. In the boarding schools, students were forced to watch movies that denigrated their language, families and communities. These “movie nights” were a regular event and students found themselves cheering for the calvary beating the “savage redskins.” Through the media, American Indian children were taught to cheer when an Indian was killed. Walter and his friends share their impressions of these times.

In the boarding school system, students were allowed to return to their home communities during the summer months. Families were reunited and times were good, but a few weeks before school was to start, the communities became quiet and sad, because everyone knew the children would soon be taken away to school for another year. Leaving home was very emotional for families. At school, children were taught to ignore their emotions. Walter shares the liberating feeling of being able to be at a point in ones life when you don’t have to worry about being beaten for expressing emotion that has been covered up for decades.

LEARNING OBJECTIVES

1. Examine the role of the media in developing, perpetuating and promoting stereotypes about Native people.
2. To restate the comforts of home and discuss how family times are special to childhood memories.
3. To understand how difficult it is to hide your emotions and not be allowed to express emotion.

LEARNING/MEDIA ACTIVITY SUGGESTIONS FOR STUDENT PRODUCED ARTIFACTS

1. Using the Internet, have students identify and reproduce images of “American Indians” from the flowing time periods: 1850-1900; 1900-1950; 1950-2000; 2000-present. Place the images side by side on a poster board. Discuss how the images have remained the same or changed.



Still image of Native American boarding school students from *The Thick Dark Fog*. Image courtesy of the Nation Archives.

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STUDENT HANDOUT RESOURCES (GRADES 9-12)

Content Review

1. Name two actors that were referenced in the film. (Roy Rogers, Gene Autry)
2. Did Walter have fun eating popcorn and cheering for who he wanted to at the movies? (No)
3. What did Walter look forward to most while he was in school? (Going Home)
4. Was Walter encouraged to express his emotions? (No)

Discussion Questions

1. What sort of stereotypes about American Indians were portrayed in the films Walter watched at boarding school?
2. Discuss possible reasons why Walter was unable to pay full attention to learning in school.
3. What are emotions? Discuss how a person might feel if they are not allowed to express any emotions over a long period of time.

Learning/Media Activity

1. Watch each of the movies listed below and discuss how stereotypes about American Indians are either reinforced or broken. (*Dances With Wolves*, 1990, Director, Kevin Costner; *Smoke Signals*, 1998, Director, Chris Eyre)

Vocabulary

- Emotion
- Influence
- Media
- Stereotype

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CHAPTER 6 – LIFE AFTER SCHOOL

VIDEO CLIP: “Life After School,” available at nativtelecom.org/education/thick_dark_fog.

Contains timecodes (31:17-31:31) (32:48-33:22) (34:06-35:07) (35:56-36:36) (37:221-40:53)

KEY CONCEPT: How traumatic experiences may lead to negative behaviors.

TEACHER RESOURCES

The main objective of the boarding school was to destroy the fabric of the Native culture—its children. According to Kevin Gover, Director of the National Museum of the American Indian, “When you destroy the roots of a society, you destroy its children, as they are the core of the society.” Children were made to feel ashamed of who they were. Government workers told the young children that they were not as good as other children their age. This trauma associated with shame, proved to have long lasting effects on the adult personalities of the American Indian population because children’s personalities were still forming. It was no wonder that subsequent generations of Lakota inflicted abuse on their loved ones, as they thought this was an acceptable way to treat another human being.

American Indian Reservation communities lacked sufficient infrastructure and an atmosphere of hopelessness prevailed. Many lived amidst alcoholism, domestic violence, and suicide. The 1960s saw a time of civil unrest in the United States as social justice groups organized into political factions. The American Indian Movement was formed to raise awareness of the struggle of American Indians, both in the urban communities and on the Reservations. Their approach to bringing attention to lack of infrastructure, poor educational resources and treaty violations was not always addressed in a positive format.

In February 1973, members of the American Indian Movement took over a small store and church in Wounded Knee, SD, to bring attention to the dire living situation in American Indian communities. This occupation was detrimental to the overall health of the Wounded Knee community. AIM members left the community destroyed after the occupation. “Everything lay in ruins after the takeover. Gone were the homes of Cecelia Fast Horse, Hobart Spotted Bear, Ben Iron Teeth, the High Pines, the Bear Eagles, Elmer Two Two and my mother, Rosa,” recalls Walter.

“Gone were the churches many worshiped the Creator in, the Catholic, Episcopal and Presbyterian, the trading post we had gathered in, and our museum. Gone was the laughter of children, along with the dogs, cats and horses that had been our companions. As I walked and counted buildings, I’d pass by friends and family members whose faces no longer sparkled with life or joy. Their eyes averted contact and were empty, their shoulders hunched and heads cast downward. Life felt completely hopeless. I thought I should feel rage, but instead I felt hollow, numb and alone.”

The atmosphere of hopelessness and devastation continued. After seeing all of this unfold, Walter realized that he was at a point in his life where he had no choice but to turn to his Lakota spirituality to regain his sense of self. It is common for American Indian adults who have been away from their culture during their school years to not practice their Tribal traditions.

LEARNING OBJECTIVES

1. To examine the family structure and its importance in our culture.
2. To become familiar with the history of the American Indian Movement and its impact on the American Indian community.
3. To become familiar with the concept of spirituality.

LEARNING/MEDIA ACTIVITY SUGGESTIONS FOR STUDENT PRODUCED ARTIFACTS

1. Using the Internet, have students research the various social justice groups that formed during the 1960’s. (Black Panthers, anti-Vietnam groups, United Farm workers). Identify their platforms and prepare an index card for each group that outlines the philosophy of each. Pay particular attention to the American Indian Movement.

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STUDENT HANDOUT RESOURCES (GRADES 9-12)

Content Review

1. According to Kevin Gover, Director of the National Museum of the American Indian in Washington, DC, _____ is the “basic fabric” of our society. (the family)
2. What is Walter referring to when he speaks of the “thick dark fog”?
(Not having the ability to function in a positive manner due to abuse he suffered.)
3. What does AIM stand for? (American Indian Movement)
4. What occurred at Wounded Knee, SD, in December, 1890?
(The U.S. Calvary killed Big Foot and 200 Lakota citizens.)

Discussion Questions

1. Discuss the events that led up to the massacre at Wounded Knee in 1890. What was the U.S.’s American Indian policy at that time?
2. Why do you think people decided to organize the American Indian Movement? What kind of change do you think they wanted to see in Indian communities?
3. Think about how your parents discipline you when you misbehave. How do your parents help you to realize that you have made a mistake? What steps do they take to encourage you to correct your behavior?

Learning/Media Activity

1. Organize students into small groups. Have each select a “cause” card. The groups will organize to support and defend their particular cause. Have students discuss and list reasons to support their cause and develop a plan to educate others to gain support. (*This is about believing in a cause and organizing to get others to support your ideas.*)

Causes are as follows: water conservation, preservation of the rain forest, medical assistance for illegal immigrants, encouraging people to use alternative modes of transportation.

Vocabulary

- Civil Rights
- Inipi - Sweat Lodge Ceremony
- Spirituality

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CHAPTER 7 – TOWARDS PEACE

VIDEO CLIP: “Towards Peace,” available at nativtelecom.org/education/thick_dark_fog.
Contains timecodes (41:27-43:04) (43:57-45:13) (45:55-46:48) (47:42-48:01)

KEY CONCEPT: Seeking help for problems, memories of family and Tribal traditions.

TEACHER RESOURCES

The Victims of Violence Program, through Harvard University in Cambridge, MA, is an adult outpatient trauma clinic that works with crime victims and people from crime victimized communities. It was very clear that former students of the American Indian Boarding schools suffered from the types of crimes listed in the clinic guidelines. When Walter was diagnosed with Complex Post Traumatic Stress, he was able to put a label to his suffering. This occurrence is found in many American Indian adults who spent time in boarding school as children.

Reconnecting with positive childhood memories has been determined to be the best way to begin a healing journey. Many Native people who attempted to work for the betterment of their home communities often found their efforts in vain due to the poor morale and hopelessness of the people. The occupation of Wounded Knee had not helped better living conditions in Native communities and people were skeptical of one another. For some, like Walter, reaching out to and helping others was a positive way to confront and defeat his demons.

In the Lakota tradition, also true in other Native cultures, the art of Oratory is significant and serves as a way to recall ancient teachings. For modern day American Indians, the art form of creative writing uses this ancient Tribal oral tradition as its basis.

Walter spent four years writing his memories. He found that his positive memories were buried beneath all the negative behavior that he had acted out during earlier years. It was courageous for him to talk openly about his abuse because so many times, society does not think it is appropriate to speak about this subject.

LEARNING OBJECTIVES

1. To understand the causes of Post Traumatic Stress Disorder.
2. To examine and understand the reasons American Indian people are mistrusting in nature.



Walter Littlemoon and friends in Wounded Knee, South Dakota. Image courtesy of Kahlil Hudson.

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STUDENT HANDOUT RESOURCES (GRADES 9-12)

Content Review

1. In the film the doctor from Harvard describes a good method to use when healing bad memories from your past. What is it? (to talk and to share)
2. What is the name of the program in Massachusetts that Walter sought help from?
(The Victims of Violence Program at Harvard Medical School)
3. Walter was recognized and honored by _____ for his work as a Community Organizer.
(Geraldo Rivera)
4. For many American Indian Tribes, _____ are important in preserving Tribal traditions.
(oral histories)
5. What is the modern art form derived from Oratory? (creative writing)

Discussion Questions

1. Why did Native people use Oratory instead of books to pass on their history?
2. What other groups of people suffer from this type of disorder brought on by violence and trauma?

Learning/Media Activity

1. Using the Internet, research Harvard Medical School's Victims of Violence Program. Think about the definitions of trauma on the site and write a paragraph describing how this program helps its patients.
2. Compare and contrast, in written format, the experiences of American soldiers who go to war in foreign lands and those of young American Indians who were taken from their homes to attend boarding school.

Vocabulary

- Generation
- Post Traumatic Stress Disorder
- Victim
- Violence

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CHAPTER 8 – THE RETURN

VIDEO CLIP: “The Return,” available at nativtelecom.org/education/thick_dark_fog.

Contains timecode (49:40-52:36)

KEY CONCEPT: Cycle of life, finding resolution to challenges.

TEACHER RESOURCES

Finding out about your family and your family history instills a sense of pride and honor in one’s self. We think of our family reunions and how family members sit and recall good times.

In many cultures throughout the world, art is used to identify family relationships and community social affiliations. Among the American Indian Tribal groups, design and color are used to create works of visual art that tell stories, recount family histories and establish social and political connections.

For Belgian art collector Francois Chladiuk, learning about the connection to family and culture that his collection of Lakota art held was important. His effort to visit with and learn about the Littlemoon family was a way for Walter and

his family to reconnect with their family of origin. Knowing this family history provides one with a sense of belonging and was critical to Walter’s healing journey. Through hard work and courageous acts, it is indeed possible for one to resolve past injustices and look to the future with a positive mind and spirit.

LEARNING OBJECTIVES

1. To learn how designs and colors in visual art identify family, clan and tribal affiliation.
2. To learn about how information about artifacts in an art collection is an important tool in studying history.
3. To become familiar with how a person can use art to achieve resolution and inner peace.

LEARNING/MEDIA ACTIVITY SUGGESTIONS FOR STUDENT PRODUCED ARTIFACTS

1. Using the Internet, research and identify information about the Buffalo Bill’s Wild West Show. Where did it originate, how was it organized, who was the person that lead the effort to present these shows? Who participated in the shows and where did they travel? Have students create a flyer announcing the show with a stop scheduled in their community.
2. Have students look at the exhibition schedule in their local library or history museum. What types of exhibitions are being presented? Can they learn more about the history of their region through these exhibits?



The Littlemoon family at the Brussels World Fair in 1935. Image courtesy of Francois Chladiuk.

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STUDENT HANDOUT RESOURCES (GRADES 9-12)

Content Review

1. What is the name of the Belgian Art collector? (Francois Chladiuk)
2. How did Chladiuk determine that the pieces in his art collection belonged to the Littlemoon family? (He compared the labeled photographs with actual artifacts.)
3. What role did writing a book play in Walter's healing journey? (It helped him work through difficult times from his childhood.)
4. What traditional art form does writing come from? (Oratory)

Discussion Questions

1. Why are museum exhibitions important for our culture? How do we learn from information presented in an exhibition? Imagine your family history was presented in an exhibition. How would that make you feel?
2. Walter used the art of creative writing to help himself heal his pain. Take a moment to think about art. What types of art make you feel happy? What types of art make you feel peaceful?
3. Think about being out in Nature. Many say that being in Nature is very healing. Discuss your feelings about being in Nature. Do you feel refreshed after a walk along a stream? Do you feel at peace when you can sit on a porch and watch, listen, and smell a summer rain? Share your thoughts on this with your group.

Learning/Media Activity

1. Have students collect family photographs and assemble them in an arrangement that shares their family history. Have each student present the history of their family. Discuss sense of belonging and pride each student feels following the presentations.

Vocabulary

- Enlightenment

Educational Guide

RESOURCES

Away From Home: American Indian Boarding School Experiences 1879-2000.

Margaret Archuleta, Brenda J. Child, K. Tsianina Lomawaima, eds. Phoenix, AZ.; Heard Museum, 2000.

They Called Me Uncivilized: The Memoir of an Ordinary Lakota Man From Wounded Knee.

Walter Littlemoon, Jane Ridgway. iUniverse; 2009.

Trauma and Recovery. Judith Lewis Herman, M.D. Basic Books, New York, NY; 1997.

Boarding School Seasons: American Indian Families, 1900-1940. Brenda J. Child. University of Nebraska Press, Lincoln, NE; 1998.

Education for Extinction: American Indians and the Boarding School Experience 1875-1928.

David Wallace Adams. University Press of Kansas, 1997.

No Parole Today. Laura Tohe. West End Press, Albuquerque, NM; 1999.

Wiping the War Paint of the Lens: Native American Film & Video. Beverly Singer. University of Minnesota Press, 2001.

VIDEO

In The White Man's Image, PBS, 1992.

Older Than America, Georgina Lightning, Tribal Alliance, 2008.

Only The Devil Speaks Cree, Patricia Matthews, Thunderbird Productions, 2002.

OTHER SUBJECT AREAS

History/Social Studies

- Indian Wars
- Bureau of Indian Affairs/Carlisle Indian Boarding School
- South Dakota/Oglala Lakota

Language Arts

- Biography
- Rhetoric
- Quotes
- Journalism (Review newspaper articles)

Art & Media

- Museum exhibitions on Boarding School
- Newspaper series on Boarding School

Other Activities

- Learn about Talking Circles and how they are used in counseling practices
- Write about family histories/traditions

Educational Guide

National Social Studies and History Standards, National Council for the Social Studies

NSS-USH.5.12.4 Expansion and Reform (1801-1861)

- Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- Understand the sources and character of cultural, religious and social reform movements in the antebellum period.

NSS-USH. 5-12 Era 6: The Development of the Industrial United States (1870-1900)

- Understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
- Understand Federal Indian policy and United States foreign policy after the Civil War.

NSS-USH.5-12.9 ERA 9: Postwar United States (1945-to early 1970's)

- Understand the struggle for racial and gender equality and the extension of civil liberties.

NSS-G.K-12.1 The World in Spatial Terms

- Understand how to use maps and other geographic representation, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Understand how to use mental maps to organize information about people, places and environments in a spatial context.

NSS-G.K-12.2 Places and Regions

- Understand how culture and experience influence people's perceptions of places and regions.

National Standards for English Language Arts, National Council of Teachers of English

NL-ENG.K-12.1 Reading for Perspective

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information, to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non fiction, classic and contemporary works.

NL-ENG.K-12.2 Understanding the Human Experience

- Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.8 Developing Research Skills

- Students use a variety of technological and information resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

NL-ENG.K-12.9 Multicultural Understanding

- Develop and understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

Educational Guide

National Standards for Visual Arts Standards, Grades 9-12

NA-T.9-12.7 Analyzing, Critiquing, and Constructing Meanings From Informal and Formal Theatre, Film, Television, and Electronic Media Productions

- Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national and international issues.
- Constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

NA-T.9-12.8 Understanding Context by Analyzing the Role of Theatre, Film, Television, and Electronic Media in the Past and the Present

- Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.
- Analyze the effect of their own cultural experiences on their dramatic work.

Achievement Standard, Advanced

- Analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods.
- Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film television, and electronic media productions.

NA-VA.9-12.6 Making Connections Between Visual Arts and Other Disciplines

- Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Educational Guide

National Standards for High School Psychology Curricula

Overarching Theme

- A multicultural and global perspective that recognizes how diversity is important to understanding psychology.
- An understanding that different content areas within psychological science are interconnected.
- An ability to relate psychological knowledge to everyday life.

Standard Area: Life Span Development

Content Standard 5: Childhood

Students are able to:

- 5.3 Describe social, cultural, and emotional development through childhood.

Content Standard 6: Adolescence

Students are able to:

- 6.2 Describe the development of reasoning and morality.
- 6.3 Describe identity formation.
- 6.4 Discuss the role of family and peers in adolescent development.

Content Standard 7: Adulthood and Aging

Students are able to:

- 7.3 Discuss social, cultural and emotional issues in aging.

Standard Area: Social Interactions

Content Standard 1: Social Cognition

Students are able to:

- 1) 1.1 Describe attributional explanations of behavior.
- 2) 1.2 Describe the relationship between attitudes (implicit and explicit) behavior.
- 3) 1.3 Identify persuasive methods used to change attitudes.

Content Standard 3: Social Relations

Students are able to:

- 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
- 3.3 Discuss influences upon aggression and conflict.
- 3.4 Discuss factors influencing attraction and relationships.

Standard Area: Sociocultural Diversity

Content Standard 1: Social and Cultural Diversity

Students are able to :

- 1) 1.1 Define culture and diversity.
- 2) 1.2 Identify how cultures change over time and vary within nations as well as internationally.
- 3) 1.3 Discuss the relationship between culture and conceptions of self and identity.

Content Standard 2: Diversity among individuals.

Students are able to:

- 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

Standard Area: Memory

Content Standard 2: Storage of Memory

Students will be able to:

- 2.1 Describe the differences between working memory and long term memory.

Content Standard 3: Retrieval of Memory

Students are able to:

- 3.1 Analyze the importance of retrieval cues in memory.
- 3.3 Discuss the factors influencing how memories are retrieved.



Native American Public Telecommunications, Inc.

1800 N 33rd Street

Lincoln, NE 68503

**www.nativetelecom.org • www.shopvisionmaker.org
www.pbs.org • www.cpb.org • www.americangraduate.org**

VisionMaker, a service of NAPT, with major funding from the Corporation for Public Broadcasting (CPB), is the premier source for quality Native American educational and home videos. Profits from video sales are invested in new NAPT productions. NAPT shares Native stories with the world through support of the creation, promotion and distribution of Native media.



Image courtesy of Wendy Weston.

About the Author, Wendy Weston (Navajo):

Weston was born and raised in the Four Corners area of the Navajo Nation in the community of T'iisNazbas. She is born to the Bilagaanaa People and born for the Kinlichinii People. Her interest in the arts started as a child as she explored several traditional Navajo art forms and participated in ceremonies.

Weston has devoted her career to advocating for Native artists and having the Native voice represented in arts education and public programs. A strong supporter of Native artistic expression, be it in traditional form or a progressive cutting edge genre, her advocacy work has helped to increase the awareness of and respect for Native arts throughout the world. Wendy has worked with artists

from Tribal communities throughout North, Central and South America, Australia, New Zealand and the South Pacific Islands.

Weston spent several years as a roster artist with the Arizona Commission on the Arts, where she conducted residencies in schools and communities throughout Arizona. She also worked as program coordinator for Atlatl, Inc., a national service organization for American Indian arts, where she coordinated national conferences serving the field of Native art and developed and presented workshops in marketing the arts in Tribal communities throughout the U.S. She holds a Bachelor of Science degree in Political Science from Arizona State University in Tempe, Ariz., and has completed graduate coursework in Museum Studies and Cultural Anthropology. For more than two decades, Weston worked in various positions at the world-renowned Heard Museum in Phoenix, Ariz. Currently, she is the principal in her own consulting firm, Turquoise Rainbow Resources, a Native-owned consulting agency that assists in exhibit development, arts education, advocacy, and cultural projects throughout the world.