



## Teacher Resource & Discussion Guide

Written by  
Gina Capald & Q.L. Pearce



# Red Bird Sings: The Story of Zitkala-Ša, Native American Author, Musician and Activist

## Teacher's Resource

### Introduction

#### About the Teacher Resource

This Teacher Resource book may be used as a supplement to support the text and to enrich the experience of reading the biography, *Red Bird Sings*, while encouraging students to relate ideas from the text to the world around them. It incorporates additional national history information and enhances cooperative learning through math, graphic arts, language arts, and social studies projects.

#### You will find

Background information reflecting the content from the book, *Red Bird Sings*.

Facts which enhance the learning experience.

Questions to help trigger discussions

Reproducibles that students can complete by following the color codes provided

Step-by-step directions for group or individual projects based on Gertrude Simmons life and/or general history

#### You also get

A bibliography listing extra resources for you and your students.

#### How to Use this Resource

Begin by reading the picturebook, *Red Bird Sings*, to students. Review each spread and begin a class discussion incorporating the additional material from the Teacher Resource page. Share the Facts with students to encourage critical discussions. Ask questions from the Discussion Guide to help students gain a deeper understanding of Gertrude's life. Distribute the reproducibles to students and explain the objective of each project before they begin.

### Discussion Guide

Incorporate these questions into classroom topics while using the picturebook, *Red Bird Sings*. These questions may be used as jumping off points for lively discussions and/or research topics for in-depth study.

#### Pages 6-7

- \* Why do you think school authorities cut student's hair short?
- \* How would you feel if someone cut your hair without asking?

#### Pages 8-9

- \* What do you think it was like for Gertrude when she lived on a reservation?
- \* What sort of chores do you think she had to do?
- \* Some people say that Anglos killed the buffalo to weaken Native Americans. How would the loss of the buffalo change the lives of the Indian Americans?
- \* Why would the government give the Indians poor quality supplies? Were they honoring the treaty?

#### Pages 10-11

- \* Do you think Gertrude's mother was worried about sending her daughter to school? Why?
- \* Why did her mother believe that Gertrude needed an education?
- \* Do you think the missionaries believed that they were doing a good thing?

#### Pages 12-15

- \* How would you feel about being taken far away from your family?
- \* Why did the passengers on the train stare at Gertrude?
- \* What would you do if you were in her place?
- \* What would you do if you were one of the other passengers?

#### Pages 16-17

- \* The students at White's worked and studied about 14 hours each day. Do you think that was a good schedule? Why or why not?
- \* How do you think Gertrude felt during prayer time?
- \* Why did the Quakers think that the children should adopt white culture?
- \* What do you think was the most difficult part of her culture for Gertrude to change?

Con't on next page



The ALMA  
MONTHLY

**"I REMEMBER THE DAY  
I LOST MY SPIRIT."**

So begins the story of Gertrude Simmons, also known as Zitkala-Ša, which means Red Bird. Born in 1876 on the Yankton Sioux reservation in South Dakota,

*Pages 18-19*

- \* Why did Gertrude think that the Quakers were blind to the needs of Indian children?
- \* Why did Gertrude feel out of place on the reservation?
- \* Why do you think Dawee and his friends wore Anglo clothes?
- \* Do you think Gertrude liked school? Why?

*Pages 20-21*

- \* Why do you think that Gertrude was able to empathize with the problem of inequality for women in Anglo society?
- \* The music program was an important part of the curriculum at White's Manual Labor Institute. How does music help students to live in society? Do you think that music and art should be part of modern educational programs? Why or why not?
- \* The names of the students in Gertrude's graduating class were typical of Anglo names. Why do you think authorities required this name change?
- \* How would you feel if someone insisted that you change your family name?
- \* Most of the names we use for indigenous people of the United States have been given by non-Indians, including the names American Indian and Native American. Would it change the general perception of Native Americans if we called them by the name that each tribal group called itself? How?

*Pages 22-23*

- \* Gertrude learned a lesson from the Quakers about civil rights. Even so, how were the civil rights of Native Americans violated at Indian schools?
- \* Do you think it is courageous to stand in front of a large crowd and deliver a speech? In what way? Gertrude faced her fears and succeeded. Can you give an example of how you have faced a fear of your own and succeeded?

*Pages 24-25*

- \* Why did Gertrude avoid injuring dandelion heads?
- \* What can young people do to protect nature?
- \* Why did it upset Gertrude to see the flag that her opponents displayed when she gave her speech?
- \* Gertrude participated in many activities at Earlham College. How did that help her to fit into Anglo society?

*Pages 26-27*

- \* What did Captain Pratt mean by "Kill the Indian, and save the man"?
- \* How would you feel if you were taught at school that your culture was inferior?
- \* How would you feel if you were not allowed to speak your native language or practice your religion?

- \* Why do you think Gertrude began to use the name Zitkala Ša?

*Pages 28-31*

- \* Some recent research shows that students learn more readily if their culture is treated with respect. Do you think that is true? Why or why not?
- \* Native Americans lived in a wide variety of homes such as tipis, hogans, longhouses and adobe structures. Some were permanent and others were moveable. What were some of the environmental factors that determined the type of home that was built in a given area?
- \* Why was Gertrude driven to be successful in the Anglo world? How did her success as a writer help or hurt her people?
- \* Why is it important that Native American legends were written and preserved?

*Pages 32-33*

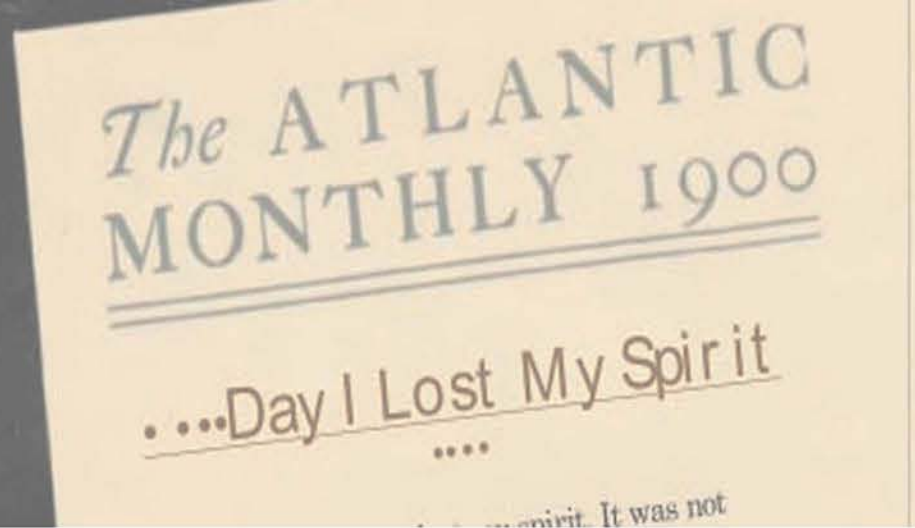
- \* Why do you think Gertrude chose opera to present the Sun Dance story?
- \* The United States outlawed the practicing of the Sun Dance ceremony in 1904 partly because some versions included ritual body piercings. Do you think that a government should pass laws to limit spiritual practices?
- \* In 1978 the American Indian Religious Freedom Act was passed to protect the religious rights and cultural traditions of American Indians. It guaranteed access to sacred sites and traditional ceremonial items. What affect do you think the law had on Native American culture?
- \* What are some ways that art, music and literature are used to encourage tolerance and justice in society?

*Pages 34-37*

- \* Why did Gertrude think that citizenship would help her people?
- \* Why did Gertrude think that the Women's Movement should support her fight for justice for Native Americans?
- \* What are some of the ways that people use the American political system to bring about change?
- \* Gertrude used speeches and articles to help educate the general public about the plight of her people. What are some modern tools that may be used to spread information?

*Pages 38-41*

- \* What are some of the social barriers that Gertrude helped to break down during her life?
- \* Later in life Gertrude often wore traditional Sioux clothing when giving speeches. Why do you think she did that?
- \* What are some of the ways that Native American culture has helped to make the United States a stronger nation?



## The Day I Lost My Spirit

### Respecting differing cultures

For many Native Americans the length and style of their hair had cultural and spiritual significance. Traditionally, men of Sioux tribes cut their hair only when they were in mourning or to show shame. To Gertrude Simmons, wearing shingled hair, or cut bangs, signified that she was a coward. When discussing the spread in the picturebook, *Red Bird Sings*, note that for Gertrude, her haircut was a frightening and humiliating experience.

Children of the Sioux who entered boarding schools were given Anglo clothes and names. They were often beaten if they spoke their Native language. In many cases when they returned to the reservation they could no longer communicate with their own families.

### FACT

#### Squash Blossom

Young unmarried women of the Hopi nation often wore their hair in a unique style called the squash blossom. It was achieved by parting the hair down the middle from the forehead to the nape of the neck. The hair on each side was then twisted and arranged in a large whorl above each ear. When a young woman was married she no longer wore her hair in the squash blossom style but in braids instead.

Depending on the tribe, Native Americans wore their hair in a wide variety of styles that could include free flowing, braids, topknots, scalplocks, fringes, crests and shaved heads. Hair might be colored, stiffened with grease or clay, or decorated with feathers or fur. In general, Sioux men and women both wore their hair long. Select a tribe from the list below and research how they wore their hair and why.

Seminole, Hopi, Cherokee, Crow, Caddo, Sioux, Blackfeet

#### Manifest Destiny

During the mid 19th century, many Americans believed that it was the destiny of the United States to expand its borders from the Atlantic to the Pacific. In an article written in *The United States Magazine and Democratic Review* in 1845, editor John L. Sullivan called this belief Manifest Destiny. Since land rights of Native Americans were barely recognized by the United States government, supporters of Manifest Destiny proposed that Indians could and should be removed from their land. In his book, *The Conspiracy of Pontiac* (1851) historian Francis Parkman wrote that Native Americans were "destined to melt and vanish before the advancing waves of Anglo-American power, which now rolled westward unchecked and unopposed."

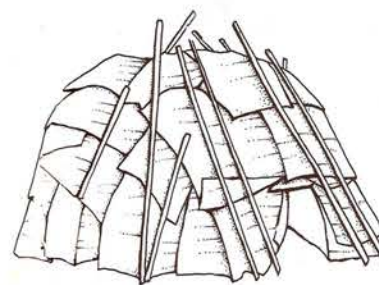


### Dwellings

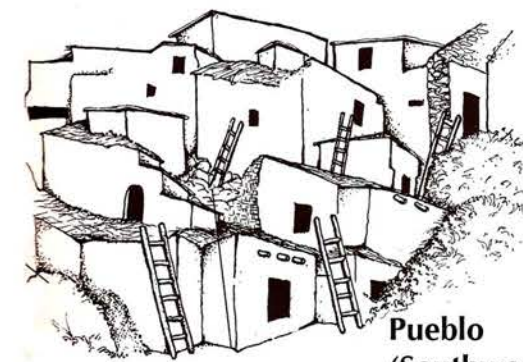
Project: (Social Studies, Art)

When Gertrude was a young child she lived in a tipi. Look up the name of a tribe that used each type of housing below.

Name \_\_\_\_\_



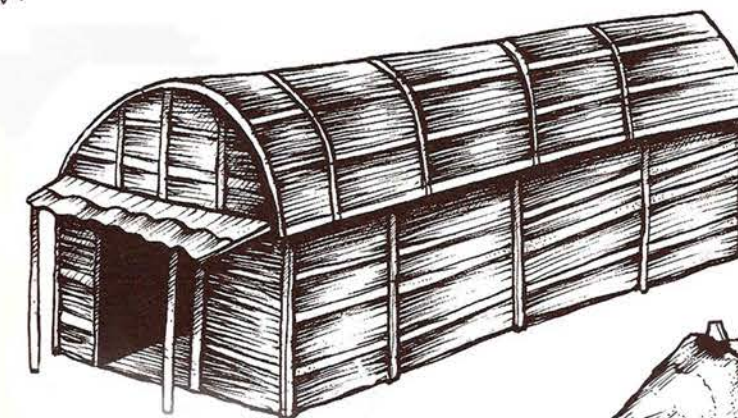
Wigwam (Far North)



Pueblo (Southwest)



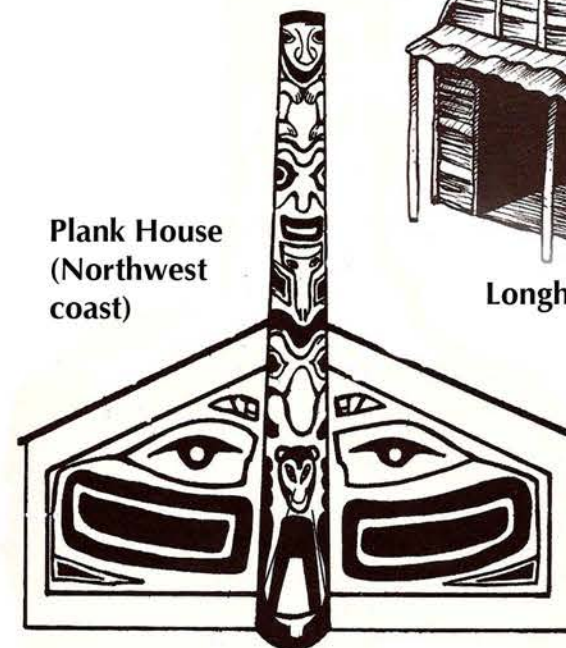
Tipi (Plains)



Longhouse (Woodland)



Hogan (Southwest)



Plank House (Northwest coast)



Wickiup (California & Desert regions)

# Great Shadows



## Compare and Contrast Indigenous Cultures in the United States

It is important to define the many nations of American Indians as separate and unique. While neighboring nations shared similar customs, each was distinct.

Gertrude Simmons' mother was Yankton Sioux. Her name was Tate Iyohiwin, which meant Every Wind. The Yankton (Ihanktunwan, or People of the End Village) belong to the Sioux confederation of Plains Indians. The Sioux Nation is comprised of three divisions: the Santee or Eastern Sioux (Dakota), the Middle Sioux (Nakota or Yankton), and the Teton (Lakota). Each of these groups is divided into subdivisions.

Established in 1858, the Yankton Sioux Reservation spread over 400,000 acres. After the Sioux gave up their claim to more than eleven million acres of land in what is now South Dakota, they were forced to walk from their homes to the reservation. Once there, they were told that they could not leave reservation land unless they had written permission. While the Yankton were captives on their land, Anglo hunters crossed the plains and slaughtered their most important source of food, the buffalo. This majestic animal also provided clothing and shelter for the Sioux. Its disappearance left them on the verge of starvation. According to their agreement, the federal government promised to provide food, livestock and other provisions to the Yankton but the food was often inadequate, stale and moldy. This is the world in which Gertrude Simmons was born.

### FACT

Sioux beadwork is distinct in several ways. Originally it was done with porcupine quills dyed red, yellow, blue, orange, green and purple. In the late 1800s glass beads and special dyes became available through Anglo traders. The beads were sewn directly to the item or onto strips of leather, which were then sewed to the piece, using a lazy stitch or lane stitch. The designs were often geometric with triangles, circles and squares of color usually on a light or white background. The designs were sometimes outlined with a dark color to contrast with the white.

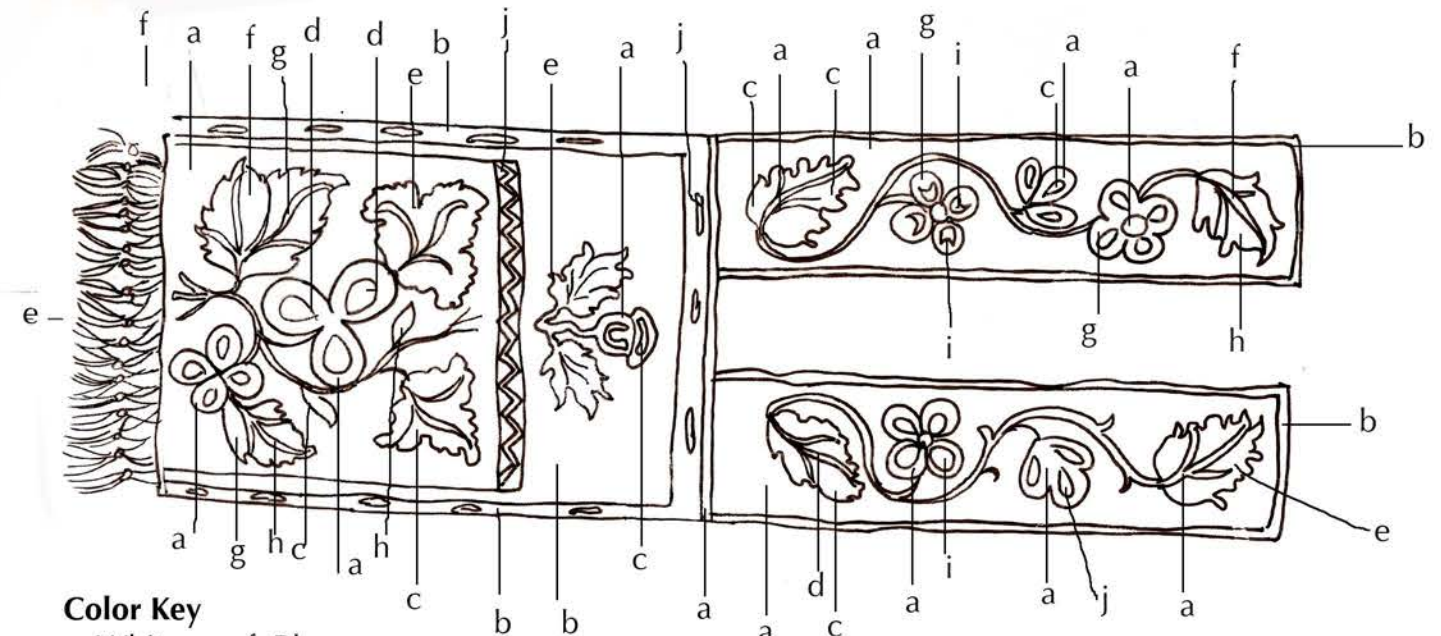


## Yankton Bead Design

Project: (Art, Culture)

The Yankton continue to observe traditional religious occasions. The clothing worn at these events represents personal expression. Objects for ceremonies often have symbolic meanings. Colors represent concepts, the six directions and spirit 'manifestations' of animals.

The bandolier bag is worn during festivals. The design below is based on one made in the 19th century. Copy and cut out the bandolier design then follow the key below using traditional colors. Make your own design based on the Yankton style.



- Color Key**
- a. White
  - b. Black
  - c. Green
  - d. Yellow
  - e. Purple
  - f. Blue
  - g. Brown
  - h. Ocher
  - i. Red
  - j. Pink

# Iron Horse



## Influencing the West

The Transcontinental Railroad was completed on May 10, 1869. Many people benefitted from the new way to travel and transport goods from coast to coast, but Native Americans did not benefit. As the railroad encouraged the westward advance of white settlers, Native Americans were regularly forced onto reservations. The bison herds became easy prey to hunters who shipped tons of meat and over a million hides by rail to markets in the East. They also shot the animals for sport, leaving the carcasses to rot. Passengers were often allowed to shoot bison from the windows of train coaches. In one contest, a man from Kansas killed 120 bison in 40 minutes. In some cases military troops were ordered to kill the bison to deny Native Americans this important food source.

### FACT

At first the government built "day schools" near some reservations. Indian students would attend school and return home. The organizers hoped that the students would teach their parents what they were learning. Instead the students retained their tribal identities. In the 1880s off-reservation boarding schools were built far away from reservations so that children were completely separated from the support of their family and friends. Some of them never saw their families again.



1867--The evolution of the West in four decades--1907

Courtesy of Library of Congress Prints and Photographs Division Washington



## Making Ribbon Book Marks

Project: (Art)

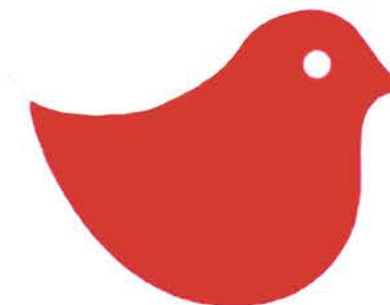
Make a book mark that represents the bookmark found in the art in the picturebook page of *Red Bird Sings*.

### You will need:

- 1 piece of red 2" square
- white glue
- scissors
- pencil
- tissue paper
- white cloth or ribbon, 2" wide by 7" long
- tape

1. Copy the bird design below and tape onto the the red felt square.
2. Cut around the bird and set aside.
3. Trim the ends of the long white ribbon or cloth with a diagonal edge.
4. Glue the felt bird onto the long ribbon.

### Bird Design





## The Land of Red Apples

In the late 1800s, the United States hoped to change the traditions and customs of American Indians. Boarding schools were created with the purpose of "civilizing" American Indian children. Thousands of Native American children were sent to live in these schools and learn the ways of the Anglo culture. Most of the children struggled with loneliness and fear. Others lost their lives to such diseases as influenza, measles, chicken pox, and tuberculosis. Some children thrived despite the terrible hardships.

### FACT

Much of Gertrude's schooling was funded by the Society of Friends, a religious group often called Quakers. They are generally pacifists who value equality, integrity, and simplicity. In the 1800s, American Quakers thought they could help Native Americans by teaching Christianity and training Indians to adopt white culture. Indian children were taught that their culture was inferior. They were punished if they spoke their own language or followed their own spirituality.



## Map Reading

Project: (Map Reading , Math)

Discover the distance Gertrude and her friends traveled by train and wagon to reach her school. Use the map and scale on the next page and follow the directions below.

### Directions:

Look at the map on the next page. Establish the distance Gertrude and her friends travel from their home on the Yankton Reservation to White's Manual Labor Institute. You can determine the distance by using the scale at the bottom of the map. (Map and scale on next page.)

The scale represents miles and 1" is equal to 250 miles.

Take your ruler and measure the straight black line from Yankton, South Dakota to Wabash, Indiana.

Add the total distance from one location to the other

For example:. If the scale on a map shows 10 miles.

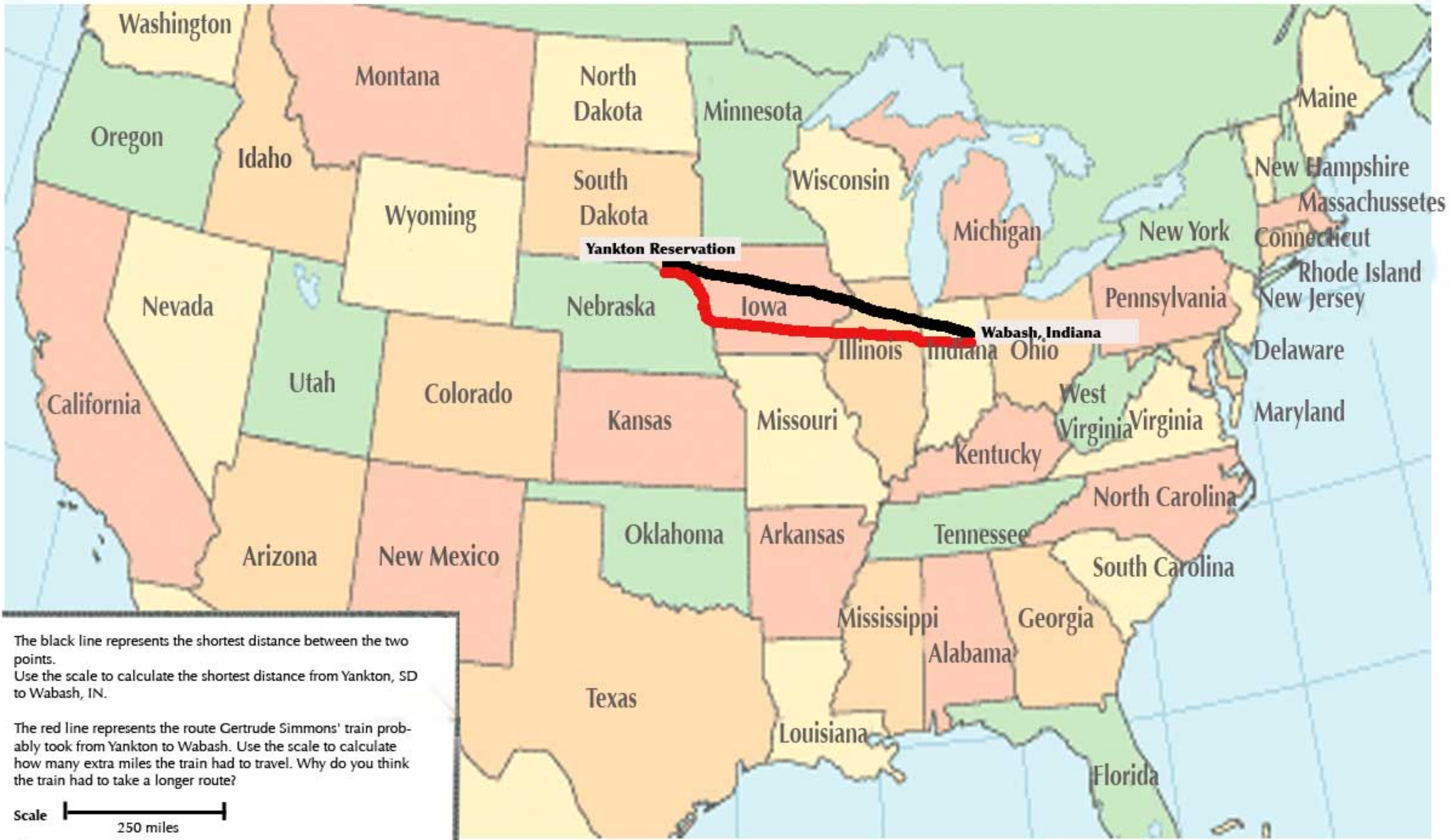
Lay the ruler down from the start to end of the road.

Add the inches from the distance

Repeat the process with the red line on the map.

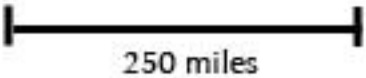
Check your answers on the internet to see how close your calculations are

Name \_\_\_\_\_



The black line represents the shortest distance between the two points.  
Use the scale to calculate the shortest distance from Yankton, SD to Wabash, IN.

The red line represents the route Gertrude Simmons' train probably took from Yankton to Wabash. Use the scale to calculate how many extra miles the train had to travel. Why do you think the train had to take a longer route?

Scale  250 miles





## The Routine



## About the Quakers

In the 1800s, American Quakers were genuinely saddened by the plight of Native Americans. The Quakers believed they could help by teaching Christianity and training Indians to adopt white culture. White's Manual Training School was founded by Quaker, Josiah White. It originally opened as a charity school in Wabash, Indiana, where children of any race could learn basic skills. In March 1883, children from various reservations represented 8 different tribes: Sac, Fox, Modoc, Seneca, Shawnee, Ottawa, Wyandott, and Quapaw.

### FACT

Students in boarding schools followed a strict schedule. In most schools they spent half the day on work assignments and half in the classroom learning U.S. history, geography, language, arithmetic, reading, writing and spelling. Boys chopped firewood and tended the school gardens and animals. Girls made the uniforms and prepared the meals. After evening lectures there was less than an hour of free time. Students were in bed by 9:00 p.m.

### Answer to "Economics of a School" math project

- The total amount that the Bureau of Indian Affairs paid to White's in 1885 was \$10,020.00.
- The amount that the Bureau of Indian Affairs paid to White's a year later was \$9000.00.
- The difference of compensation between 1885 & 1886 is a loss of \$1,020.



## Economics of a School

Project: (Math)

Copy the problem below and have students calculate the answers.

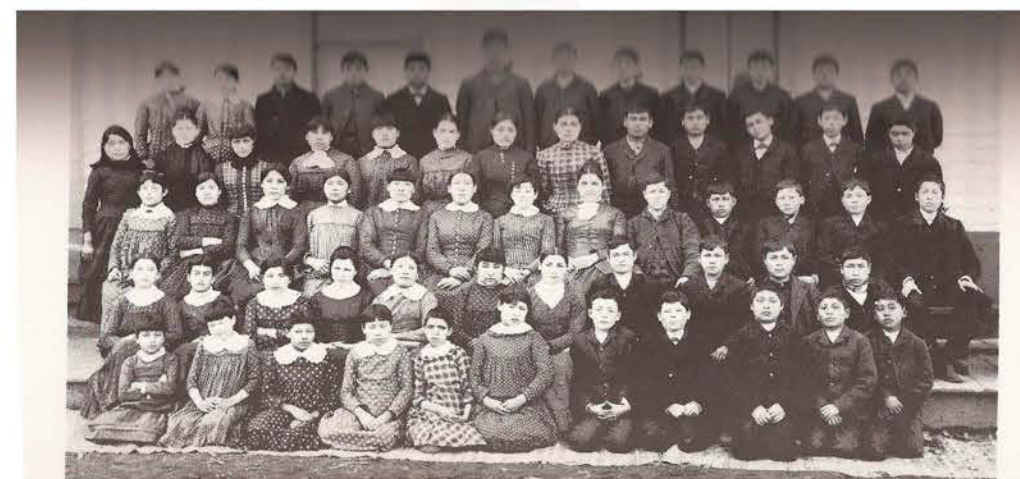
Name \_\_\_\_\_

In 1885, the Bureau of Indian Affairs paid White's Manual Labor Institute \$167 per student for the education of sixty Indian pupils.

What is the total amount that the Bureau paid to the school for the year 1885?

The following year, the Bureau of Indians Affairs reduced the compensation to \$150 per student.

What is the difference between the compensation from 1885 to 1886?



In 1886 Superintendent of White's has this picture taken to send to each of the Indian agencies represented at the school.

# Four Strange Summers



## Changes and Anglo Encroachment

According to the treaty of 1858, Yankton Sioux were deeded land and exclusive rights to the Red Pipestone Quarry. In the treaty the Sioux gave up a large percentage of their homeland to maintain peace and to preserve their access to the quarry that produced the stone, called Calvinite, that they used to make peace pipes. Ignoring the treaty, white settlers and a railroad company began using the quarry. Although the Sioux tried to resolve the injustice through the United States court system, all actions, including a motion to the Supreme Court, were decided against them.



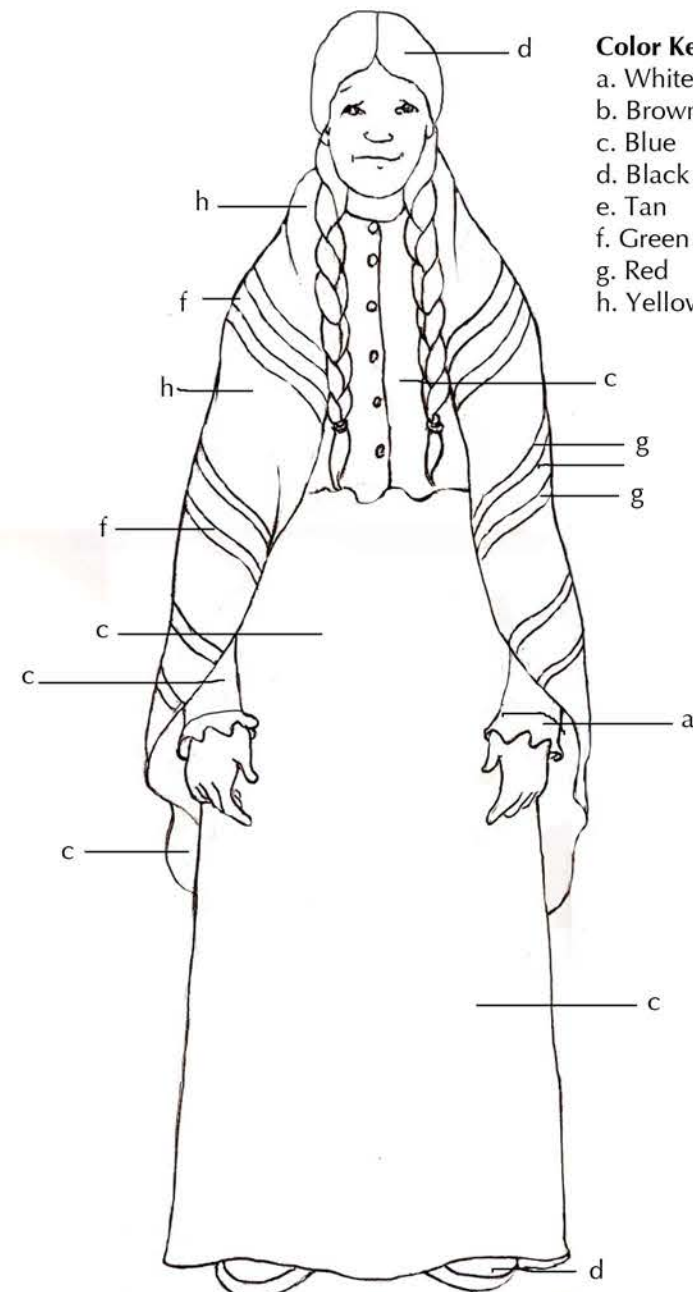
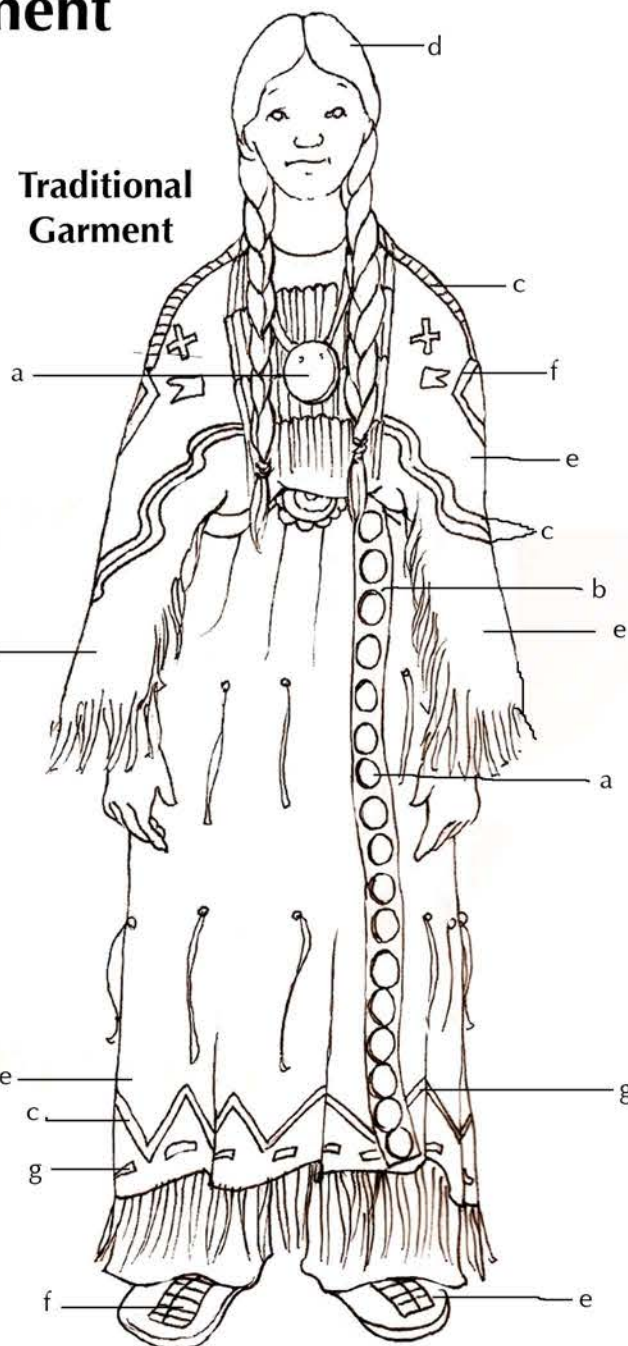
### Garments of the Era

Project: (Culture, Art)

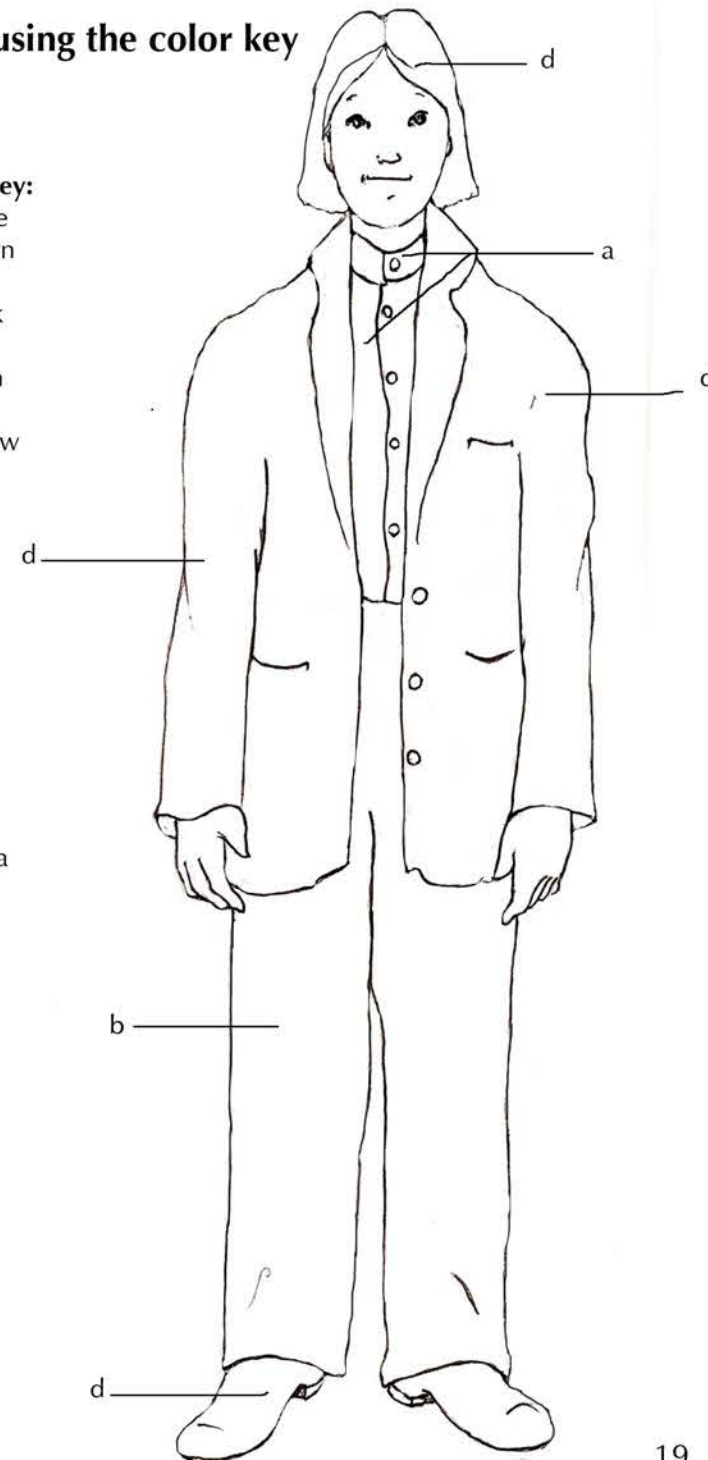
When Gertrude returned home in 1887, she felt like an outsider. Like many of her peers who had adopted much of the Anglo lifestyle, she did not feel entirely comfortable with her traditional culture or with the culture of her teachers. Students at Indian schools were required to wear Anglo styled garments. On the reservation many young Native Americans wore a combination of American Indian and Anglo clothes.

Traditionally Sioux women wore long dresses made of soft buckskin. Sioux men wore soft leather leggings to protect their legs, and breechcloths that were wound over and under a belt to create flaps. They generally wore buffalo hide robes in winter and leather moccasins on their feet. Young women who attended assimilation schools often wore cloth dresses while the men wore jeans and cloth shirts and coats.

Copy the garments and color by using the color key



**Color Key:**  
 a. White  
 b. Brown  
 c. Blue  
 d. Black  
 e. Tan  
 f. Green  
 g. Red  
 h. Yellow



**Anglo influenced styled clothing**

# Continuing at White's Manual Labor Institute



## American Indian Regional Lands

On June 28, 1895, White's Manual Labor Institute held their final graduation ceremony for a class of four graduates. The closing exercises for the Indian school, which included music and the reading of essays, were held on the lawn of the Institute's main building. The ceremony began with a musical performance by a fifteen-piece band. The choir sang an anthem then the students delivered their essays.

Gertrude Simmons had stayed in Indiana to teach music until she entered Earlham College in June. Her fellow graduates, William Fast Horse and Thomas Marshal, chose to return home and to attend college in the west. The fourth student student, Lottie Peck, returned to her family in Nebraska to teach at a reservation school.



Not Afraid of Pawnee by De Lacey W. Gill (1905)  
Courtesy of National Archives, Smithsonian Institution

### FACT

**John (Fire) Lamé Deer was a Lakota holy man born on the Rosebud Indian Reservation approximately 1900. He lived with his grandparents as a child and when he behaved badly his grandmother would say, "Shh, wasicun anigni kte" which meant be quiet or the white man will take you away. Lamé Deer was eventually forced to attend a day school at age six and a boarding school at age fourteen.**



## Compare and Contrast Regions

Project: (Research, Social Studies & Art)

In the 1800's American Indians were often viewed as a single group, but there is no single Native American culture. When Europeans arrived in the fifteenth century, North America was home to several million people divided into hundreds of tribes with distinct languages and traditions. Historians generally divide the tribes that represent the ancestry of modern Native Americans into ten geographical regions.

Give students the list below of cultural regions and have them select two tribes from two different regions, then contrast and compare cultural elements from each tribe. Suggest they compare food sources, housing, clothing, transportation, art, mythology, customs and traditions. Ask students to explain how environment influenced both cultures.

### Regions

- Arctic
- Subarctic
- Northwest Coastal
- California
- Plateau
- Great Basin
- Great Plains
- Northeast Woodlands
- Southeast Woodlands
- Southwest

Next, guide students into making one three-dimensional poster for each region they researched.

1. Have students draw the dwellings, tools, and figures they researched. Cut out and color.
2. Trace the shapes onto foam meat packing trays or corrugated cardboard, glue and cut out.
3. Attach objects to poster using silicone glue.

Display for the classroom.



# Earlham College (September 1895)



## The Quakers and Women's Rights

Earlham was founded in 1874 as a Quaker liberal arts college in Indiana. Gertrude Simmons began her education at the college in 1895 and frequently published poems and articles in the school newspaper the *Earlhamite*, and the student publication, the *Anpao*. Most of her writings dealt with the nobility of Native American Indians. Gertrude valued education and she took advantage of the opportunity provided by the Quakers at Earlham College. It was there that she was introduced to the importance of civil rights for women. Women's rights became the topic for Gertrude's powerful speeches. The term for giving speeches is oratory. This form of communication was extremely important in the 1800's and at the turn of the last century. Eventually Gertrude shifted her focus from women's rights to American Indian's Civil Rights. The boarding school experiences had a lasting effect on Gertrude Simmons.

\* Report card of Gertrude Simmons, circa 1898-1899  
Courtesy of Earlham College.

124

NAMES OF STUDENTS.	FRESHMAN YEAR.		SOPHOMORE Y	
	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.
Gertrude Simmons	A A A	A A A	A A A	A A A
Ethel Simmons	A A A	A A A	A A A	A A A
Charles E. Shaffer	A A A	A A A	A A A	A A A
Edgar Stranahan	A A A	A A A	A A A	A A A
William M. Smith	A A A	A A A	A A A	A A A
Glenn L. Stewart	A A A	A A A	A A A	A A A



## Civil Rights for All

Project: (Writing, Oratory)

Write a speech about Civil Rights using the internet for research.  
Try to make your speech as persuasive as possible. Read to classmates and discuss.

Name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## The State Contest



## Winning Ribbons

Students who knew Gertrude Simmons wrote of her as “pleasant but distant” and noted that, “She walked alone about the campus intent on avoiding fluffy dandelion heads which she did not wish to injure. We heard she could not study in her room on spring and autumn nights since she sat in darkness to protect moths, which fluttered through open windows, from burning their wings in the lighted gas jet.”

Six weeks before school ended, Gertrude became very ill from what is now believed to be malaria and was forced to recuperate off campus. Nonetheless, Gertrude continued her writing and music. Her illness forced her to leave Earlham without earning her degree.

### FACT

The New England Conservatory of Music was first located at the former St. James Hotel in Franklin Square, Boston. When much of the building was damaged in a fire, the Conservatory moved to its current location. It was the first independent conservatory in the United States and noted for its recitals and performances by outstanding artists. Gertrude Simmons short time at the school proved to be a positive experience.

The location where Gertrude Simmons gave her award winning speech. English's Opera House in Indianapolis.



\* Photo from author's collection



## Making Ribbon Book Marks

Project: (Art)

Make a book mark that represents the ribbons from Earlham College.

### You will need:

- \* heavy duty aluminum foil, preferably 3" x 3"
- \* resin glue
- \* 2 thin cards, 3" x 3"
- \* scissors
- \* pencil
- \* tissue paper
- \* white and gold ribbons, 1" wide by 4" long
- \* tape

1. Copy the "E" emblem below and tape onto the the aluminum foil. Copy the design of the emblem by pushing hard with a pencil.
2. Glue the aluminum foil onto one of the thin cards and let dry.
3. Cut around the emblem's circle. Lay it onto the remaining card and draw the circle and cut it out.
4. Trim the ends of both ribbons with a diagonal edge.
5. Glue the two ribbons on the backside of the emblem. Make sure that the diagonal ends point downward. Let dry.
6. Glue the remaining card to the back of the emblem.

Emblem





## Red Bird Takes Wing

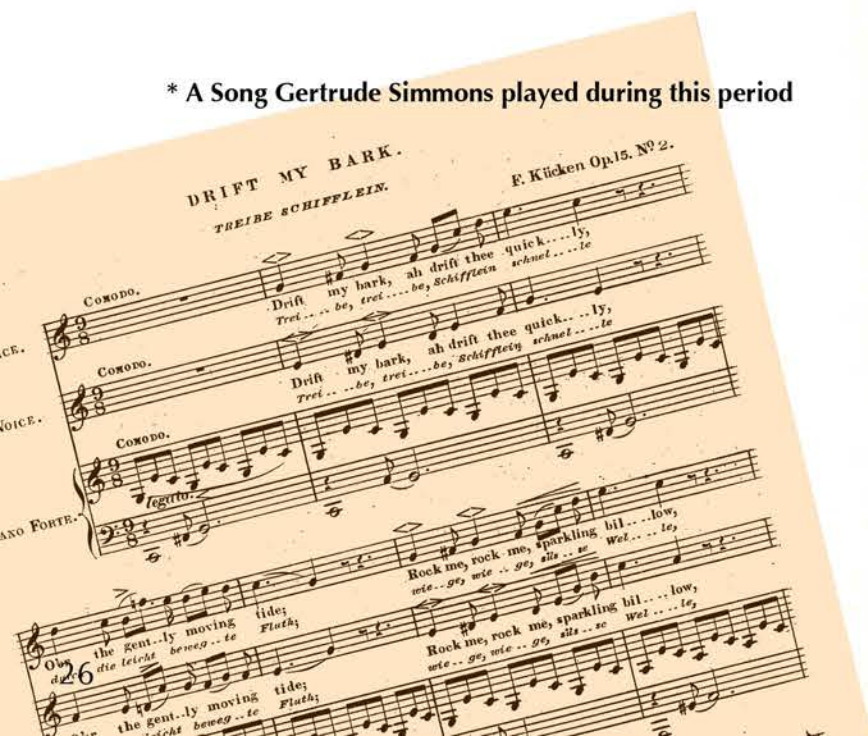


### Boarding School Days

Captain Richard Henry Pratt founded the Carlisle Indian Industrial School in Carlisle, Pennsylvania, in 1879. It was the first off-reservation boarding school and part of the experiment of assimilating Native American children into the culture of the United States. Pratt's motto was, "Kill the Indian in him, and save the man." Pratt believed that, "To civilize the Indian, get him into civilization. To keep him civilized, let him stay." The school was run in military style. Boys wore military uniforms and girls wore Victorian styled dresses. Boys and girls drilled and marched to classes and the dining hall for each meal.

Music was important to the Carlisle curriculum. Every student took classes in music and a band leader was hired. The Carlisle Indian School band became popular for parades, traveling expositions and competitions, football games, and concerts. Gertrude Simmons agreed with the principle of educating Native Americans but not at the expense of stripping them of from their language, culture and religion.

\* A Song Gertrude Simmons played during this period



### FACT

Music and drama were regularly taught in boarding schools. Boys also participated in sports such as baseball and track. Carlisle Indian Industrial School had a nationally famous football team coached by football legend Glenn S. "Pop" Warner. Some Carlisle students became star athletes including Hall of Fame pitcher Charles Albert "Chief" Bender and Olympic gold medalist Jim Thorpe.



### Red Bird Tree with Personal Goals

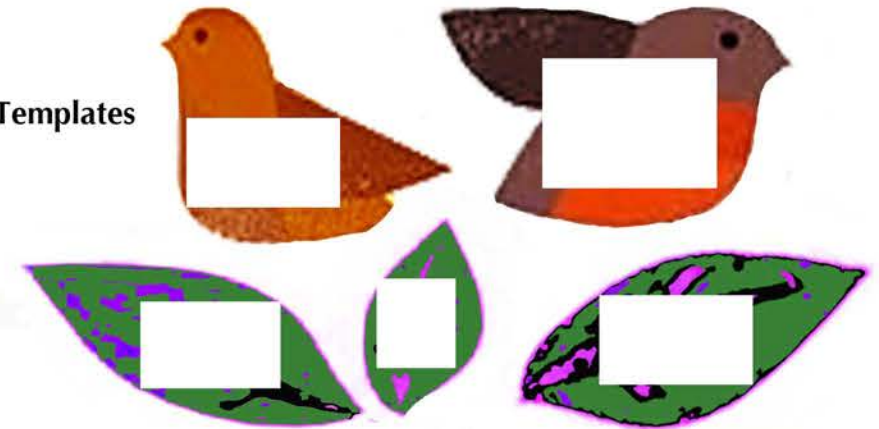
Project: (Art, Creative Writing)

Paper Arts were favorite ways to decoration classrooms in the late 1800's. Your students will make Red Bird's Tree with their own personal goals, 'sayings', and photos.

#### Materials

- white spray paint
- brown paint
- string
- scissors
- glue
- optional (photographs of each student)
- tape

#### Templates



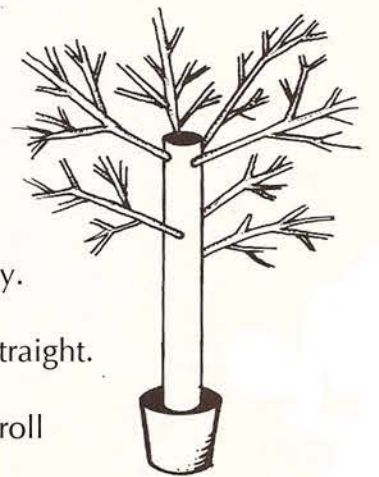
#### For the Trunk

- coffee can
- sand or gravel
- empty wrapping paper cardboard roll

#### For the branches

- sturdy twigs from discarded tree branches

1. Paint the outside of the coffee can with white spray paint. Let dry.
2. Place the empty cardboard roll in the middle of the coffee can and pour sand or gravel around and into the roll to make it stand straight.
3. Poke holes around the top portion of the roll and shove the twigs through. Tape the twigs to secure against the cardboard roll
4. Paint brown and let dry.
5. Copy, enlarge and cut out various leaves and birds templates. Distribute to students. Allow them to express themselves by writing their sayings and goals on the templates. Include photos if desired.
6. Tape the students' leaf and bird templates on to the tree and display.





## Planted ... Strange Earth

### Planted in a Strange Land-Encroachment

By 1898, Zitkala-Ša and others had realized that the boarding schools were failing to create self-reliance in young Indians. In her writings, she called for a new, more humane approach to education. She was joined in this call by G. Stanley Hall (1844-1924) an American psychologist and educator. He proposed that teachers build on the strengths of Native American culture rather than strip it away.

#### FACT

##### The Dawes Act

Congressman Henry Dawes thought that owning property, farming the land, living in houses and sending children to school would help to "civilize" Indians. Under the Dawes Act of 1887, tribal lands were divided up among families and individuals. Some people claimed that another goal of the act was to protect the property rights of Native Americans, but it opened many opportunities for abuse. In order to enroll in the program, Indians were required to change their names to sound more "English."

In other words, Soaring Hawk might become Sam Hunt. Corrupt government agents were able to assign millions of acres of Native lands to their own family and friends. Some of the parcels of land assigned to Indian families were useless for farming. The Dawes Act was repealed in 1934.



Southeast Yankton and the Missouri River. Photo courtesy of author's collection.



### Red Bird Flies Home-Board Game

Project: (Math, Social Studies)

The object of this game is to travel around the board with a player's marker by throwing die.

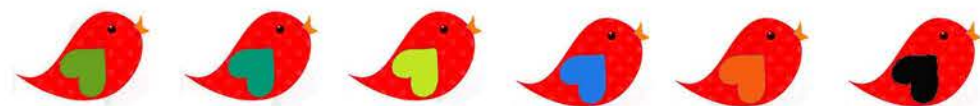
#### You Will Need

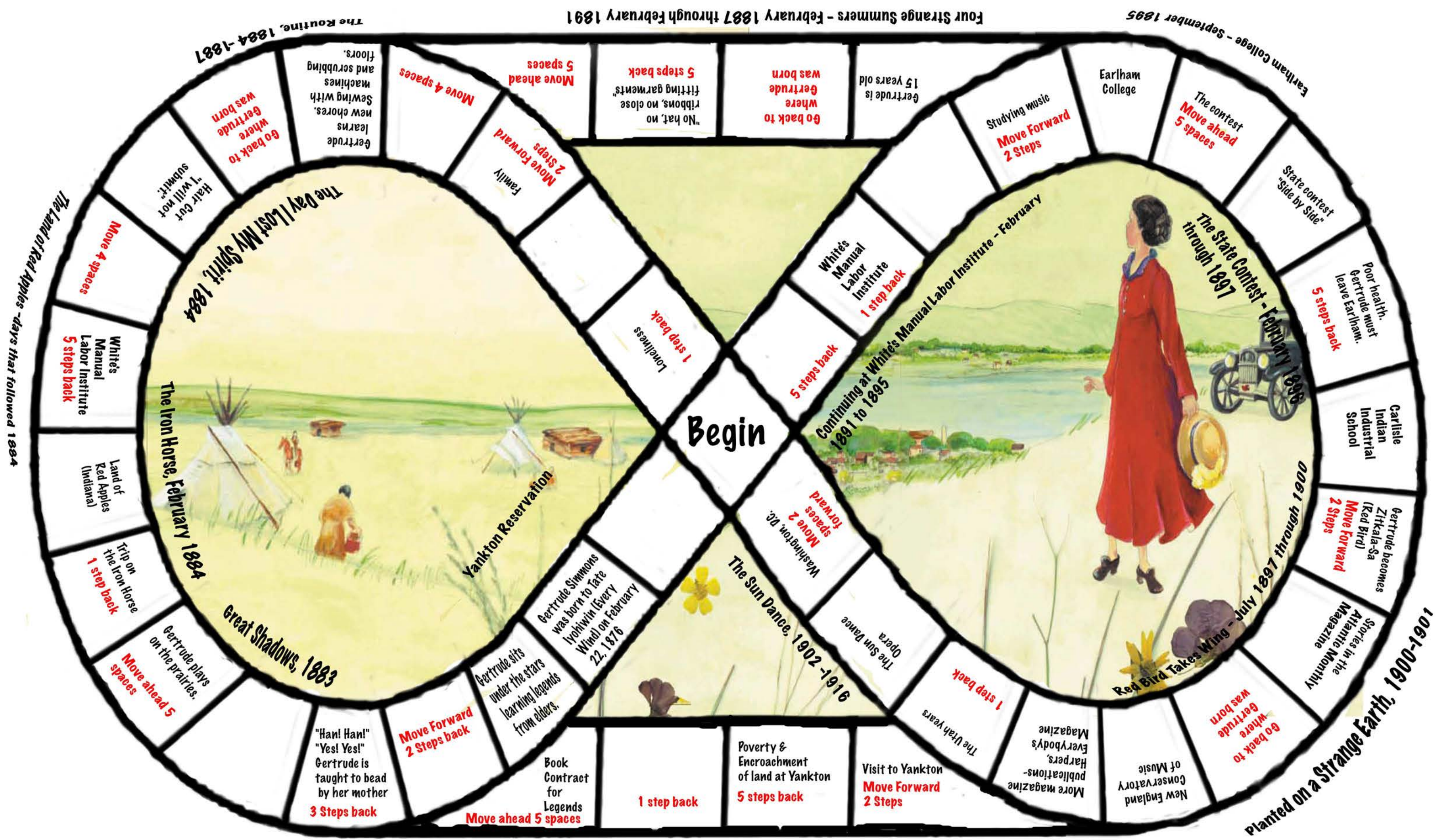
- One marker for each player
- a pair of dice
- a gameboard (next page)

#### How to Play

1. Have students copy and color the markers below onto paper board or use buttons or other objects as markers.
2. Any number of students can play. Each player starts at the space marked "Begin" in the center of the game board. Players move according to the number rolled on the dice.
3. First player rolls the dice to determine number of spaces he or she must move. The student may move onto the figure 8 in any direction. The player must then move around the entire figure 8 in the selected direction at least once. After that they are allowed to use the two outer bridges and move in any direction on the figure 8.
4. The goal is to roll the exact number on the dice to land on the Begin square and then state one fact about Gertrude Simmons' life. The first player to do so wins.

#### Markers









# The Sun Dance



## The First Opera Written by an American Indian

William Hanson taught music at Brigham Young University. He and Zitkala-Ša began to compose the opera, the Sun Dance in 1910. The work included the performance of a ceremony traditional to several Native American cultures. The hero was named after Gertrude's son, Ohiya. The opera was first presented in Utah, in 1913. The performers of the dance were members of the Ute nation who lived on the Uintah-Ouray Indian Reservation and they wore authentic costumes. There were three performances held in Utah and praise of the production reached as far as New York City. It was revived as 'Opera of the Year' in 1939 by the New York Opera Guild.

### Facts

In its original form, the story told in the opera is a love triangle. The male rivals are Ohiya and the evil Shoshone Sweet Singer. They are both in love with the beautiful maiden, Winona, but her heart belongs to Ohiya. In a later version William Hanson added a character, the Shoshone Maid. He also removed Zitkala Sa's name from the title page, a change he later admitted that he regretted.

#### Fun Fact

Another Native American who is renowned in the world of opera is opera singer, Barbara McAlister. Of Cherokee heritage, she was born in Muskogee, Oklahoma in 1941, and is a world famous mezzo soprano.

#### Answers

										E
										C
			T	R	A	D	I	T	I	O
H	A	N	S	O	N	E				A
M	U	T	E	V				M		C
U	N	I						R		U
S	D	T	O							L
Z	I	T	K	A	L	A	S	A	F	T
C	N	N	R	I						U
H	C	C	E	R	E	M	O	N		R
A	R	E	P	O	P					E
T		M								
U		P							A	
			O	H	I	A		N		
			S							
			R	E	S	E	R	V	A	T
			R	E	S	E	R	V	A	T



## Sun Dance Opera Word Search

Project: (Language Arts)

Name \_\_\_\_\_

Find the words from the box below in the word search grid and circle them. Words go up and down, backwards, and diagonal

Utah Compose Native Ceremony Music Hanson Sundance Zitkala Sa Opera  
Ute Ohiya Indian Performance Reservation Culture Traditional

E	A	S	R	O	L	H	U	D	P	Z	T	L	E	Q	K	S	A	E
R	C	Q	E	F	T	G	R	H	S	E	P	A	Z	T	E	U	C	J
F	S	F	O	J	R	T	Z	T	R	A	D	I	T	I	O	N	A	L
T	H	A	N	S	O	N	A	E	I	N	T	K	B	P	A	I	H	O
I	M	N	E	U	T	E	R	V	A	S	H	R	G	M	C	L	C	F
F	U	P	G	N	T	A	F	I	Z	G	I	N	R	O	P	B	U	L
F	S	L	Z	D	I	E	O	T	P	R	A	O	K	N	A	R	L	N
Z	I	T	K	A	L	A	S	A	T	I	F	P	Z	T	I	S	T	Z
A	C	N	A	N	H	R	P	N	A	R	F	I	E	S	F	E	U	O
H	T	H	L	C	A	C	E	R	E	M	O	N	Y	E	R	K	R	P
I	A	A	R	E	P	O	A	P	R	T	K	D	S	O	G	A	E	H
T	R	T	R	O	I	M	A	N	F	S	I	I	P	H	Z	I	R	O
A	G	U	L	S	E	P	Z	R	F	O	L	A	S	T	G	E	R	S
F	T	H	N	T	I	O	H	I	Y	A	K	N	T	H	A	C	N	T
K	Z	E	R	R	E	S	S	K	S	I	C	T	A	K	L	F	O	H
L	F	O	A	C	R	E	S	E	R	V	A	T	I	O	N	S	T	R



## The Fight for Women's Rights and American Indians

Both the Native American movement and Women's Movement gained strength during the 1920's and they dealt with some of the same questions: What did citizenship mean for Native Americans and women? What steps could both groups take to change their lives for the better? How could they achieve their goal of a better education and other opportunities? Gertrude Simmons Bonnin supported both groups and integrated elements of the women's movement into her pursuit of justice for American Indians. Other women preceded Zitkala-Ša in search of change, but none had lobbied the US government as fervently for women's rights and justice for all minorities, including voting rights, sacred rights and human rights. When women won the right to vote, Zitkala-Ša urged women's groups to join her in the Native American cause. She reminded them that they too had been voiceless in society and in the government. Four years later, American Indians were given the right to vote under the Indian Citizenship act signed in 1924.

For her dedication and commitment, Zitkala-Ša's story is often celebrated nationally during Women's History Month.



### Red Bird's Civil Right's Game

Project: (Social Studies)

The goal of the game is to enable students to recognize Zitkala Ša's influence in the battle for civil rights for women and the American Indian. This game encourages active listening and is played similarly to Bingo.

#### Begin

1. Initiate discussion with students about the civil rights movements of the 1800's. Point out that African Americans took their first step toward freedom and equality in 1863 when president Abraham Lincoln signed the Emancipation Proclamation. Note that this was followed by the adoption of the 13th Amendment (1865), which abolished slavery, and the 15th Amendment (1870), which prohibited the government from denying a citizen the right to vote based on race or color. Discuss the role of women such as Susan B. Anthony, Elizabeth Cady Stanton and others in the Women's Movement's fight for the right to vote, own land, and hold property.

2. Give students copies of the Red Bird's Civil Rights Caller's reproducibles and allow time for them to study the topics on the list.
3. Once students have had time to study the information, give them two copies of the Civil Rights Answers list reproducibles and one copy of the Civil Rights Game Board reproducible.
4. Prepare a sample game board to display on a transparency. Explain to students that they will prepare their own game board and markers. Hand out sheets of colored paper and ask students to cut them into squares. Have them cut out the boxes on the Civil Rights Answer list reproducible and place them in random order on the game board.
5. Use your sample game board to model how the game is played while you explain the directions. Ask a student volunteer to read the questions from the Civil Rights Caller's List in random order. Mark off the answers on the game board.
  - a. The game is played in the style of Bingo. The object is to fill a horizontal, diagonal, or vertical line with colored paper squares.
  - b. Players listen as the caller reads the questions.
  - c. Once a question is read, players look for the answer in their game board. If the answer is there, they cover it with a colored paper square.
  - d. When colored squares make a horizontal, diagonal, or vertical line, the player shouts: Stand up for Human Rights!
  - e. Make sure all the answers have been marked correctly, If so, that player wins the game. If not, continue play until someone completes a row.

6. Once the students understand the rules, play one round. You will be the caller in the first round. The winner then becomes the new caller for the next round, and so on.

#### Extended Learning

Discuss aspects of the Women's Movement and American Indian Civil Rights movement that have taken place in the past 50 years. For example, prior to 1965, some states claimed the right to decide whether Native Americans could vote. The passage of the Voting Rights Act of 1965 did not permit any "State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color."

## Red Bird's Questions and answers

### Read or pass information out to students to review

- In 1869 who were the two women who began the National Woman's Suffrage Association?  
Susan B. Anthony and Elizabeth Cady Stanton.
- What was the primary goal of the National Woman's Suffrage Association?  
To achieve voting rights for women by means of a Congressional amendment to the Constitution.
- Who were Lucy Stone and Henry Blackwell?  
Founders of the American Woman Suffrage Association.
- What was the first territory to pass the Women's Suffrage law?  
The Wyoming territory in 1869.
- What was the first state to adopt an amendment granting women the right to vote?  
The state of Colorado in 1893.
- Which were the second and third states to adopt an amendment to grant women the right to vote?  
Utah and Idaho in 1896.
- Why was the National Association of Colored Women formed?  
To bring together more than 100 black women's clubs.
- Who were the leaders of the National Association of Colored Women?  
Josephine St. Pierre Ruffin, Mary Church Terrell, and Anna Julia Cooper.
- Why was the National Women's Trade Union League (WTUL) established?  
To advocate for improved wages & working conditions for women in 1903.
- Why did members of the National Women's Party picket the White House in 1913?  
To demand a federal amendment to give women the vote.
- When were women nationally granted the right to vote?  
The 19th Amendment was ratified on August 18, 1920.
- Why did the General Federation of Women's Clubs (GFWC) respond to Zitkala-Sa's written criticism of the Bureau of Indian Affairs in 1921?  
They wanted to expose the injustice of the American Indian assimilation process.
- What are some ways that Zitkala Sa worked toward civil rights for Native Americans?  
She initiated the General Federation of Women's Clubs, the Indian Rights Association, & the Indian Welfare Committee. She was president of the National Council of American Indians until her death.
- What Federal law allowed tribal lands to be divided up among families and individuals. It's goal was to "elevate" indigenous people to the status of US citizen by giving land to individuals who would then pay taxes?  
The Dawes Act of 1887.
- Why was the Dawes Act unsuccessful?  
It opened many opportunities for abuse and corruption. Useless farmland was given to American Indians-good land was given to Anglos. The Act was repealed in 1934.
- When was the Indian Citizenship Act enacted?  
The Indian Citizenship Act was signed by President Calvin Coolidge on June 2, 1924.
- What did the Indian Citizenship Act of 1924 do?  
It granted full U.S. citizenship to America's indigenous peoples. It also allowed tribal members to preserve their Indian identity while keeping their citizenship, rights, and property.
- Why was the Indian Citizenship Act of 1924 ineffective?  
It did not prevent individual states from denying American Indians their right to vote.

- What are three of the rights guaranteed to Native Americans in the Indian Civil Rights Act (ICRA) of 1968?  
The right to free speech, Protection from unreasonable search and seizure, the right of a criminal defendant to a speedy trial.
- Before 1924, Native Americans could not travel freely throughout the United States. What body controlled their travel?  
The Bureau of Indian Affairs
- What part of the United States Constitution declared Indians as "not under the control of the United States?"  
Article 1 Section 2
- The Act of November 16, 1919 granted citizenship to what group?  
Any Native American who fought in World War I and was honorably discharged.
- What 1870 Amendment to the Constitution barred states from limiting a citizen's voting rights based on race?  
The Fifteenth Amendment
- What Native American activist published the monthly magazine Wassaja, which focused on injustices facing Native Americans?  
Dr. Carlos Montezuma
- What group was established in 1944 to preserve Native American rights under treaties or agreements with the United States and to promote the common welfare of the American Indians and Alaska Natives?  
National Congress of American Indians (NCAI)

## Red Bird's Game Board

**Directions:** Glue the boxes from the Answers List on the game board in random order. When you cover one horizontal, vertical, or diagonal row, shout: **Stand up for Human Rights**

Enlarge board

Land Rights	Rights to Edu	Religious Rights	Voting Righs	Property Rights

# Red Bird's Answer Sheet



Susan B. Anthony & Elizabeth Cady Stanton	To achieve voting rights for women	Founders of the American Woman Suffrage Association	The Wyoming territory in 1869
The state of Colorado in 1893.	Utah and Idaho in 1896.	To bring together more than 100 black women's clubs.	Josephine St. Pierre Ruffin, Mary Church Terrell, and Anna Julia Cooper.
It was established to advocate for improved wages and working conditions for women.	To demand the passage of a federal amendment to give women the vote.	The 19th Amendment was ratified on August 18, 1920.	They wanted to expose the injustice and inequality of the American Indian assimilation process.
Initiated the General Federation of Women's Clubs, Indian Rights Assoc. Indian Welfare Committee. Served as pres. for the National Council of American Indians until her death.	Under the Dawes Act of 1887, tribal lands were divided up among families and individuals.	Government agents abuse & corruption. Useless farming land given to Indian families.	The Indian Citizenship Act was signed by President Calvin Coolidge on June 2, 1924.
It granted full U.S. citizenship to America's indigenous peoples.	It did not prevent individual states from denying American Indians the right to vote.	The right to free speech, protection from unreasonable search and seizure, the right of a criminal defendant to a speedy trial.	The Bureau of Indian Affairs
Article 1 Section 2	Any Native American who fought in World War I and was honorably discharged.	The Fifteenth Amendment	Dr. Carlos Montezuma
National Congress of American Indians			

## Websites for additional reference:

To expand Red Bird's Civil Rights Game, research information from the websites below. Help student form their own questions and answers and incorporate into the learning experience.

### Women's Rights Movement in the U.S.: Timeline of Events

<http://www.infoplease.com/spot/womenstimeline1.html>

### National Archives references on Women's history

<http://www.archives.gov/research/alic/reference/womens-history.html>

### Digital History-Women's Rights History

[http://www.digitalhistory.uh.edu/database/article\\_display.cfm?HHID=630](http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=630)

### A History of the Movement

<http://www.legacy98.org/move-hist.html>

### Native American Netroots "American Indian voting rights."

[http://www.nativeamericannetroots.net/diary/352/american-indian-voting-rightscan Indians](http://www.nativeamericannetroots.net/diary/352/american-indian-voting-rightscan%20Indians)

### "The American Indians and Civil Rights," American University, October, 4, 1965

[http://www.library.arizona.edu/exhibits/udall/indian\\_hm.html](http://www.library.arizona.edu/exhibits/udall/indian_hm.html)

### The Complete Text of Indian Civil Rights Act

<http://www.tribal-institute.org/lists/icra1968.htm>

### Native Nations: Standing Together for Civil Rights

<http://zfreedownload.com/tv-shows/native-nations-standing-together-for-civil-rights.html>

### Arlington Cemetery

<http://www.arlingtoncemetery.net/gsbonnin.htm>

### Gertrude Simmons-works available online

<http://public.wsu.edu/~campbell/amlit/zitkala.htm>

### Women-philosophers. "Zitkala Sa, Gertrude Simmons, 1876-1911."

<http://www.women-philosophers.com/Zitkala-Sa.html>

### Digital Library at Penn Libraries. "A Celebration of Women Writers: American Indian Stories"

<http://digital.library.upenn.edu/women/zitkala-sa/stories/stories.html>

### Questia online Library. Zitkala-Sa

<http://www.questia.com/library/literature/literature-of-specific-groups/native-american-literature/zitkala-sa.jsp>





*The ATLANTIC MONTHLY*

**"I REMEMBER THE DAY I LOST MY SPIRIT."**

So begins the story of Gertrude Simmons, also known as Zitkala-Ša, which means Red Bird. Born in 1876 on the Yankton Sioux reservation in South Dakota, Zitkala-Ša willingly left her home at age



## The Atlantic Monthly

Zitkala Sa used her writing talents in several ways. One as to preserve some of the tales and legends of her people. In 1901 she published *Old Indian Legends*, a collection of tales, legends and myths. The book included five Iktomi tales. In Lakota legend, Iktomi was a spider, the son of Inyan, the creator god. Stories about him are part of an oral tradition passed on from generation to generation. Adults used Iktomi tales to entertain children while teaching them social and moral lessons.

Most scholars accept that Zitkala Ša's writings in the Atlantic Monthly were memoir or semi-autobiographic, this is to say that while Zitkala Ša wrote about her life she added details from stories similar to her own. Later in life she worked to bring the plight of her people to the attention of the public in articles such as "Oklahoma's Poor Rich Indians."

### FACT

The Atlantic Monthly premiered in 1857 with the intention of presenting cultural and literary commentaries. The magazine was founded by a group of prominent writers that included Harriet Beecher Stowe, Ralph Waldo Emerson and Henry Wadsworth Longfellow. It published Gertrude Simmons's semi-autobiographic essays in 1900 and 1902.

**Fact**  
Bonnin Crater on the planet Venus is named for Gertrude Simmons Bonnin. All craters on the planet are traditionally given women's names or are named after famous women.



## Memoir Storybooks with Purpose

Project: (Creative Writing, Art)

Explain to your students that memoir is an historical account, often a biography, based on the author's personal knowledge. An autobiography is the story of a person's life written by that person.

Have students write a personal memoir based on their previous school year. Ask volunteers to present their memoirs to the rest of the class.

To add to the process, allow students to create their own books in story book fashion. See the layout and use as a guide. Suggest that students team up to work on the project, one will work as an illustrator and the other as the author.

Enlarge the picturebook layout and pass to students.

	Cover				
	1	2	3	4	5
6	7	8	9	10	11



**"I REMEMBER THE DAY I LOST MY SPIRIT."**

So begins the story of Gertrude Simmons, also known as Zitkala-Ša, which means Red Bird. Born in 1876 on the Yankton Sioux reservation in South Dakota, Zitkala-Ša willingly left her home at age

12	13	14	15	16	17
18	19	20	21	22	23
24	25	26	27	28	29
30	31	32			



Name \_\_\_\_\_

# Websites



## Websites

Arlington National Cemetery. "Gertrude Simmons Bonnin, Military Spouse." arlingtoncemetery.net. November, 2005. [Http://www.arlingtoncemetery.net/gsbonnin.htm](http://www.arlingtoncemetery.net/gsbonnin.htm) (September 22, 2008 ).

Giese, Paula. "Native Authors: Gertrude Simmons Bonnin, Zitkala Sha." 1996. <http://www.kstrom.net/isk/stories/authors/bonnin.html> (September 22, 2008).  
Scribed. "Name and Identity in Zitkala-Sa's 'Blue Star Woman'." <http://www.scribd.com>. N.d. <http://www.scribd.com/doc/2269077/name-and-identity-in-zitkala-sas-blue-star-woman?autodown=pdf> (May, 2008).

Santee Normal Training School. "Original Site of the Santee Normal Training School." N.d. [http://www.santeedakota.org/santee\\_normal\\_training\\_school.htm](http://www.santeedakota.org/santee_normal_training_school.htm) (October 13, 2008).

Lewis and Clark Trail. "Lewis and Clark Among the Yankton Sioux." LewisAndClarkTrail.com. 1998. <http://lewisandclarktrail.com/sponsors/yanktonsioux/sect1.htm> (March 2008).

South Dakota Office of Tribal Government Relations. "Yankton Sioux Tribe." 2004. <http://www.state.sd.us>. N.d. <http://www.state.sd.us/oia/yankton.asp> (May 2008).

South Dakota State Archives. "Zitkala-Sa." <http://www.sdhistory.org>. 2009. <http://www.sdhistory.org/arc/archives.htm>. (March 2009).

Strom, Karen M. "Lakota, Nakota, Dakota." <http://www.hanksville.org>. 1995. <http://www.hanksville.org/daniel/lakota/Lakota.html> (March 2008).

Private Academic Library Network of Indiana. "Zitkala Sa" <http://replica.palni.edu/>. <http://replica.palni.edu/cdm4/results.php?CISOOP1=all&CISOBOX1=zitkala+sa&CISOFIELD1=CISOSEARCHALL&CISOROOT=all> (April 2009).

Home.epix.net. "Zitkala Sa a.k.a. (Gertrude Simmons) at Carlisle. Indian Helper References." <http://home.epix.net>. N.d. . <http://home.epix.net/~landis/zitkalasa.html> (March 30, 2008).  
--- "School Band." <http://home.epix.net>. N.d. <http://home.epix.net/~landis/schoolband.html> (July 8, 2009).  
---"Indian Helper: November 3, 1899" <http://home.epix.net>. N.d. . <http://home.epix.net/~landis/decora>. (March 30, 2008).

Creighton University: Dakota Home Page. "History." <http://puffin.creighton.edu>. N.d. [Http://puffin.creighton.edu/lakota/index\\_history.html](http://puffin.creighton.edu/lakota/index_history.html) (October 13, 2008).  
Gertrude Bonnin (Zitkala-Sa) (Sioux) (1876-1938), contributing Editor: Kristin Herzog



As a freelance artist, Gina has both written and illustrated books that include nonfiction, educational and picture books. One such book is *A Boy Named Beckoning: The True Story of Dr. Carlos Montezuma, Native American Hero* (Carolrhoda/Lerner, 2008). This book has won the California Reading Association, Eureka! Silver Medal Award, a 2009 Carter G. Woodson Honor Book Award, the National Council for the Social Studies, Gold Medal, Independent Publisher Book Award in the Multicultural Nonfiction Juv-Teen-YA, a 2009 Skipping Stones Honor Award; and, it was included in the 2009 Orbis Pictus Award Recommended Book list by the National Council of Teachers. It has also been included in Bank Street College of Education's text book (100th anniversary edition) as one of 'The Best Children's Books of the Year, 2009'.

Ms. Capaldi attended Malibu's Pepperdine University, Art Center & College of Design in Pasadena, California, and Pitzer College in Claremont, California where she received the Earnst and Jean Hahn Scholarship Achievement Award.

Ms. Capaldi is a member of Delta Kappa Gamma-International Society of Women Educators.



Q.L. Pearce has published more than one hundred books for children on the subjects of science, literature and values, as well as eight collections of scary stories for youngsters and three film tie-in books for the Fox animated film Titan AE and the Universal animated series Land Before Time. Of note, her Nature's Footprints series was used by the Southern California Literacy Association as a tool to teach newly-reading adults how to read to their children. No Guns for Me was endorsed by Sarah Brady, chairperson of the Center to Prevent Handgun Violence in Washington DC. Two volumes of Plays That Show Character Counts, are currently offered as a part of the national Character Counts! program. Additionally, three of her nonfiction books were selected for the 2012 California Readers collections.

Ms. Pearce has written science-related articles for Disney Magazine; regularly gives presentations at Southland schools, bookstores, and libraries; is a frequent contributor to the educational program of the Los Angeles County Fair; and is the Assistant Regional Advisor for The Society of Children's Book Writers and Illustrators in Orange, San Bernardino and Riverside counties.



**Images:**

*Page 10*

1867--The evolution of the West in four decades--1907  
cph 3g08152 <http://hdl.loc.gov/loc.pnp/cph.3g08152>, Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

*Page 12*

Image courtesy of author

*Page 17*

Image courtesy of White's Residential and Family Services, Inc.

*Page 20*

Not Afraid Of Pawnee by De Lancey W. Gill  
(gn\_0358161)  
National Anthropological Archives, Smithsonian Institution

*Page 22*

Image courtesy of Earlham College Archives

*Page 24*

Image courtesy of author

*Page 26*

Drift My Bark by Treibe Schifflin ; Op. 15, no. 2 by Kucken, Friedrich Wilhelm, (1810-1882)  
Collection/Call Number: Music B. 243 no. 14  
Duke Library Digital Collection  
<http://library.duke.edu/digitalcollections/smi.K0506/>

*Page 28*

Southeast Yankton and the Missouri River. Photo courtesy of author's collection.

**Teacher Resource is available as a free download.**

**This Teacher Resource is based on the book:**

**Red Bird Sings  
The Story of Zitkala-Sa, Native American  
Author, Musician, and Activist**

Adapted by  
Gina Capaldi  
QL Pearce

Library Binding: 978-0-7613-5257-0

To Purchase **Red Bird Sings: The Story of Zitkala-Sa**  
Visit your local bookstore or  
order by phone or online.  
800-328-4929  
[www.lernerbooks.com](http://www.lernerbooks.com)

 Carole Rhoda Books