

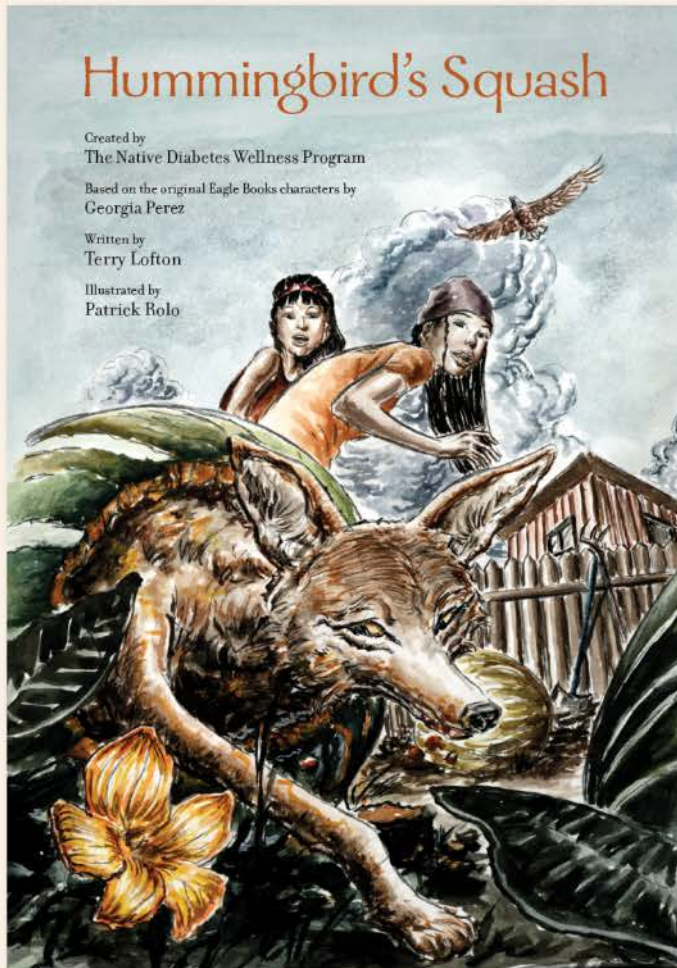


# Eagle Books

## Youth Novels: Educators and Community Guide



### For Hummingbird's Squash





# WE ARE ALL RELATED FAMILY TREES AND HISTORIES

## OBJECTIVES

- 🕒 Create a chart that traces family lineage through time.
- 🕒 Gather a family history.
- 🕒 Incorporate personal family history into the larger community and build understanding of relationships across families.
- 🕒 Create a community tree.

## Background for Teachers

Family trees are an excellent way for students to learn their personal histories and to use some of the tools of the historian. Finding our ancestors and relatives binds us to our families and to each other. Family histories and stories become meaningful when they are understood within the larger history of a reservation, city, county, state, or country. The historical “why, who, and when” questions are answered in the personal histories of families. As students share family stories, they can become aware of how interconnected they are, and how their Tribe’s history is also their history.

In *Hummingbird’s Squash*, characters like Rain, Boomer, Simon, and Hummingbird have families that have lived for generations on the Medicine Cave Indian Reservation. The oral histories of their families would have much in common, whereas characters like Arianna and Larry, who are new to the community, would have families with different historical roots. Because some tribes live in their original homelands or moved together from other parts of the country to their present location, their community histories go back a very long way. Many families are fortunate to have stories passed down to them about their ancestors and important events that happened in the past. Tribes also have family records in their enrollment offices. These sources are very valuable for obtaining the names of ancestors and finding out where and when they were born.

## ACTIVITY 1

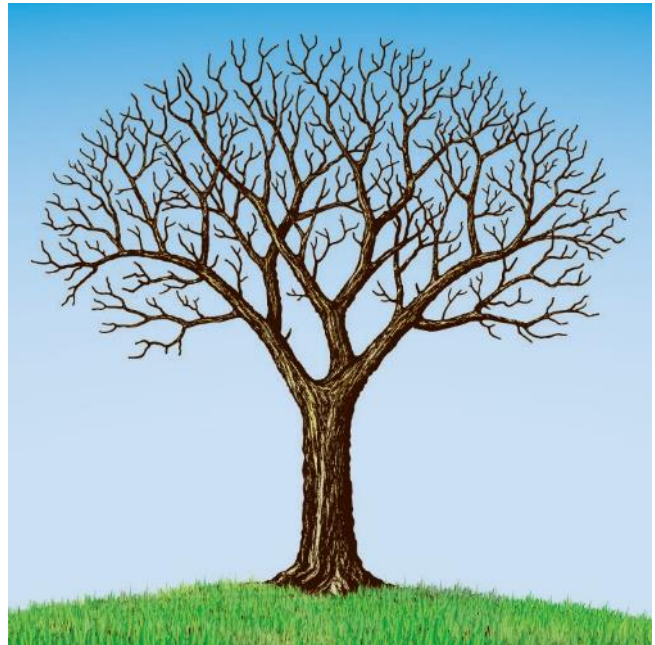
# My Family Tree

### Materials

- A hard copy of a family tree template

There are many kinds of family tree templates that are free on the Internet (several are provided below in Online Resources). Print copies of a four to five generation tree and have students fill in the blanks as best they can. The templates that have labeled blocks are the easiest to use. Choose a tree that allows students to put in the names of individuals and their spouses.

- Advise students to fill in the blocks on the bottom of the tree with their name and the names of their sisters and brothers first. This is the current generation. Then work backwards to their parents and their siblings, and then to their grandparents and great-grandparents, etc. Students will have to ask family members to help them fill out their trees.
- Make photocopies of the family trees created by the class. Give each student a copy of his or her tree to share with their families. Display the originals in the classroom.



### Online Resources

Mike Stevens. Native American Genealogy Presentation for the "Nourish Your Family Roots" Workshop.  
[http://freepages.genealogy.rootsweb.ancestry.com/~mikstevens/native\\_american\\_genealogy.htm](http://freepages.genealogy.rootsweb.ancestry.com/~mikstevens/native_american_genealogy.htm)

Family Tree Templates.  
[https://www.google.com/search?q=family+tree+template&hl=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=mFLST804hpzxBK\\_1geMD&ved=0CKQBELAE&biw=1366&bih=673](https://www.google.com/search?q=family+tree+template&hl=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=mFLST804hpzxBK_1geMD&ved=0CKQBELAE&biw=1366&bih=673)



## ACTIVITY 2

### Ancestral History

The techniques for collecting an oral history are described in the interviewing and Family Detectives activities included in the English/Language Arts section for *Coyote and the Turtle's Dream*. Ten questions are suggested that could help students start a family history book about their living relatives. Now that they have constructed a family tree, students know the identities of more people in their lineage. Finding out information about them will involve talking to more relatives and asking questions that dig deeper into the history of their families. Here are some suggested questions for family interviews:

- Who was the oldest relative you remember as a child? What do you remember about him or her?
- How did our family get its name?
- How did our family come to live where we do today? If we are not in our original homeland, where did we come from? Why did we move?
- What stories have come down to you about your parents? Grandparents? More distant ancestors? What were some of the things that happened during their lives?
- Are there any stories about famous relatives in our family? Did any of them do really interesting or exciting things? Join the rodeo? Become a war veteran? Fight forest fires?
- Ask your relatives if they are familiar with the names on your family tree. Do they know who these people are or were?
- Did any of the people on the family tree move away? Where are they or their descendants now?

Have students write up their interviews. Follow up by scheduling a class period for students to narrate their family tree by presenting highlights of their family's history.



## ACTIVITY 3

### A Community Tree

#### Materials

- Butcher paper
- Magic markers
- Paste or tape
- Copies of class members' family trees

As students share their family histories, they can appreciate their commonalities in terms of values and beliefs, stories of triumph and struggle, and ties to a specific land. As students examine their family trees, they will come to appreciate one of the most important aspects of tribal and community belonging: kinship.

Have students compare their family trees with those of their classmates. Ask them to consider these questions:

- Do any of the people in your family tree share a last name with people in other family trees?
- Do any of the people in your family tree show up in other trees? Like your parents, grandparents, or great-grandparents?
- Is the son or daughter of someone in your tree married to someone in a classmate's tree? Did they have children?
- Is there a married person in your family tree who was also married at one time to someone in a classmate's tree? Did they have children?
- Looking way back in your family tree, do you share a common ancestor with someone in your class or school?



Have students make a list of all of their classmates with whom they share a living relative or an ancestor. Beside each classmate's name, list the names of the relatives and ancestors shared. Make a count of the male and female relatives they have in common.

Questions for students: How many of their classmates' families are they related to? Can they find individuals in the family trees that are ancestors to many students? Who are they?

Now the class is ready to make a community tree. Spread out butcher paper on the floor. Draw a large tree with many branches. Paste the family trees that share the most relatives on a single branch. Then name the branches. The branch may be named after an ancestor, a family surname, or other term that categorizes the family relationships. In some tribes, clans or other kinship relationships may determine the number and kinds of branches.



## BEING A GOOD RELATIVE BULLYING: FORGETTING OUR RELATIVES

### OBJECTIVES

- 📍 Define bullying and kinds of bullying.
- 📍 Understand why bullying is so harmful.
- 📍 Understand some of the reasons why people bully others.
- 📍 Learn ways to deal with bullies.
- 📍 Identify ways that bullying can be prevented and stopped.

### Background for Teachers

Harmony is a key cultural value in American Indian and Alaska Native communities. Harmony is the result of living a life in balance. A balanced life is a healthy life. This state of wellness is created through equilibrium in the emotional, physical, mental, and spiritual aspects of our being. The people who support us in attaining a life in balance are our families and the members of our larger community. In turn, we support them by acting in ways that uphold the traditional values that many tribes hold in common: respect; generosity; kinship and good group relations; honoring elders; being humble; gratitude; bravery; and being spiritually connected to people, animals, and the land.

This interaction is about what it means to be a “good relative” and, as we have learned, in Native communities that is not just an expression. It is the core of the eagle’s message about following healthy traditions. If we asked the eagle what he thought about bullying he would probably say, “We help to prevent bullying the same way we help to prevent type 2 diabetes—by reaching out to our relatives and working together to create a life in balance.”





One of the major themes in *Hummingbird's Squash* is the struggle against bullying, a behavior which threatens the health and well-being of students at Thunder Rock Middle School. In the story, the primary bully, Chris Sorrel, does not know how to be a good relative. As we read the story, we find out why Chris is the way he is. We also read about how Hummingbird and her friends, our animal heroes, the teachers, families, and others in the community all work together to restore the harmony at the school. They do this by reminding us about what it means to be a good relative. The activities in this section examine what bullying is, the characteristics of bullies and its causes, and include some ways to prevent and stop it. Most of the information referenced in these activities is derived from the online resources provided at the end of this section.



## ACTIVITY 1

### What is Bullying?

#### Defining “Bullying”

Engage students in a discussion about what bullying is. Encourage them to draw on what they read in *Hummingbird's Squash*. Guide the discussion so that the following three key characteristics of bullying are included: 1) an attack or intimidation with the intention to cause fear, distress, or harm, 2) a real or perceived imbalance of power between the bully and the victim, 3) repeated attacks or acts of intimidation between individuals over time. With class input, help students to agree on a definition of bullying in their own words. If students wish to discuss their own experiences with bullying, teachers should arrange for a session with the school counselor and/or follow their school's anti-bullying policies.

#### Kinds of Bullying

There are several kinds of bullying: *verbal* (name-calling, insults, and teasing); *relational or psychological/social* (spreading rumors, ignoring, and acting in ways to make other people feel not wanted or excluded from activities); *physical* (hitting, pushing, tripping, and destruction or stealing of personal items and property); *spiritual* (mocking or scorning others because of their religious or spiritual beliefs); and *electronic/cyber* (bullying that occurs through online chat rooms or blogs, instant messaging, text messaging, e-mails, and videos or pictures posted on Web sites or sent through cell phones).

Discuss the different kinds of bullying with students. Then ask them to identify the kinds of bullying that happened in *Hummingbird's Squash*.

#### Consequences of Bullying

Bullying can have physical, mental, and emotional consequences. Bullying can result in physical injuries and even death. Young people who are bullied can feel stressed, worried, and depressed. Young people who are victimized can struggle to concentrate, may have sleep difficulties, can feel physically sick, and have difficulties doing their schoolwork. Young people who bully others also have difficulties and are at increased risk for substance use, academic problems, and violence later in adolescence and adulthood. When a young person is both a bully and a victim, they have a greater risk for experiencing mental health and behavior consequences than their peers who are only a bully or only a victim.

Ask students to reflect on the story. What were some of the consequences of bullying for Hummingbird? What were the consequences for Simon? Were there other students at Thunder Rock Middle School who experienced bullying? What were their reactions? Ask students to describe how they think it feels to be bullied. Remind students that Chris was bullied, too.





### Consequences in Tribal Communities

When people bully, they can bully strangers, peers, and their own relatives—people with whom they share ancestors and history. Discuss with students how bullying affects individuals and the community. Include these questions and explore by asking students to explain their answers:

- Does bullying make victims feel like they don't matter? Like their ancestors and history don't matter?
- Does it make them feel different? Like they don't belong?
- Does it make them less likely to trust people on whom they should be able to depend?
- How does bullying affect those who witness it? Does it make them feel bad? Do they just accept it? Do they join in?
- What effect does bullying have on the bully?
- Does bullying weaken the health of the community? Has the community become less steady, less strong? What happens to community harmony?



## ACTIVITY 2

### Why Do People Bully?

#### Kinds of Bullies

Oftentimes, the victims of bullies will ask—“Why is he/she picking on me? What causes them to act that way? Why do they think they can act that way?” The answers to these questions usually relate to the kind of bully a person is and to personal characteristics that relate to his/her environment.

There are two basic kinds of bullies. Teachers will probably want to translate the following descriptions into terms that would be commonly understood by middle schoolers:

1. Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
2. Some are more isolated from their peers and may be depressed or anxious, have low self-esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Which kind of bully was Chris? Which kind was Walter? Which kind was Larry? Do Walter and Larry show all the characteristics of their type of bully? Does Chris?

Although students know less about Mindy or Chris's brothers, Melvin and Jesse, they may be able to find characteristics in these descriptions that describe them, too.



## Characteristics of Bullies

A number of factors can increase the risk of a young person to engage in bullying. These influences include a family environment with little warmth and affection, high levels of conflict, and limited parental involvement. Youth who are impulsive, behave aggressively in other ways, and believe it is okay to engage in violence are more likely to bully others. It is important to remember that the presence of these risks do not always mean a young person will become a bully. It is also important to know that a bully does not have to be bigger or stronger than his or her victim. The power imbalance between a bully and victim can come from a number of sources, such as popularity, older age, and intelligence.

Which characteristics below are most like Chris? Which ones are most like Walter or Larry?

- Bullied by others at school
- Bullied by family members
- Has a parent that ignores bullying behavior; little discipline at home.
- Has a parent that displays bullying behavior.
- Sees bullying behaviors and other forms of aggression as okay.
- Believes that parents don't care about him/her; parents don't share feelings.
- Has to be in control of others.
- Needs to feel superior.
- Feels rewarded by others when joining in bullying behavior.
- Feels powerful because others fear him/her; enjoys the reputation.
- Believes that rules are for other people.
- Can't feel what others feel.
- Gets angry easily; takes offense easily.

In Chapter 10, "Coyote's Diagnosis," the coyote puts Chris through some tests to find out why he bullied people. What did Coyote think the problem was? How did he think Chris got that way? Was Coyote right? Did Coyote have hope that Chris could change?





## ACTIVITY 3

### Steps To Prevent and Stop Bullying

#### Myths about Bullying

One of the first steps in preventing bullying is to understand that bullying isn't just a normal part of school life. Now that students have read *Hummingbird's Squash* and have learned more about bullying in activities 1 and 2, they are ready to address some of the common myths about bullying. Have students answer the True/False Questions for the quiz, "Myths about Bullying" (see Appendix 4, *Hummingbird's Squash*, Social Studies). Hold a discussion about the students' answers regarding these common beliefs.

#### Getting Serious About Prevention

As the True/False test shows, many commonly held beliefs about bullying are not true. Bullying is not something that has to be tolerated. There are various ways that bullying can be prevented in schools and communities; some of these are included in *Hummingbird's Squash*. In the book, Rain, Hummingbird, and their friends got serious about preventing bullying. Their school, the parents, and others in the community got serious, too. Have students discuss the following questions about ways *Hummingbird's Squash* encourages the prevention of bullying. (For a list of the anti-bullying strategies and attitudes in the book that answers these questions, see Appendix 5, *Hummingbird's Squash*, Social Studies.)

#### Hummingbird, Rain, and Their Friends

- What did they do to follow Granma and Joe's advice? How did this advice reduce their chances of being a victim? How did it reduce the chance that a bullying incident would become more violent? How did Simon and Arianna behave when they were bullied?
- Why did Walter and Larry want to stop bullying? How did Hummingbird, Arianna, and the boys respond to Walter and Larry? How were their actions shaped by Sky Heart's message to follow their traditional ways?
- What does preventing type 2 diabetes have in common with preventing bullying?



### School Administrators and Teachers

- Describe what Mr. Berry did to control and move to stop the bullying situation? What did the teachers do? How did Mr. Berry find out that Chris was behind stealing other kids' lunch money? What steps did Coach Brown take when Chris acted out at the basketball tryouts? How did Mr. Berry and the Coach handle the situation with Walter and Larry?

### Parents and Family

- What did Hummingbird's mother, Darlene, do when Bird told her about Chris? What did Granma say when Rain told her about Hummingbird's being bullied? What did Tom, Hummingbird's father, do when she told her family about the vandalism at the garden? Did Hummingbird's family press charges against Chris when he confessed to tearing up the garden?

### Other Community Members

- How did Boo help Walter and Larry stop bullying? What was Boo's attitude toward Walter and Larry when he found out they had been stealing? How did Willard, the police chief, handle Chris's vandalizing Hummingbird's squash at the Annual Harvest Fair and Pow-Wow? What advice did he give Hoke and Althea, Chris's parents?



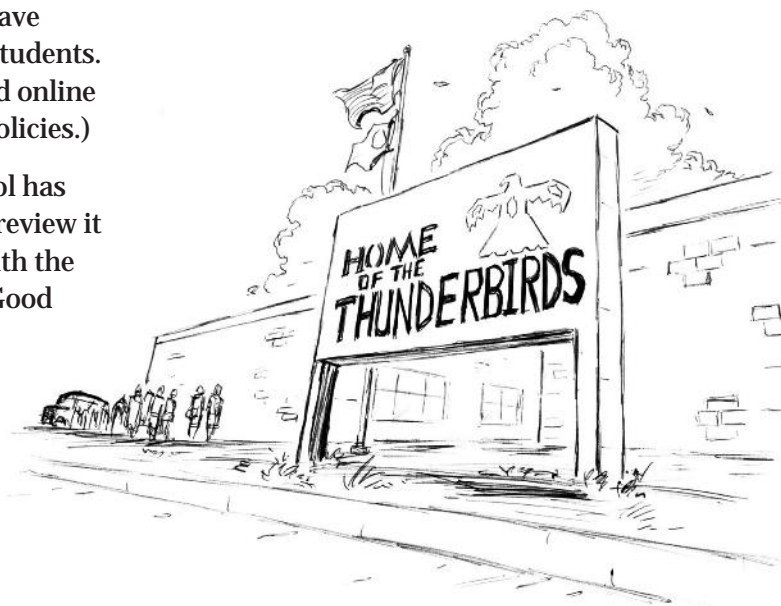
*"David, I just saw Chris Sorrel and two boys go over behind the air conditioner. Could you check them out?"*

## ACTIVITY 4

### School Anti-Bullying Policy

Have students create their own version of the Thunder Rock Middle School Anti-Bullying Policy, *Being a Good Relative*. Refer them to their discussion about what school administrators and teachers can do to prevent bullying. Also have them consider the actions of parents and students. (Teachers may wish to refer to the provided online resources that show various examples of policies.)

Check to see if your school district or school has an anti-bullying policy. If one is available, review it with the students. How does it compare with the classes' own policy statements in *Being a Good Relative*?



#### Online Resources

Stop Bullying.gov. A comprehensive site for anti-bullying strategies.  
<http://www.stopbullying.gov/index.html>

Youth Violence: Electronic Media and Youth Violence—A CDC Issue Brief for Educators.  
<http://www.cdc.gov/ViolencePrevention/pub/EA-brief.html>

Electronic Aggression: Technology and Youth Violence.  
<http://www.cdc.gov/ViolencePrevention/youthviolence/electronicaggression/index.html>

Stand Up Against Bullying in Indian Country. Indian Health Service Video PSA.  
<http://www.stopbullying.gov/videos/2011/12/bullying-in-indian-country.html>

Canada Safety Council. Positive Steps Against Bullying: A Teacher's Guide. Long and short term anti-bullying strategies.  
<http://www.bullfrogfilms.com/guides/bullyguide.pdf>