

5th Grade Field Program Meeting Agenda

1. **Usage of COSA** (and any conditions, requests, etc)
 - a. First listen!
 - b. Notes that may be pertinent to the discussion - only if needed:
 - i. We discussed before that all teachers not part of Taking Root using the COSA would need an orientation by someone in the Tribe (we started virtually, then I oriented TR docents to our areas this time in multiple sessions due to scheduling challenges)
 1. NOTE that one other teacher was using the COSA (so far as I know because she used the calendar) - At the beginning of the year, I told the principal that other teachers would need to do an orientation with the Tribe and I could help arrange that if they wanted to use the COSA, but the teacher who used it had been a Taking Root docent before and had been oriented at that time, and still had access to the calendar - I didn't share it with other teachers and didn't know she was using it until after she already had. Just FYI
 2. I would still like to do an orientation to the COSA with the Tribe and teachers if possible, but scheduling has been difficult and we are going between virtual and outdoor lessons as conditions change.
 - ii. For the 5th-grade program, I'd love to have an official orientation for the classroom teachers and docents, but scheduling this year has been quite challenging, FYI! I'm happy to pass on information since I've been doing several training sessions each time to cover all the docents.
 - iii. Recruiting/"Hiring" Tribal Members as docents (hiring in parentheses as it is not employment but volunteer work with a stipend paid by grant funding) - this is also something that didn't happen this year because of the pandemic and late start - I had enough docents that had expressed interest last year that was really helpful in getting the program even off the ground this year - I would still love to involve more tribal members going forward, either as docent instructors or guest speakers for the 5th grade program if that works out. To be a docent is a commitment to one day a month of instruction, generally.
 - iv. College or HS Native students that were Science Camp Counselors?
 1. Matthias Williams - not available but keep in touch
 2. Anaya Brown - no reply yet
 3. (Andrew Barlow from BP?)

2.

3. Overview of goals/objectives of program (5 min?)

- a. Connect to Taking Root, ESWP, and Science Camp - **keystone for outdoor programs**
- b. All of our OE programs have common goals of being **nature-centered, student-centered, standards-aligned, meaningful, and memorable**
- c. Help meet both **Science and History/Social Studies standards** (*Though teachers mainly requested Science/Ecosystems/Matter and Energy/ Food Web-connected lessons, some also requested Native education components to tie in with how the land was used/managed, how people lived and more - from one Bishop teacher: "We cover US history from the Pre-Columbian era to westward expansion. If we could do a few lessons relating to Native Americans- tools, ceremonies, stories, houses, anything specific to our local tribe it would be really neat for the kids. They may already get something like that in the 4th grade, but it still might be a cool refresher." Another teacher in Lone Pine also suggested we could do something on "how local Native groups survived off of the land here... Different plant/animal species in the area."*)
- d. Do more advanced studies including mapping and/or biodiversity surveys
- e. **Connect studies done on COSA with Tribe**
- f. We want to look at this from an **ecosystem perspective** - emphasizing that **people are and have always been a part of the ecosystem, affecting and being affected by it. We depend upon functioning ecosystems for our survival just as much as other species do. And looking at how Native people "tended the wild" for millennia (and how we are only recently beginning to understand indigenous land management practices, like using fire)** Maybe see if the teachers could show the PBS series Tending the Wild.
- g.

4. 5th-grade standards we will try to address (brief overview - 5 min at most for giving info, allow more time for discussion and ideas from Tom and others)

a. Science Standards

- i. 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- ii. 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.
- iii. 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- iv. 5-ESS3-1: **Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment.** ← this is key IMO - how Indigenous people have understood, used, and cared for the land forever

b. History / Social Science (from HSS Framework for 5th-grade)

- i. Age of Exploration
 - 1. Why did Europeans explore?

2. What exchanges were established as a result of the age of exploration?
3. *How did European explorers and natives view each other?*
- ii. Cooperation and Conflict in North America
 1. *How did European explorers and settlers interact with American Indians?*
 2. *How did American Indians change as a result of the arrival and settlement of European colonists?*
 3. Why did American Indians fight with each other? Why did they fight with European settlers?
 4. What role did trade play in both cooperation and conflict between and among European settlers?
- iii. The New Nation's Westward Expansion
 1. What did the West mean for the nation's politics, economy, social organization, and identity?
 2. **How did westward movement transform indigenous environments and communities?** ← at least touch on how colonists disregarded Indigenous knowledge and the results have been disastrous for many environments - especially in how we understand the role of fire in the ecosystem, water use and care, native species, and more.

5. Goals of Tribe - How would the Tribe like to be involved / How you see participating *(can move this item up! Maybe a brief overview of what the teachers were interested in first?)*

- What aspects of Native lifeways should be included in the curriculum?
- Is there someone from the Tribe who should be involved in designing the Native lifeways part of the curriculum?
- Potential for a visit to the Cultural Center?
- Potential for guest speakers from the Tribe?
- Best ways to advertise the opportunity to work as docents to Tribal Members?

6. Program Vision/Structure

- a. From Maggie:
 - i. Monthly, 1.5 hour lessons similar to Taking Root. Some lessons could potentially go longer, but we'll probably try to stick to 1.5 hours if possible.
 - ii. For this year, starting in January, monthly through May, in the future, Starting in September or October (unless BE starts going to Science Camp, then it would be in November (maybe an intro in September?))
 - iii. **Managing user groups** - they would use the same calendar to avoid overlap - we have two main areas we use now, log circle and rock circle - if another area is added that will help - NOTES:

1. This year there have been several days of overlap because we didn't start until October and had a lesson "traffic jam" at the end, but starting in January, it will be easier.
 2. This year with staggered classes, EACH class has TWO lessons/month, morning and afternoon. (But only half the students.) It will be the same for 5th grade. (In future years we will go back to one lesson per class as things return to normal.)
 3. Each grade has one class that is all distance learning, so they are not going outside, but that is 5 classes in each grade, x2 lessons per class, so that would be 20 lessons/month!
 4. And if we get flooding again, that will limit our locations.
 5. But those lessons will be grouped together (AM/PM) so that is 10 days of students out there, and if days overlap it could be as low as 5. So it's less impact than it sounds.
- iv. **Content** - understanding science practices (including Indigenous), nature journaling, sit spots - developing observation skills, curiosity, finding connections, **building environmental literacy**.

b. From Tribe:

Brian:

- Use some of the **Exploring a Wetland** activities - interacting with land managers!
- Get students involved in the COSA - community service hours!! Service projects - that would be middle school. **7th-grade!**
- **Mini service projects** - pulling cheatgrass, foxtails, planting Yerba Mansa
- Build community of people to be stewards and help to protect and preserve and appreciate the COSA
- Tribe has **Art supplies** - charcoal drawings of red willows - nature journaling (in Natural Resource Lab)

More tribal involvement

- Guest Speakers?
- Hiring docents - Matthias (can't) and Anaya as docents or "assistant instructors"? (Pair with people with degrees - maybe assistants can get \$30/lesson? Equivalent to \$20/hour?)
- Visiting the Cultural Center? "COSA Corner" (maybe not this year)

Tom - need Tribe's buy-in - get their okay for this to happen

- **Tribal person** need to be giving information about the tribe
- **Tara and Monty** - good to start with (McKenzie)
- (Tara = director of Cultural Center) Harry Williams - Paya - irrigation
- Native Foods - food sovereignty program!

Me - I see an issue with scheduling,

Knowing area - does it have to just be COSA?

Guest Speakers?

Brian - EMO can help

- Give a schedule to get someone engaged from the tribe or EMO or BLM

- **Get rough schedules from teachers for what days work for them and let Brian know about that.**
- They can be flexible!
- Have Tara engaged at the Cultural Center end of it

How often to get Tribe involved?

2-4 of the lessons?

Tom Gustie - another area?

days per month - Tom will look at that - **what is concern? See if can find other sites**

Alternating sites - wildlife?

Down a mower? With mowing may be able to make more spaces?

Pond? Along the road between NIH and BLM?

Meet with Brian to scope out sites - also to see proposed new site to the north

I suggested making an alternate entry (maybe over the fence - stile?) to the log circle to get around the water and mud that now blocks the way every winter.

NOTE on schedule - if we have someone demonstrating TEK we could try to do it all on one day with classes going over one at a time -(may not work during covid staggered schedules)

McKenzie-

Ideas for strategies for recruiting docents from tribal members?

Tom -

Word of mouth

Description - get description to Tom(?)

Through the Tribe -

Be careful and sensitive of having non-natives/no ties with Tribe teaching about the Indigenous stuff

High School -

Mentors for students? Having mentors FOR HS students

High School - community service hours - recruit Native Youth

Cindy Cox? Cyndie Summers - reached out - no reply yet

Ones who are knowledgeable in their practices (**TEK - traditional ecological knowledge!!**)

How they plant, how they gather, etc -

Top candidate - in newsletter - Miss Bishop Paiute! Jazmyn Dondero

I LOVE THIS IDEA

Action Items:

Maggie:

- Get a rough schedule from teachers - which days/dates work best for them
 - **T/W works best - they are there 8-10:30/12-2:30**
 - ***2-3 on T and 2-3 on W would work with current TR schedule prefs (3 Th, 1 T, 1 W) - this leaves M/F and weekends available for maintenance.**
 - From Meghan Avila: We are all very excited to begin 'Branching Out' with you and the tribe in the COSA. **We are all willing to be pretty flexible with times.**

We would like a consistent day of the week so we remember each month :) How long do you think the sessions will be? Also, as far as days of the week Tuesday or Wednesday would be best for each of us :) Our AM cohort is in session from 8:00-10:30 and our PM cohort is in session from 12:00-2:30.

- Right now in Science we are covering watershed and will get into chemical reactions and space (including the moon cycle) as the year progresses.
- Hope this info helps :) Also, we wanted to know what you thought of the possibility of a day camp in the spring at Bernasconi? Our poor kiddos are aching to do something hands on learning outside and we'd love to see if we can get them up there. Gretchen thought it would probably be ok. Anyway-- just a thought to ponder :)
- Meet with Brian at the COSA to check out areas with Brian - in Jan - **Friday, 1/15, 3pm, meet at gate to COSA behind Cultural Center**
- **Work out lesson ideas** with GT and MD before contacting Tara (Tribe/Museum) -
 - Reach out to BUHS about student with TEK who want community service - Cyndie Summers - haven't heard back yet
 - Palisades, too? Also JKBS!
 - **AP BIO - check with Don Rowan! We could get projects ready to go - copy McKenzie - see if AP students could do a presentation**
 - Also recruit docents
- **Another MOU** develop - get to Tom as a draft
- **Description/flier** - get description for recruiting docents to Tom
- **Format** - GEMS model? Teacher background - see Paiute Curriculum?
- Have Tribe and BLM/FS visits being "extra" - so program will work even in years when they are not available - but integrated in lessons at the same time?
- Learning goals on COSA and have extras for teachers

McKenzie:

- Work on lessons
- Meet with Maggie and Brian to scout potential sites in COSA, assist in maintaining sites?
- Get in touch with Tara
- Seek an introduction to Monty (tribe's historical preservation officer)
- Carrie Brown - tribal education center - Bishop Tribal Youth Council docents?
- Will take over working with HS AP teacher from there
- Talk with Tom about using COSA social media to recruit tribal members as docents
- Talk with Tom about needed service project ideas (invasive pepperweed/bassia weed removal? transplanting?)

Gabrielle:

- Work on lessons
- Give her stuff, too!
- Coming to Bishop mid-January