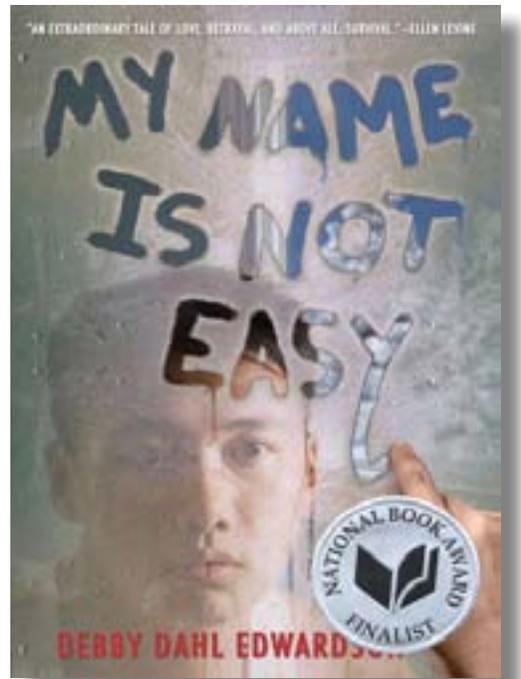


A Common Core State  
Standards Aligned  
Educator's Guide for

# My Name Is Not Easy



Grades 7-12

ISBN: 978-1-4778-1629-5

Written by Debby Dahl Edwardson

Published by Amazon Children's Publishing

**Summary:** *Luke knows his Inupiaq name is full of sounds white people can't say. He knows he'll have to leave it behind when he and his brothers are sent to boarding school hundreds of miles from their Arctic village. At Sacred Heart School things are different. Instead of family, there are students Eskimo, Indian, White who line up on different sides of the cafeteria like there's some kind of war going on. And instead of comforting words like tutu and maktak, there's English. Speaking Inupiaq or any native language is forbidden. And Father Mullen, whose fury is like a force of nature, is ready to slap down those who disobey. Luke struggles to survive at Sacred Heart. But he's not the only one. There's smart-aleck Amiq, a daring leader if he doesn't self destruct; Chickie, blond and freckled, a different kind of outsider; and small quiet Junior, noticing everything and writing it all down. Each has their own story to tell. But once their separate stories come together, things at Sacred Heart School and in the wider world will never be the same.*

Guide created by  
Debbie Gonzales



## Table of Contents

The Educator Guide Format and Personal Bookmarks .....	3
Personal Bookmarks .....	4
Discussion Questions - Part I .....	5-6
Compare & Contrast Points of View .....	7-8
Discussion Questions - Part II .....	9
Culture Clash - A Crossword Puzzle .....	10
Culture Clash - A Crossword Puzzle Answers .....	11
Discussion Questions - Part III .....	12-13
A Historical Exploration - The Alaskan Boarding School .....	14
The Alaskan Boarding School - Research Topic Cards .....	15
The Alaskan Boarding School - Research Map .....	16
Discussion Questions - Part IV & Epilogue.....	17-18
A Historical Perspective - A Timeline Analysis .....	19
Timeline & Tabs.....	20-21
Take a Stand - For or Against:	
Part I - Research Your Topic.....	22
Research & Reference Graphic Organizer .....	23
Part II - Clarify Your Argument .....	24
For or Against Graphic Organizer.....	25
Meet the Author: Debby Dahl-Edwardson .....	26
References.....	26
Common Core State Standards Alignment:	
English Language Arts Standards - Reading: Literature.....	27
English Language Arts Standards - Writing .....	28-29
English Language Arts Standards - Speaking & Listening .....	29-30
English Language Arts Standards » History/Social Studies.....	30



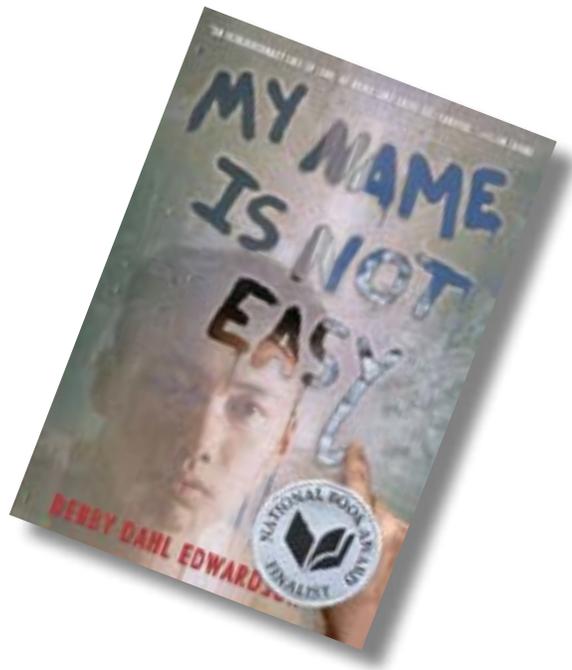
## The Educator Guide Format and Personal Bookmarks

To allow for a deep study of *My Name Is Not Easy*, in this guide the book has been divided into four sections. Each section consists of discussion questions followed by exploratory writing activities.

Personal bookmarks are printed on the following page. Listed on these bookmarks are the four designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

Procedure:

- Print bookmarks on cardstock—one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with these directions:
  - ~ Write their name on bookmark.
  - ~ Copy Target Completion Dates in designated space below assigned chapters to be read.
  - ~ Keep the bookmark in the book for reference through the course of the novel study.



## Personal Bookmarks

This bookmark belongs to \_\_\_\_\_



Part I (pp. 3 to 74)  
to be read by \_\_\_\_\_

Part II (pp. 75 to 136)  
to be read by \_\_\_\_\_

Part III (pp. 137 to 166)  
to be read by \_\_\_\_\_

Part IV & Epilogue  
(pp. 167 to 244)  
to be read by \_\_\_\_\_

This bookmark belongs to \_\_\_\_\_



Part I (pp. 3 to 74)  
to be read by \_\_\_\_\_

Part II (pp. 75 to 136)  
to be read by \_\_\_\_\_

Part III (pp. 137 to 166)  
to be read by \_\_\_\_\_

Part IV & Epilogue  
(pp. 167 to 244)  
to be read by \_\_\_\_\_

This bookmark belongs to \_\_\_\_\_



Part I (pp. 3 to 74)  
to be read by \_\_\_\_\_

Part II (pp. 75 to 136)  
to be read by \_\_\_\_\_

Part III (pp. 137 to 166)  
to be read by \_\_\_\_\_

Part IV & Epilogue  
(pp. 167 to 244)  
to be read by \_\_\_\_\_



## Discussion Questions - Part I

***I've never met them Catholics, yet, but I heard about them. If you give them a kid 'til the age of seven, they got 'em for life. That's what Catholics say. I watch Isaac scuttle across the floor, an uneasy feeling stirring in my stomach. Isaac is only six (p. 4).***

- *Foreshadowing* is a literary device that serves as a warning or indication of events to come. Discuss how the passage above serves as foreshadowing for the events that take place in this part of the book.
- Part I is entitled 'The Day the Earth Turned Over' (pg. 1). The passage printed beneath the section title have been taken from the Iñupiaq oral history. It's a survival story telling how they endured the Ice Age. Explain why the author chose to begin *My Name is Not Easy* on this cultural note.
- Reread the passage found on page 1. Make a connection between this piece of Iñupiaq oral history and the students' arrival at The Sacred Heart School.
- Explain how Luke's impression of Catholics was formed. Who explained Catholic ways to Luke? Was the information factual? Truthful? Explain your answer.

***I nod because even though I never heard that word before, I can tell what it means by the way she says it. Intimidating is the way these trees close in around a person, like they might try and choke you (p. 15).***

- The word *intimidating* is defined as being frightened, threatened, or terrorized. Determine whether Chickie's interpretation of the word intimidating is correct.
- Chickie had no mother, yet, on page 14, she says that Sister Mary Kate sounds more like a mother than a nun. Explain how she might know the difference between the two.
- Chickie states that Sister Mary Kate is as tall as a tree. Analyze Chickie's first impression of Sister Mary Kate. Tell why she used the image of a tree as a description. Explore how this description correlates with the chapter title – 'Looking for a Tree.'

***After feels like a big black hole, and Sister is perched on the edge of it, clutching Isaac. Isaac's eyes are spots of bright black terror (p. 21).***

- The passage above is taken from the chapter titled 'Never Cry.' Explain how the chapter title summarizes the premise of this chapter.
- Tell why Luke resists crying.
- A *black hole* is defined as a place in space where gravity pulls so much that even light cannot get out. Analyze the author's use of the color black in this phrase. Discuss the emotional tone the color black and references to space suggests.
- Tell why Luke stood 'helpless' as Isaac was taken away (p. 21). Explain why he overtly didn't react to the situation, or did he? Explain your answer.



***Abide is one of those church words. I'm not quite sure what it means, and I don't want to find out, either (p. 48).***

- The verb *abide* can be defined in a number of ways. It means to remain, to live in a certain place, to stop and wait for someone or something, and to put up with. Determine which definition the priest is referring to in this passage. Explain your answer.
- The passage above was taken from the chapter entitled 'How Hunters Survive.' Explore the meaning of this chapter title. Consider if the act of survival has more to do with surrender than the act of hunting.
- Define the word *survival* in your own words. Explain what the word means to you.
- Define the word *victim* in your own words.
- Compare and contrast the terms *survivor* and *victim*. Tell how the terms are similar, and yet very different. Discuss how the terms correlate with Luke, Amiq, Sonny, Bunna, Isaac, and Chickie's experiences.

***"Confusion," Father snapped, "is the mark of the Devil." His eyes were shining with a strange light, and they both backed away, instinctively, both of them suddenly aware of that two-by-four waiting in the corner behind them (p. 63).***

- Tell what the 'mark of the Devil' means.
- On page 64, Sonny describes the beating Father Mullen gives Amiq. Sonny observes "... something in Amiq's eyes." Interpret Sonny's description of the scene. Tell what Sonny sees in Amiq.
- Consider why Father Mullen is treating Amiq so harshly. Does Amiq pose some kind of threat for Father Mullen? How so? Explain your answer.



## Compare & Contrast Points of View

**Objective:** To compare and contrast various viewpoints in the story.

**Materials:**

- *My Name is Not Easy* (pp. 3-74)
- The Compare & Contrast Points of View Graphic Organizer (Guide, p. 8)
- Pencil & paper
- Illustration supplies

**Procedure:**

- In a large or small group setting, instruct students to brainstorm Luke, Chickie, Sonny, and Amiq's points of view.
  - Explore their responses to being students at the Sacred Heart School.
  - Analyze each character's deepest desires.
  - Identify their obstacles. Tell what they want and why they cannot have it.
  - Discuss who or what stands in their way of attaining their desires.
  - Determine how cultural differences affect each character's experience at the Sacred Heart School.
  - List each character's strengths. Cite passages in the text that support each claim.
  - Describe each character's weakness. Cite passages in the text that support each claim.
  - Predict how their weaknesses, strengths, and desires will be developed throughout the story.
- Using the **Compare & Contrast Points of View Graphic Organizer**, identify which traits discussed best depict each character's point of view. Write the particular trait in the space provided on the graphic organizer. Cite a passage in the text in support of each claim.
- Instruct students to write and illustrate a narrative focusing one character's point of view describing their experience at the Sacred Heart School. Tell students to write the piece as if the character were speaking directly to the reader, using a voice that they feel would best capture the character's true nature. Include the topics that were discussed during the brainstorm session.
- Present final project to the class.

**SAMPLE:**

*Identify which character trait you feel best reflects Luke's nature. Use the topics discussed in the brainstorming session to help clarify your thoughts. Describe the trait in the space provided on the graphic organizer.*

*Discover a line in the text that best supports Luke's character trait and point of view. Cite the page number and write the line of text here. Use this information to support your claims when writing and illustrating your narrative piece.*

Luke	
Trait:	
Citation:	



# Compare & Contrast Points of View Graphic Organizer

Luke	Chickie
Trait:	Trait:
Citation:	Citation:

**Points of View: Describe each character's desire. Cite a passage from the text to support your claim.**

Sonny	Amiq
Trait:	Trait:
Citation:	Citation:



## Discussion Questions - Part II

***Guard well Thy inner door where we reveal our need of Thee*** (p. 79).

- Identify what is meant by an ‘inner door.’
- Consider if the ‘inner door’ might represent the students’ native culture and traditions brought with them from their homelands. If it is true, explain why the students of the Sacred Heart School would need to guard themselves in this way.
- Tell what might happen if they revealed weakness, or became empowered by their heritage.
- Explain why the students are not allowed to speak and act in ways that are consistent with their own beliefs.

***That letter I pulled out of the mail bag without asking is getting very heavy, and I haven’t even been able to read it yet*** (p. 96).

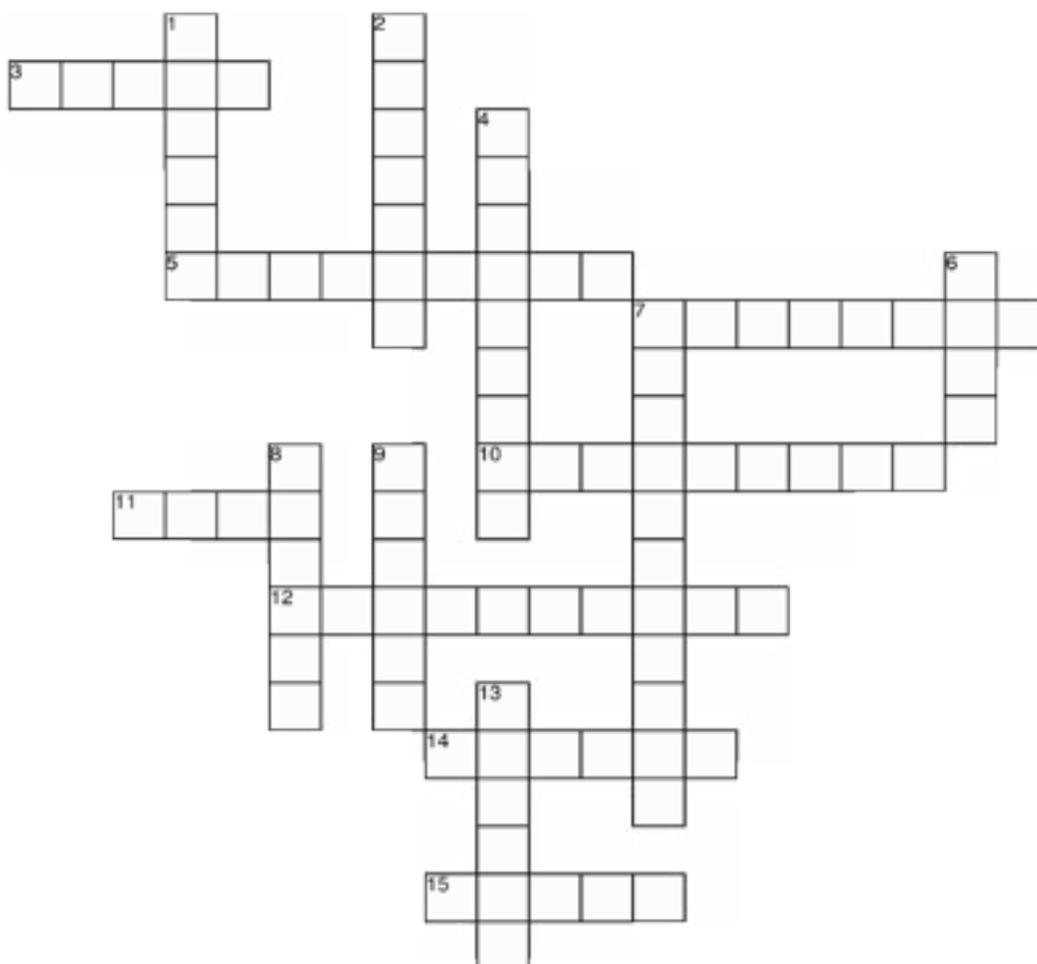
- A *metaphor* is literary device using an implied comparison between two unrelated objects. Tell why the letter Luke is referencing is getting heavy, metaphorically speaking.
- Predict why Father Mullen chose not to give Luke the letters Isaac sent.
- Explain why Isaac’s well-formed letters are somewhat comforting to Luke.
- Discuss the reference of the biblical story of Abraham’s sacrifice of his son Isaac. Explore how biblical references are becoming a part of Luke’s reality. Identify ways Luke and the others are assimilating into Catholicism.

***“It’s okay,” I tell him. “They’re on our side. And it don’t hurt”*** (p. 115).

- Explain the real reason why the doctors administering the Iodine-131 wore protective aprons.
- Identify the doctor’s intent in telling Luke that he was like a soldier. Tell how drinking Iodine-131 allows for Luke to play a role in fighting the Cold War.
- Consider why Amiq became angered when Luke confessed to drinking Iodine-131 at the doctor’s request.
- Explore the practice of *in loco parentis*. Determine why the Sacred Heart School benefits from this practice.



## Culture Clash - A Crossword Puzzle



### Across:

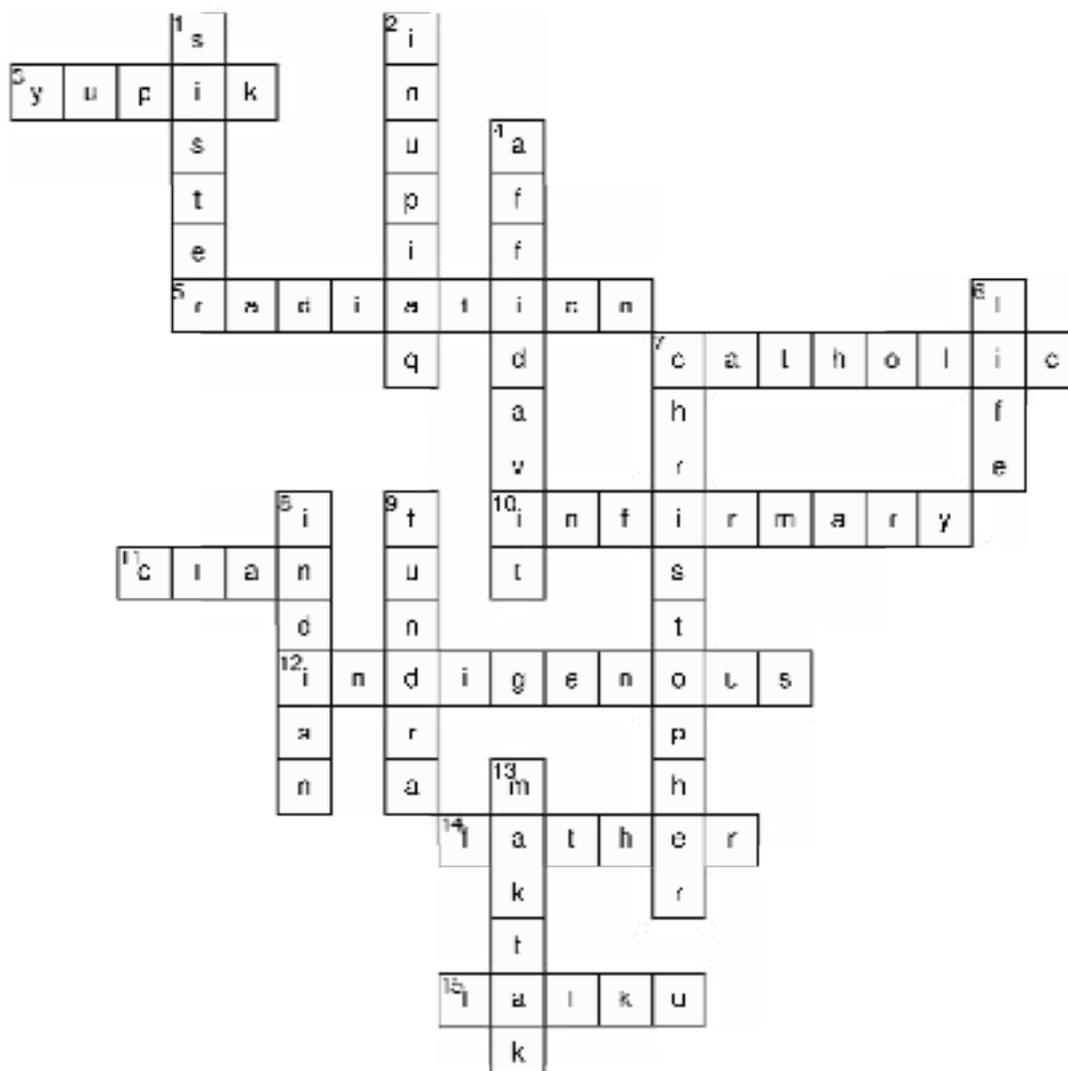
3. A member of Eskimo people who live in southwestern Alaska and Siberia
5. Energy radiated or transmitted in forms of waves, rays, or particles
7. Of the Roman Catholic faith
10. A hospital
11. A group of close-knit, interrelated families
12. An internationally accepted term used to refer to those people originating in a particular region or country; a native
14. Male priest in the Catholic Church
15. Thank you

### Down:

1. Woman who is engaged in works and has made vows of poverty, celibacy, and obedience to the Catholic Church
2. Alaskan native whose territory spans from the Norton Sound of the Bering Sea to the Canadian border, Luke's people
4. A written statement confirmed by oath for use as evidence in court
6. Popular magazine first published in 1938 and ran until 1972
7. The traveler's saint
8. A term sometimes used to describe Native Americans
9. A vast, flat, treeless Arctic region in which the subsoil is permanently frozen
13. Meal of frozen whale skin and blubber



## Culture Clash - A Crossword Puzzle Answers



### Across:

3. A member of Eskimo people who live in southwestern Alaska and Siberia
5. Energy radiated or transmitted in forms of waves, rays, or particles
7. Of the Roman Catholic faith
10. A hospital
11. A group of close-knit, interrelated families
12. An internationally accepted term used to refer to those people originating in a particular region or country; a native
14. Male priest in the Catholic Church
15. Thank you

### Down:

1. Woman who is engaged in works and has made vows of poverty, celibacy, and obedience to the Catholic Church
2. Alaskan native whose territory spans from the Norton Sound of the Bering Sea to the Canadian border, Luke's people
4. A written statement confirmed by oath for use as evidence in court
6. Popular magazine first published in 1938 and ran until 1972
7. The traveler's saint
8. A term sometimes used to describe Native Americans
9. A vast, flat, treeless Arctic region in which the subsoil is permanently frozen
13. Meal of frozen whale skin and blubber



## Discussion Questions - Part III

***“It’s too late, Father,” Bunna says. “The Eskimos already beat everybody. There’s an Iñupiaq shaman who went up to the moon a long time ago.” He leans forward when he says it, drawing out the words like he’s trying to make sure I hear them (p. 140).***

- Consider the boldness of Bunna’s statement. Explain he is confidently proclaiming a spiritual belief embraced by his culture.
- The Iñupiaq believe that that shaman is able to leave his body and travel great distances. Discuss the possibilities or probabilities that the Iñupiaq shaman Bunna is referring to actually went up to the moon.
- Tell why Chickie feels that Bunna wants her to hear his words.
- Explain how Bunna’s statement serves as foreshadowing for the events that take place in the latter part of ‘Part III: When the Time Comes’.

***Luke has no choice: he has to let go (p. 154).***

- Explore the reasons why Luke has to let Bunna return home without him.
- Tell why the boys fought before Bunna’s departure. Discuss why fighting could, possibly, help in the act of separation.
- Identify the symbolism of Uncle Joe’s gun. Trace its connection with family and home.

***I already know this. I know it now like I knew it a second ago, like I knew it last week. All of the time – past and present and even future, all of it running together in my head like the gravy on my plate (p. 163).***

- Determine how Luke was able to predict Bunna’s death.
- Do you feel Luke is somewhat responsible for Bunna’s death? Why or why not?
- Explain the significance of sending Uncle Joe’s gun with Bunna.
- In your opinion, does Bunna’s death weaken or strengthen Luke’s connection with the Iñupiaq culture? Explain your answer.



***Maybe it was part of an old story, a story that starts  
with a nuclear flash too bright to  
believe, a flash that changes  
everything (p. 137).***

- Return to the 'Part III: When the Time Comes' title page (p. 137). Analyze the poem printed there by referencing events that have taken place in the story such as:
  - The threat of the Cold War
  - Space travel
  - Iodine-131
  - Spiritual and cultural beliefs
  - Death
  - Loss
- Explore the line "...an old story, a story that starts with a nuclear flash..." Consider the references and sequencing of time and events in this phrase. Tell how an 'old' story could take place before the nuclear age.
- Predict what the line "And all we ever know about that light is that it's something we/ aren't supposed/to talk about, aren't supposed to remember, but we do" is referring to. Identify what the students of the Sacred Heart School are not supposed to remember.
- Explain why it is important to the leadership of the Sacred Heart School that the students forget their past.



# A Historical Exploration - The Alaskan Boarding School

**Objective:** To analyze the central idea of the effects of language death on a nation of people as it is presented in primary and secondary source materials. Students will examine a selection of primary and secondary source materials to discover answers regarding the history of the Alaskan Boarding Schools.

Materials:

- *My Name Is Not Easy*
- The Alaskan Boarding School Research Topic Cards (pg. 15)
- The Alaskan Boarding School Research Map (Guide. 16)
- Internet
- Video and website links provided in this section of Educator’s Guide
- Note-taking materials

## Procedure – Part 1:

- Begin the project by watching the video presentation [History of the Iñupiat: Nipaa Ilitqusipta, The Voice of Our Spirit](#) together as a class.
- Engage in a discussion based on the students’ reaction to the film making certain cover the following topics:
  - Consider how the Iñupiaq language, one of the oldest languages in the world, has survived despite 150 years of trauma including epidemics, missionaries, boarding school policies and US government assimilation policies.
  - Compare and contrast the experiences expressed in the video and that of the fictional characters in *My Name Is Not Easy*.
  - Explore the importance of teaching language in the battle to maintain a culture.
  - Define shamanism. Tell why the missionaries forbade students to practice shamanism.
  - Explain how the arts – dance and music – serve as cultural expressions. Tell why the Iñupiaq people were forbidden to express themselves in this way.
  - Respond to the recollections of the boarding school experiences recalled in the video.
  - Encourage students to discuss the impact the video had upon them.

## Procedure – Part 2:

- Instruct students to choose one of the quotations printed on the **The Alaskan Boarding School Research Topic Cards** (Guide, pg. 15). The quotation is intended to serve as an inspiration for a fact-based argument focusing on the following points as printed on **The Alaskan Boarding School Research Map** (Guide, pg. 16).
  - State the problem suggested in the quotation.
  - Describe the history of the problem.
  - State the effects of the problem.
  - Formulate an opinion regarding the problem.
  - Explore solutions for the problem.
- Students are required to support their positions through citation of research information.
- The following websites contain a wealth of primary and secondary source information.
- Instruct students to present and discuss their essays to the class.

## Hyperlinked Website References:

[“ALASKA’S”MOLLY HOOTCH CASE”:HIGH SCHOOLS AND THE VILLAGE VOICE.”](#) ALASKA’S”MOLLY HOOTCH CASE”:HIGH SCHOOLS AND THE VILLAGE VOICE. Web. 27 Jan. 2016.

[“Alaskool.”](#) Alaskool. Web. 27 Jan. 2016.

[“History of the Iñupiat: Nipaa Ilitqusipta, The Voice of Our Spirit, Part1.”](#) IsumaTV. Web. 27 Jan. 2016.

[“The State of Native American Education.”](#) The Progress. 2013. Web. 27 Jan. 2016.



## The Alaskan Boarding School - Research Topic Cards

Print on cardstock. Use scissors to trim around the borders of the cards. Instruct students to use quotations and/or pictures as inspiration for their fact-based, arguments.

*Of all the outsiders who came to Alaska, missionaries were the first whose goal it was to change the Eskimos into people like themselves. (Alaskool.org)*

*“When they come to change you, the first thing they will try to take from you are your drums. Never give up your drums.” (Alaskool.org)*

*No schools in Alaska under the Territorial administration encouraged the use of any Native language. Most, in fact, actively discouraged it by punishing children for speaking their own languages, striking them, taping their mouths shut, and isolating individual offenders. (Alaskool.org)*

*Early educators, however, presented English not as a practical skill but as a moral necessity, thoughtless of the effect that this would have on the local cultures and the self-respect of their people. (Alaskool.org)*

*Life in the Arctic is very difficult. In older times especially, knowledge of skills related to subsistence was crucial for survival and these skills were taught in a coherently planned way. Motivated by necessity, children learned to become as skillful at hunting and surviving as their parents. (Alaskool.org)*

*“One problem with communication in the classroom was that we did not realize that nonverbal communication was not understood by the teacher. She would ask us a question requiring a yes-or-no answer, and we raised our eyebrows, and to us we had already answered.” (Alaskool.org)*

*The Molly Hootch settlement revolutionized the delivery of secondary education in rural Alaska. No longer does the entire village turn out each fall on the gravel airstrip to see off teenagers bound for boarding school for the next nine months. That scene has yielded to a more joyous celebration each spring, graduation ceremonies in the village’s high school gym. Villages which a decade ago were almost devoid of teenagers throughout the school year now have their high school youngsters living at home. Dropout rates are down and graduation rates up. A native village without a high school has become, virtually overnight, a rarity (Alaskool.org)*



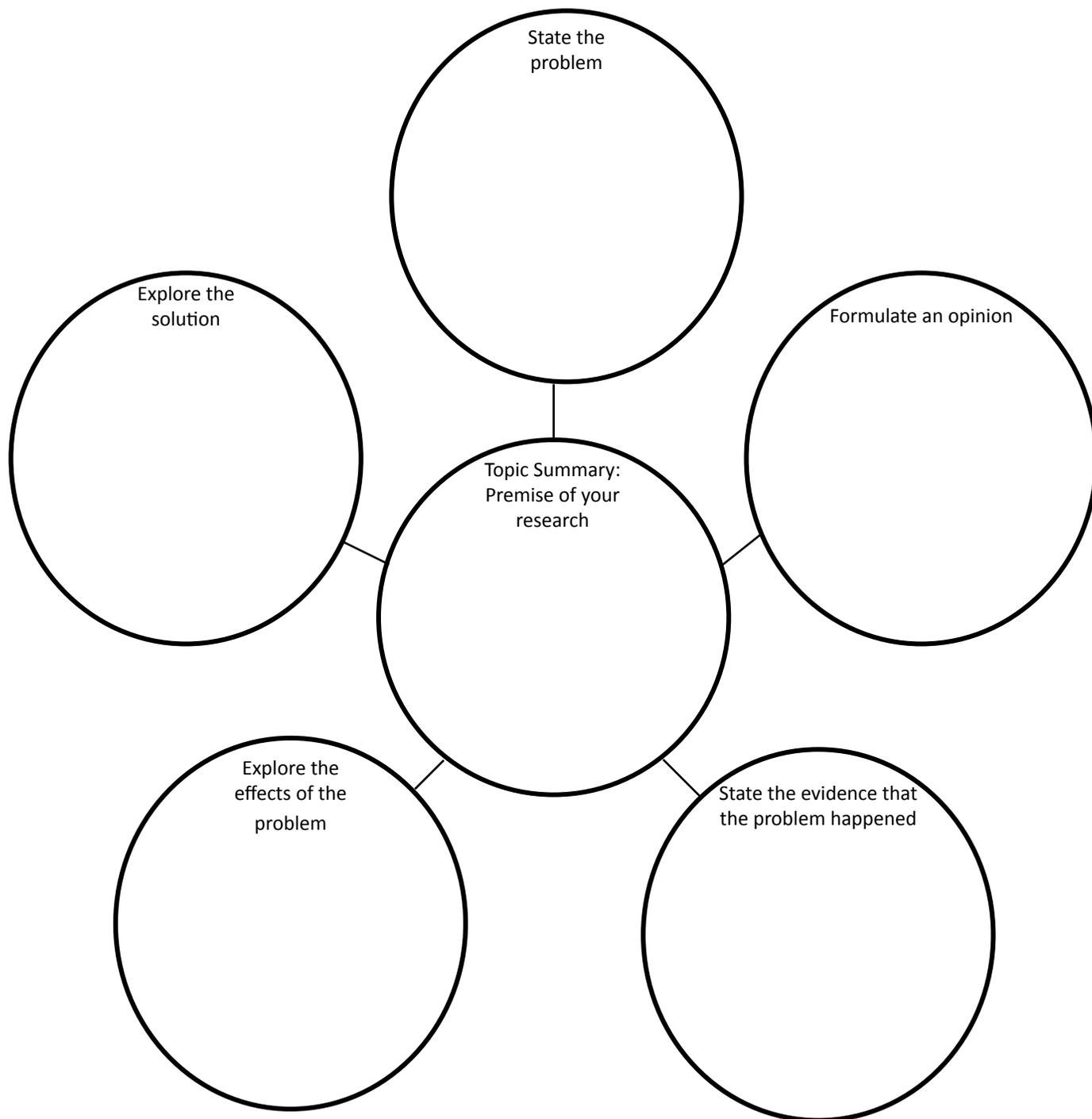
*Tell the story behind this picture.*

*(ProgressivePupil.wordpress.com)*



## The Alaskan Boarding School - Research Map

Use the Research Map below to plan the formatting of your argument. Essay. Discover the premise of your topic by indentifying the problem your quote or picture represents. Use the outer circles to brainstorm the direction your research will take. Be certain to cite the sources you use to support your premise. When your research is complete, write your essay and share it with the class. Present your case. Define and solve the problem of your choosing.



## Discussion Questions - Part IV & Epilogue

***“The snowbirds come in the spring, right before whaling, so when you see the first snowbird, you know right away the whales are coming. That’s why they call them God’s messengers,” he said (p. 175).***

- Bunna gave Chickie the nickname Snowbird. Being that the snowbird is considered to be messengers from God, explain the significance of Chickie’s nickname.
- Explore how Chickie’s nickname symbolically integrates cultural beliefs.
- Later in the scene, Chickie has the revelation that Luke is her brother, not in a familial sense, but in more of a spiritual one. Discuss their relationship at this point in the story.
- If Chickie considers Luke to be her brother, define her relationship to Isaac.

***I know this because I was there, Luke thought suddenly. I was the leader, testing the safety of the frozen world with my own skin. I was there (p. 195).***

- Return to the passage entitled ‘The Day the Earth Turned Over’ (pg. 1). Review the phrases “We were there.” and “We survived them all . . .” Explore the spiritual link between the nature of Luke’s thoughts in the quote above.
- Consider Luke’s revelation as being a leader of a spiritual kind.
- Discuss how Bunna’s passing has affected Luke’s connection with his cultural beliefs and with the leaders of the past.
- Predict the symbolic meaning behind Luke’s revelation of being the leader. Discuss whether this vision might serve as a signal for Luke to act boldly in some way.

**Just like those duck hunters.**

**We are hunters, too. Amiq thinks, looking at them all and smiling: hunters for justice (p. 225).**

- The word *civil* is defined as being obliging, kind and diplomatic. *Disobedience* means defiance, disregard, and revolt. Explore the term *civil disobedience*. Tell how a predetermined act of protest can be considered to be both diplomatic, and yet defiant.
- Retell the story of the Barrow Duck-In. Explain how the hunters’ actions were considered to be an act of civil disobedience.
- Determine how notarizing newspaper articles could be considered to be an act of civil disobedience.
- Discuss how banding together as a clan, or a family, in the act civil disobedience caused the students of the Sacred Heart School to become ‘hunters for justice.’ Identify the type of justice they were seeking.



***He can't quite explain it about that earthquake, but it's like things were crooked before, and now they're not. Like they weren't lined up, but now they are.***

**The earth is like that, *Luke thinks*. Flipping over and over and over again, trying to right itself, always trying to right itself (p. 239).**

- List the 'crooked' things Luke is referring to in the statement above. Identify issues and events that are 'lined up as a result of the natural disaster.
- The word *wrath* means anger, rage, and fury. Define the term 'wrath of God.'
- Do you feel that the earthquake was brought about by the spiritual realm or natural causes? How so?
- Turn back to the poem entitled 'The Day the Earth Turned Over' found on page 1. Discuss how this poem serves as foreshadowing for the entire story.
- Interpret the line "They say no one survived the ice ages but they're wrong." If a culture's ancestors survive trials, does that mean that those living in present day have survived the same trials, as well? How so?
- Explain the connection of cultural heritage and survival as it pertains in *My Name is Not Easy*, and, perhaps, in your own life.



## A Historical Perspective - A Timeline Analysis

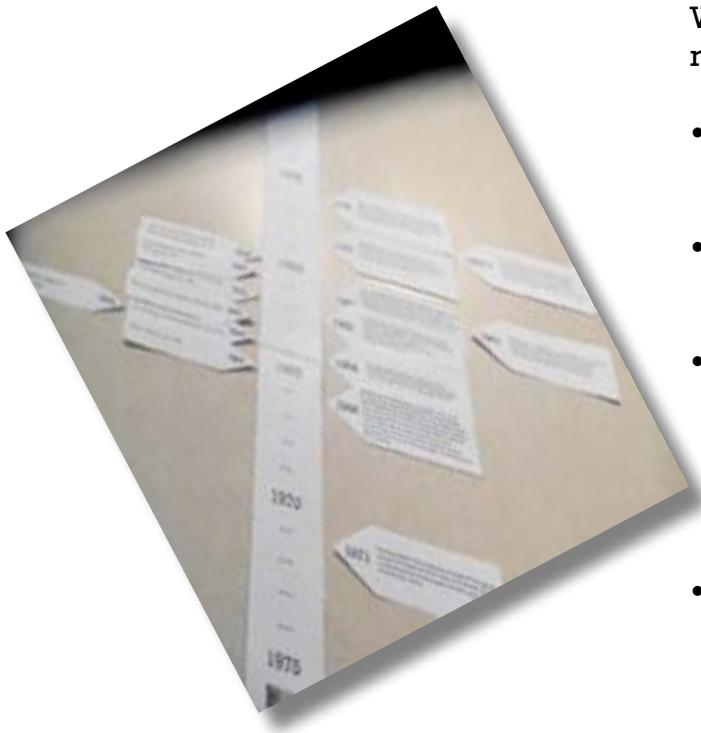
**Objective:** To analyze actual historic events as they relate to the plot and theme of the story.

**Materials:**

- *Name is Not Easy*
- Scissors
- Tape
- Timeline Strips and Tabs (Guide, pp. 17-18)

**Procedure:**

- Use scissors to cut out Timeline and Tabs.
- Tape Timeline strips together in a numerically sequenced manner.
- Lay completed Timeline on a long, flat surface.
- Place Tabs along the Timeline by placing arrows next to the corresponding date.
- Consider the placement of the Tabs. Notice the correlation between the historic events and the story plot points. Discuss observations.



Write a short essay exploring one or more of the following observations:

- Explain how historical events presents on the tabs laid the foundation for the story.
- Consider how the notion of flight is correlated in the 1961 events in history.
- Explore the turn of events that led to the eventual passage of the Molly Hootch case in 1976. Predict how the experiences depicted in *My Name is Not Easy* contributed to this legal action.
- Observe the span of time between the Government's initial administration of Iodine-131 and the year in which the students of the Sacred Heart School were tested. Describe your reaction to this unjust practice.



# Timeline & Tabs

1950

—

—

—

—

1955

—

—

—

—

—

1960

—

—

—

—

—

tape under previous  
timeline strip

---

1965

—

—

—

—

—

1970

—

—

—

—

—

1975

—

—

—

—

—

**1960**

Luke, Bunna, and Issac arrive at  
the Sacred Heart School. (p. 3).

**1961**

Luke discovers letter written  
by Isaac (p. 97).

**1962**

Betty Crocker coupon bus-purchasing  
campaign began (p. 144).

**1962**

Students at the Sacred Heart School  
were administered iodine-131 (p. 131).

**1963**

Bunna is killed in a plane crash (p. 164).

**1964**

Students share responsibility  
for writing controversial article (p. 214).



1958-9

At this time in history there were 34 public secondary schools in Alaska. Only six of these were located in communities with a school population of at least 50% native.

1956-7

The U.S. Air Force's Arctic Aeromedical Laboratory conducted a study of the role of the thyroid gland in acclimatizing humans to cold, using iodine 131. The study involved 200 administrations of I-131 to 120 subjects: 19 Caucasians, 84 Eskimos, and 17 Indians.

1958

Project Chariot was a US Atomic Energy Commission proposal to construct an artificial harbor at Cape Thompson on the North Slope of the U.S. state of Alaska by burying and detonating a string of nuclear devices.

1961

Under the Migratory Bird Treaty Act, ratified by Congress in 1918, spring hunting of migratory waterfowl was made illegal in the United States. The Inuit had hunted ducks and geese for centuries and depended on spring waterfowl hunting to obtain essential food after long arctic winters when their food supplies were depleted. In May 1961, the Inuit people of Barrow, Alaska staged their first mass act of civil disobedience in the long and noble history of the Inuit people – The Barrow Duck-In.

1962

During the Cuban Missile Crisis, leaders of the U.S. and the Soviet Union engaged in a tense, 13-day political and military standoff over the installation of nuclear-armed Soviet missiles on Cuba, just 90 miles from U.S. shores.

1964

The 1964 Alaskan earthquake, also known as the Great Alaskan earthquake and Good Friday earthquake, occurred at 5:36 P.M. AST on Good Friday, March 27.

1976

The Molly Hootch Case (Tobeluk v. Lind Settlement) was passed establishing local education as a right, for the first time, throughout rural Alaska. Through this suit, the boarding schools were essentially made obsolete.

The Alaska Native Claims Settlement Act (ANCSA) was signed into law by President Richard M. Nixon on December 18, 1971, constituting at the time the largest land claims settlement in United States history.

1971

Alan Bartlett "Al" Shepard, Jr., was an American naval officer and aviator, test pilot, flag officer, one of the original NASA Mercury Seven astronauts who became the second and the first American to travel into space.

1961

1964

Father Mullen is killed by tsunami (p. 231).

1965

Isaac returns (p. 240).



# Take a Stand - For or Against

## Part I - Research Your Topic

**Objective:** To write an argument to support claims with clear reasons and relevant evidence.

**Materials:**

- *My Name is Not Easy*
- The Research and Reference Graphic Organizer (Guide, p. 20)
- Reference materials
- Pencil & Paper

**Procedure:**

- Print two or more copies of the **Research and Reference Graphic Organizer**. Encourage students to take their time to fully research their topics.
- Using the **Research and Reference Graphic Organizer**, instruct students to choose a research topic from the list printed at the bottom of this page and formulate a question about the subject. Encourage students to consider the historical effects their chosen topics had upon certain groups of people, places, and cultures as the basis for their questions.
- Under the label *Source*, cite references used in research.
- Record facts discovered in the space provided.
- Summarize research in the space provided on the graphic organizer.

**RESEARCH TOPICS:**

Alaska's Boarding Home Program      Project Chariot      The Migratory Bird Treaty Act

The Barrow Duck-In      The U.S. Air Force's Arctic Aeromedical Laboratory use of I-131

The Alaska Native Claims Settlement Act (ANCSA)

Research & Reference Graphic Organizer

**Choose topic** →

Topic: \_\_\_\_\_

Question: \_\_\_\_\_

**Ask a question about your topic, one that will guide your research** ←

**Identify your reference source** →

Source: _____ Fact: _____	Source: _____ Fact: _____	Source: _____ Fact: _____
------------------------------	------------------------------	------------------------------

**Make notes of the facts you've discovered in your research** ←

Research Summary: \_\_\_\_\_

**Summarize the information you've discovered in your research** →



# Research & Reference Graphic Organizer

**Topic:** \_\_\_\_\_

**Question:** \_\_\_\_\_

\_\_\_\_\_

**Source:**

\_\_\_\_\_

\_\_\_\_\_

**Fact:**

**Source:**

\_\_\_\_\_

\_\_\_\_\_

**Fact:**

**Source:**

\_\_\_\_\_

\_\_\_\_\_

**Fact:**

**Research Summary:**



# Take a Stand - For or Against

## Part II - Clarify Your Argument

**Objective:** To write an argument to support claims with clear reasons and relevant evidence.

**Materials:**

- *My Name is Not Easy*
- The For and Against Graphic Organizer (Guide, p. 22)
- Reference materials
- Pencil & Paper

**Procedure:**

- Using the **For and Against Graphic Organizer**, encourage students to formulate and argument based on their research and their personal opinion regarding the events or practices of the past.
- Instruct students to define the issue on the line provided on the graphic organizer.
- Encourage students to think critically about their topics by considering the pros and cons of their topics in the FOR and AGAINST categories.
  - Analyze the benefits from the issue or practice. Who were the people that gained from these practice. At what cost?
  - Discover what, if any, civil or environmental rights are misrepresented or damaged in the practice.
  - Formulate an opinion regarding the effects of the issue or practice founded on research and personal judgment.
- Instruct students to write an essay introducing their claims, stating their opinion of the issue or practice. Students are instructed to use logical reasoning, relevant evidence, and express their personal position in the essay. Students are expected to provide a concluding statement that supports the argument presented.
- Present findings to the class.

*Identify your topic* →

Issue: \_\_\_\_\_

FOR	AGAINST
Write <u>one</u> sentence to be FOR this issue.	Write <u>one</u> sentence to be AGAINST this issue.
1) Reason & supporting fact	1) Reason & supporting fact
2) Reason & supporting fact	2) Reason & supporting fact
3) Reason & supporting fact	3) Reason & supporting fact

*In efforts to fully consider the ramifications of your topic, comprise a statement in support of the event or practice researched* →

*In efforts to fully consider the ramifications of your topic, comprise a statement in opposition of the event or practice researched* ←

*Develop your argument by considered both sides of the issue, using your research as a guide* →

*Evaluate your findings and present a well-considered argument for or against your topic*



## For or Against Graphic Organizer

Issue: \_\_\_\_\_

FOR	AGAINST
<p>Write <u>one</u> sentence to be FOR this issue.</p> <p>_____</p> <p>_____</p>	<p>Write <u>one</u> sentence to be AGAINST this issue.</p> <p>_____</p> <p>_____</p>
1) Reason & supporting fact	1) Reason & supporting fact
2) Reason & supporting fact	2) Reason & supporting fact
3) Reason & supporting fact	3) Reason & supporting fact



## Meet the Author - Debby Dahl-Edwardson



**Debby Dahl-Edwardson**

Debby has lived in Barrow, Alaska's northernmost community, for over thirty years. She grew up in Minnesota, where she spent summers on an island in the Boundary Waters on the Canadian border. She attended college in Norway and Colorado and earned an MFA from the Vermont College of Fine Arts. Her first novel was named to Booklist's Top 10 First Novels for Youth list. She teaches writing online at Writers.com and in person at Ilisagvik College. Debby enjoys visiting schools in Alaska and throughout the lower 48. Her husband is Inupiaq. She has seven children. To learn more about Debby and her books access her website at [www.debbydahledwardson.com](http://www.debbydahledwardson.com).

## References

"Chapter 12: The Iodine 131 Experiment in Alaska." Chapter 12: The Iodine 131 Experiment in Alaska. Web. 13 Jan. 2016.

"Cuban Missile Crisis." History.com. A&E Television Networks. Web. 13 Jan. 2016.

"ONE OF MANY FEATHERS." Alaskan Culture Regions. ONE OF MANY FEATHERS, 2 Jan. 2014. Web. 13 Jan. 2016.

Cotton, Stephen E. "ALASKA'S "MOLLY HOOTCH CASE":HIGH SCHOOLS AND THE VILLAGE VOICE." <https://www.uaa.alaska.edu/cafe>. EDUCATIONAL RESEARCH QUARTERLY. Web. 13 Jan. 2016.

Fossey, Richard. "Condemned to DEBT." : Barrow Duck-In of 1961. 17 Mar. 2015. Web. 13 Jan. 2016.

"History of the Iñupiat: Nipaa Ilitqusipta, The Voice of Our Spirit, Part1." IsumaTV. Web. 27 Jan. 2016.

"The State of Native American Education." The Progress. 2013. Web. 27 Jan. 2016.



# Common Core State Standards -Alignment

## English Language Arts Standards » Reading: Literature

		Discussion Questions	Compare & Contrast POV	Crossword Puzzle	The Alaskan Boarding School	Timeline	Take a Stand - For/Against
CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•	•				
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	•					
CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	•		•			
CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	•	•				
CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•
CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	•	•				
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	•					
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	•	•				
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	•		•			
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	•	•				
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	•	•	•	•	•	•
CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•	•				
CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	•					
CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	•	•				
CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	•		•			
CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•
CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	•	•	•	•	•	•
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	•	•				
CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•
CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	•	•	•	•	•	•



## English Language Arts Standards » Writing

		Discussion Questions	Compare & Contrast POV	Crossword Puzzle	The Alaskan Boarding School	Timeline	Take a Stand - For/Against
CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.				•		•
CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					•	
CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		•				
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		•			•	•
CCSS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.				•		•
CCSS.ELA-Literacy.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		•		•		•
CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence				•		•
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					•	
CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		•				
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		•			•	•
CCSS.ELA-Literacy.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.				•		•
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		•		•		•
CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					•	
CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		•				
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		•			•	•
CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.						•
CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		•			•	•
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				•		•
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					•	
CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		•				
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		•			•	•



## English Language Arts Standards » Writing (cont.)

		Discussion Questions	Compare & Contrast POV	Crossword Puzzle	The Alaskan Boarding School	Timeline	Take a Stand - For/Against
CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				•		•
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		•			•	•

## English Language Arts Standards » Speaking &amp; Listening

CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•		•	•	•
CCSS.ELA-Literacy.SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	•					
CCSS.ELA-Literacy.SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	•					
CCSS.ELA-Literacy.SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	•	•		•	•	•
CCSS.ELA-Literacy.SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.	•			•		•
CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	•	•		•	•	•
CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		•		•	•	•
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•			•		•
CCSS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	•			•		•
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	•			•		•
CCSS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	•	•			•	•
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		•		•	•	•
CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•			•		•
CCSS.ELA-Literacy.SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	•			•		•
CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		•		•	•	•
CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		•		•	•	•



## English Language Arts Standards » Speaking & Listening (cont.)

		Discussion Questions	Compare & Contrast POV	Crossword Puzzle	The Alaskan Boarding School	Timeline	Take a Stand - For/Against
CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		●		●	●	●
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	●			●		●
CCSS.ELA-Literacy.SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	●			●		●
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		●		●	●	●

## English Language Arts Standards » History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.				●		●
CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.				●		
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.				●	●	●
CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	●	●	●	●	●	●
CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.				●		●
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.				●		
CCSS.ELA-Literacy.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	●	●	●	●	●	●
CCSS.ELA-Literacy.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.				●		●
CCSS.ELA-Literacy.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.				●		
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.				●	●	
CCSS.ELA-Literacy.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	●	●	●	●	●	●

