Episode 2: Voices in the Hall

Lesson Title: Voices in History: Whose Do We Hear?

Author: Rachel Seeger

Episode Description:

Voices in the Hall explores how diverse Coloradans fought for representation, civic participation and expanded civil rights across multiple generations. The story connects early struggles for inclusion with modern movements that reshaped Colorado's political and social landscape. Interviews with disability advocates, supported by accessibility subject matter experts, illuminate how Colorado became a focal point of disability justice.

Episode Inquiry Questions:

1. What strategies have people and communities used to influence change in Colorado? What were the outcomes of civic engagement?
2. Why is it important that diverse voices are heard by communities, as well as, local and state government officials?
3. Why is it important for those who are most impacted by an issue to be involved in creating solutions?

Lesson Description:

This 8th grade social studies lesson examines how historical representations, landmark names, and school mascots evolve over time, focusing on who holds the power to shape the official record. Students explore how historical names and symbols are not static but change as society deepens its understanding of civil rights, inclusion, respect, and tribal sovereignty.

Through an investigation of federal geographic name updates (Secretarial Order 3404), Colorado state law prohibiting derogatory mascots (SB 21-116), and the case study of Kiowa High School's educational partnership with the Kiowa Tribe of

Oklahoma, students analyze the vital difference between erasing history and engaging in meaningful collaborative civic action.

Utilizing map checks, primary source scavenger hunts, structured academic controversy (SAC) debates, and consensus-building protocols, students evaluate why communities most impacted by historical representations must guide their replacement or contextualization.

Grade Level/Time Needed:

8th Grade/70 Minutes

Lesson Inquiry Questions:

1. Whose voices become the official record and whose voices get left out?
2. How does that shape what we remember?

Supporting Questions:

1. How does the example of the Kiowa School District demonstrate the importance of working with Native American tribes to navigate historical representation?
2. Why did the federal government and the State of Colorado decide to systematically change geographic names (like the removal of the racial slur "s-word") and retire certain school mascots?
3. Why is it important for the people most impacted by a term or representation to guide the creation of its alternative?

Lesson Objective:

Students will be able to:

1. Evaluate how historical representations and names change over time, using primary and secondary source evidence to explain why impacted communities must guide the process.

Background Knowledge / Contextual Paragraph for Teachers:

History is not stagnant. As societies learn and grow, our understanding of historical names, monuments, and symbols evolves. This lesson helps educators

bridge the gap between historical naming conventions and modern cultural representations. In recent years, activism in Colorado has shifted toward recognizing that certain historical names—whether geographic landmarks or school mascots—are derogatory and create unsafe learning environments for American Indian students.

However, the modern push is not about erasing history; it is about respect, tribal sovereignty, and collaborative education. For example, the U.S. Department of the Interior systematically removed historically harmful language from federal mapping databases, requiring that replacement names be chosen in direct consultation with tribal nations.

At the state level, Colorado Senate Bill 21-116 prohibits derogatory American Indian mascots and instituted a $25,000 monthly fine for non-compliance. Yet, the bill included a vital caveat: schools could keep their mascots if they established a formal agreement with a federally recognized tribe that fosters goodwill and emphasizes education. This is best highlighted by the Kiowa School District, which successfully kept its "Indians" mascot by entering a formal memorandum of understanding with the Kiowa Tribe of Oklahoma. As part of this agreement to keep the mascot, the school district implemented Native American history courses for elementary students and made it a mandatory graduation requirement for high schoolers.

Teacher Note for Best Practices with Addressing Derogatory Terms in a Lesson:

1. Establish a Ground Rule Upfront:
   As the teacher, you can say - *"In Social Studies, we examine primary sources that contain words that were harmful in the past and are recognized as slurs today. To respect everyone in our classroom, we do not say slurs aloud or write them out in full. In our discussions and readings, we will refer to this specific historical term as 'the s-word' or 'the derogatory term.'"*
   a. *For reference purposes: The term is squaw. It is a derogatory term that is generally targeting native women that is overtly sexist, racist, and demeaning.*

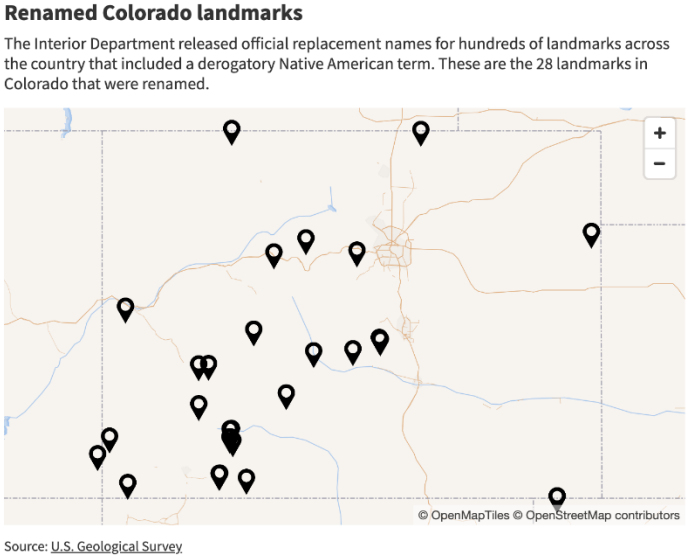
b. Link for more information: [NPR Article with former Secretary of Interior Deb Haaland.]

2. Frame It Around Federal Policy:
   Point out to students that even the U.S. Department of the Interior redacted the word in its official Secretarial Order. This reinforces that censoring the slur in class isn't about avoiding history—it mirrors the actual civic process the U.S. government used to remove it.

Building Background Knowledge for the Student

Strategy - "Think-Pair-Share" Imagery Check: Display a modern map of Colorado showing a recently changed landmark name (e.g., *Mestaa'ėhehe Mountain (mess-taw-HAY)*, formerly named with the derogatory "s-word") alongside a generic Native American school mascot.

- Ask students: *"Who gets to decide what a mountain or a school team is called? When society learns new information about a word's history, at what point do we decide a name should change? Should the people who were originally left out of the decision get to make the new one?"*



Map of Colorado with 28 of the many landmark name changes.
The map and more information can be found on the [KUNC website].



Clockwise from top left, the mascots of the Lamar Savages, the Eaton Reds, and the Frederick Warriors (2016).

- In Rural Eaton, Students Take Lead on Whether to Remove Indian Mascot (2016 article)
- Mestaa'ėhehe (mess-taw-HAY) Mountain
- Video from Rocky Mountain PBS on the Mestaa'ėhehe name change.
- One Does Not Simply Name a Colorado Mountain. There's a Bureaucracy You Need to Follow (2020 article)

Key Vocabulary Terms for Success

1. General Academic & Structural Terms:

- **Stagnant**
  - *Student Definition:* Frozen or unchanging; stuck in one place without moving or growing.
  - *Real World Analogy:* Like a pool of still water that hasn't moved in weeks, compared to a flowing river.
  - *Lesson Context:* "History isn't *stagnant*—as society learns and grows, our understanding of names and symbols changes over time."
- **Synthesis (or Civic Synthesis)**
  - *Student Definition:* Putting different ideas or pieces of evidence together to build a new, bigger understanding.
  - *Real World Analogy:* Baking a cake—mixing separate ingredients (flour, sugar, eggs) to create something entirely new.
  - *Lesson Context:* Combining text evidence with your own thoughts on the exit ticket to explain why collaboration matters.

- **Mandate**
    - *Student Definition:* An official order or law that *requires* people or schools to do something.
    - *Real World Analogy:* A school rule requiring ID badges—it isn't optional; everyone has to follow it.
    - *Lesson Context:* Colorado passed a state *mandate* (SB 21-116) requiring schools to retire derogatory Native American mascots.

2. Social Studies & Civic Rights Terms:

- **Derogatory**
    - *Student Definition:* Expressing disrespect, insult, or harmful stereotypes toward a group of people.
    - *Real World Analogy:* An unkind nickname meant to put someone down rather than lift them up.
    - *Lesson Context:* Terms like the "s-word" were officially declared *derogatory* by the federal government and removed from maps.
- **Tribal Sovereignty**
    - *Student Definition:* The legal right of Native American tribes to govern themselves, make their own laws, and make decisions for their people as independent nations.
    - *Real World Analogy:* Having the ultimate say over what happens inside your own home without outside neighbors telling you what to do.
    - *Lesson Context:* School districts must respect *tribal sovereignty* by asking tribes for permission and working directly with them rather than assuming what they want.
- **Memorandum of Understanding (MOU)**
    - *Student Definition:* A formal written agreement or contract between two groups outlining what both sides promise to do.
    - *Real World Analogy:* A signed deal between friends agreeing to share chores or equipment fairly.

    - *Lesson Context:* Kiowa School District created a formal agreement (MOU) with the Kiowa Tribe to teach Native history in exchange for keeping their mascot.
- **Representation**
    - *Student Definition:* How a group of people is shown, portrayed, or given a voice in public spaces, media, or history.
    - *Real World Analogy:* Having a student council representative who accurately speaks for your grade's ideas.
    - *Lesson Context:* Who gets to control how Native Americans are *represented* on sports jerseys, town signs, and state maps?
- **Civic Action / Civic Voice**
    - *Student Definition:* Actions taken by everyday citizens to improve their community, influence laws, or stand up for rights.
    - *Real World Analogy:* Signing a petition, attending a school board meeting, or voting to change a local rule.
    - *Lesson Context:* How citizens use their *civic voice* to challenge old names or advocate for tribal collaboration.

Possible Vocabulary Activity: Use the Frayer Model for students to practice the meanings of the words.

Lesson Sources:

1. *Becoming Colorado*, Episode 2: "Voices in the Hall"
2. High School Keeps Mascot, Collaborates with Native American Tribe
3. Article - Debate: Should Utah Dump the “Ute” Nickname?
4. Adidas offers to help change Native American logos for Utah, other schools
5. Governor’s Commission to Study American Indian Representations in Public Schools Report
6. Change the Mascot.org
7. New Research Shows How Native American Mascots Reinforce Stereotypes
8. Research Article: The Word “Squaw” has been removed from Federal Geographic Names. An American Name Society Report on Federal Geographic Name Changes

a. Teacher Note for Derogatory Words: If you provide this article for your students, do a printed version that you can edit the title to be *"The Word 'Sq___' Has Been Removed from Federal Geographic Names".* This way the lesson can continue to highlight the reality of history while being respectful and not perpetuating slurs.

9. Historical Essay: History Colorado: "Once Savage, Always Savage" – Indigenous Mascots in Small Communities.

Lesson Materials Needed:

For Instructor:

- Projector/Smartboard: To display the opening map, the Scavenger Hunt instructions, and the Structured Academic Controversy instructions.
- Voices in History: Whose Do We Hear? Slide Deck
- Map and Policy Analysis Worksheet
- Timer/Chime: To manage the strict 2-3 minute interval switches during the student presentation phase of the Structured Academic Controversy.
    - Youtube.com has a wide range of timers to use and display
- Frayer Model Worksheet and Instructions
- Guided Reading Student Packet for Multilingual Learners (if needed)
- Chunked Scavenger Hunt Worksheet

Materials Needed per Group of 4:

- 1 Printed Student Packet (Contains Texts 1, 2, and 3)
- 4 Printed Scavenger Hunt Worksheets (1 per student)
- 1 Set of Pair Role Cards (1 Blue Card for Pair A, 1 Yellow Card for Pair B)
- 1 Blank Sheet for Consensus Writing (or digitally in a shared document)
- 4 Printed SWBAT Exit Tickets (or digital Google Form)

Teacher Tip for Material Management

Color-coding will help with organizing the work for your students. Print Text 2 on one color and Text 3 on another, matching them directly to the Pair Role Cards. This visually guides students to the exact text evidence they are responsible for defending during the collaborative phase, eliminating downtime, and keeping the transitions smooth.

- If you do not have color paper to use for this, you can use matching icons on the Pair Role Cards and the corresponding texts.

Lesson Instructions

Pre-Lesson Setup & Classroom Prep (Before Class Starts)

- **Slide 1**: Display the lesson title *"Voices in History: Whose Do We Hear?"* alongside a map of Colorado highlighting recent geographic name updates.
  - Teacher Script Ground Rule Note: Write the language boundary on the board or prepare to state it during the hook:
    "In Social Studies, we examine historical documents containing terms that are slurs or derogatory terms today. To maintain a respectful classroom, we do not say slurs aloud or write them out in full. We will refer to the historical geographic term as 'the s-word' or 'the derogatory term.'"
  - The United States Geological Survey website with all of the name changes to remove the word "sq .”
- Group Seating: Arrange student desks into clusters or tables of four (which will split into Pair A and Pair B).
  - Depending on your routines and prep time, students may form groups after assigned and move desks on their own.

Part 1: Hook, Vocabulary & Setting the Stage

Step 1: Bellringer and "Think-Pair-Share" Map Check

1. **Slide 2 and 3**: Project the opening map of Colorado. Point out a landmark that underwent a name change (e.g., *Mestaa'ėhehe Mountain*) alongside a local school mascot image.
   a. Say to Students: (They should think quietly on these questions and work on observing the images.)
   "Look at the board. Who gets to decide what a mountain or a school team is called? When our society learns new information about a word's history, at what point do we say, 'Oh, that's a name we should change'? Today, we are exploring whose voices hold the power to name history."

2. **Slide 4**: Have students turn to a partner for 60 seconds to discuss: *"If a town was named 100 years ago when certain groups weren't allowed to vote, who should get to decide if the name changes today?"*
    - Tip for Encouraging Conversations: Have students first think of what the world (specifically the United States) looked like 100 years ago? (Early 1900s)
3. Debrief: Call on 2–3 volunteers. Highlight that history isn't static or stagnant—it changes as our understanding of civil rights grows.

Step 2: Unpacking Key Vocabulary

1. **Slide 5**: Project the Vocabulary Anchor Slide
2. **Slides 6 - 9:** Explicitly Teach 4 Core Words
    - Stagnant: Frozen or stuck in place. *"History isn't stagnant—it moves as we learn."*
    - Derogatory: Disrespectful, insulting, or harmful to a group of people.
    - Tribal Sovereignty: The legal power of Native tribes to govern themselves as independent nations.
    - Synthesis: Combining different source facts together to build a new idea.
3. Transition Cue:
   "Keep these terms in mind as we dive into our primary source scavenger hunt."

Part 2: Core Inquiry — The Three-Step "Civic Conflict"

Phase 1: Decoding the Text / Scavenger Hunt

- Action: Pass out the Student Source Packets (Texts 1, 2, and 3) and the Scavenger Hunt Worksheets.
- **Slide 10**:
  "You have three short texts in front of you. Text 1 is a Federal Order. Text 2 is a Colorado State Law. Text 3 is the story of Kiowa High

School. Do not just read for facts—you are on a Scavenger Hunt for two specific things:"

- **Slide 11:**
    - Find the Catalyst: What did the government or school learn that made them say, *"This needs to change"*?
    - Find the Collaboration: How were Native American tribes actively involved in the solution or ongoing education?
        - Teacher Tip: Check for understanding with the word collaboration. A “real-world” example like a brand collaborating with an athlete to create basketball shoes could solidify the point.
    - Teacher Facilitation & Floating:
        - Walk the room. Ensure students highlight key lines in Text 2 (SB 21-116) regarding the $25,000 fine and the tribal agreement exception.
        - Check that students notice in Text 3 that Kiowa High School added mandatory Native American history classes as a requirement to keep their mascot.

Phase 2: The Structured Academic Controversy (SAC)

Reminder: This isn’t a debate between pairs. This is a way to listen to the perspectives represented by the texts and practice using text evidence.

1. Action: Hand out one of each Pair Role Cards to each table of four (Pair A gets Color #1, Pair B gets Color#2).
    - Colors are suggested to keep students organized and to manage materials smoothly.
    - If colored paper isn’t an option, use icons to match the Pair Role Card with the corresponding text(s).
    - Matching Pairs to Text(s) can be done digitally as well using icons or groupings on your online class platform. (i.e. Schoology or Google Classroom etc.)
2. **Slide 12:** Run the SAC Protocol (Strictly Timed)

- Project Slide: Display SAC Instructions & Timer.
  - Teacher Note: Students should have already read and analyzed all 3 texts. If you feel like a review of them would be helpful, this is the time to do so.
- Before Rounds Start (3 Mins): Tell students they have 3 minutes to prepare as a pair to present their card's perspective with evidence.
- Round 1 (3 Mins): Pair A speaks using their texts' evidence. Pair B takes notes without interrupting and listening quietly.
- Round 1 Echo (2 Mins): Pair B repeats back what they heard Pair A say (*"What I heard you say was..."*). Pair A confirms or clarifies.
- Round 2 (3 Mins): Pair B speaks using their text's evidence. Pair A takes notes without interrupting and listening quietly.
- Round 2 Echo (2 Mins): Pair A repeats back what they heard Pair B say (*"What I heard you say was..."*). Pair B confirms or clarifies.

3. Teacher Transition Cue: Hit chime or use the timer sound for when Round 2 Echo 2 minutes is done.

   "Drop your roles! Pick up your pencils as a full group of four. It is time to find consensus."

- **Slide 13** - Explain what a consensus is.

Phase 3: Group Consensus

1. Action: Give each group a blank sheet of paper. (Groups can also do a shared doc if activity is done digitally.)
2. Prompt on Slide 14:
   "Who gets to call things what they are in history, and why is direct collaboration with impacted tribes the most effective way to move forward?"

3. Group Action: The four students must work together and write a shared 2–3 sentence answer combining Pair A's legal perspective with Pair B's collaboration perspective.
4. Phase 3 Wrap-Up (1-2 Mins): Run the 60-Second Peer Quality Check (All 4 names on top, both prompt questions answered or any of your class standard expectations for turned in work.) Then have students follow your turn-in procedures.
5. Transition Script:
   "Now that we've synthesized who SHOULD hold the power to name history, we are going to do a check for understanding."

Part 4: Formative Assessment & Exit Ticket

1. Action: Hand out the SWBAT Exit Ticket (or push out a Google Form link).
2. Instructions Slide 15:
   "Complete Part 1 using the Claim-Support-Question routine. Make sure to cite at least TWO text sources in your Support section. Then complete Part 2 for self-reflection."
3. Collection: Collect exit tickets at the door as the pass to leave class or in a way that matches your classroom routines and expectations.

Suggested Activities for Lesson

1. Whole-Class Discussion Prompts
2. Facilitate a quick Socratic wrap-up using these high-level inquiry questions:
   - **Who Gets to Name History?**
     When a landmark was named 100 years ago, Native voices were excluded. How does requiring tribal approval for name changes restore civic power today?
   - **Learning and Growing:**
     At what point do we decide 'that's a name we should change'? Does changing a geographic name erase history, or does it prove that society has grown?

- **The Kiowa Compromise:**
  Why is requiring Native American history for graduation a more lasting solution to stereotypes than just changing a sports logo?
- **Intent vs. Impact:**
  A school might say, "We meant to honor Native Americans with our mascot." Why does state law say student mental health and impact matter more than original intent?

3. Deepening Inquiry & Application Activities
   - Option A: Map & Policy Analysis Worksheet
     - Student Task: Display a map showing Colorado geographic location updates.
     - Action: Have student groups select one updated Colorado landmark (e.g., *Mestaa'ėhehe Mountain*). On their worksheet, they map out:
       - The original name and why it was flagged as derogatory.
       - The tribal consultation process used by Secretarial Order 3404.
       - Why/How the new name honors local Indigenous history.
   - Option B: The School Board Simulator
     - Student Task: Students act as a local School Board Advisory Council in a fictional town facing the $25,000 monthly fine under SB 21-116.
     - Action: Groups draft a 1-page Policy Proposal choosing one of two paths:
       - Path 1: Retire the mascot completely and design a community transition plan.
       - Path 2: Follow the Kiowa Model—as if you would reach out to a local tribe to craft an MOU centered on curriculum and land acknowledgments.
         a. The Kiowa School District mascot plan.

Structured Instruction Differentiation:

Reading Supports & ML (Multilingual Learners) Students:

- Text-Guided "Highlighting Hunt": Instead of letting students free-read the primary sources, provide them with a pre-chunked version of the texts where key structural terms (like fines, federal registries, citizenship, resident) are bolded. Students use the Guided Reading Packet
- Structured Dialogue Slips: Provide students with literal "Scripted Starters" attached directly to their Pair Role Cards to lower the anxiety of the presentation phase:

  Pair A (Legal/Policy Focus):
  - *"Our text shows that state/federal governments intervened because..."*
  - *"The policy evidence proves that changing names is necessary because..."*

  Pair B (Tribal Collaboration Focus):
  - *"Our text shows that Native American tribes must lead this process because..."*
  - *"An example of meaningful collaboration from our text is when..."*

  Active Listening / Echo Prompts:
  - *"What I heard your pair say was that [Summarize Pair A/B point]..."*
  - *"To clarify, did you mean that..."*

- Visuals & Chunked Scavenger Hunt Worksheet: Modify their Catalyst & Collaboration scavenger hunt sheet to include small icons (e.g., a gavel for legal power, a stop sign for a barrier) to visually anchor what they are searching for in the text. Chunked Scavenger Hunt Worksheet

Assessment:

Formative Assessment Options: You can use it all or choose an assessment from below that works best for your class. Exit Ticket: Voices in History

Lesson Title: Voices in History: Who Do We Hear?

Name:_____Date: _____ Period: _____

Learning Objective (SWBAT):

Students will be able to evaluate how historical representations and names change over time, using primary and secondary source evidence to explain why impacted communities must guide the process.

Part 1 (Option 1): Claim-Support-Question Routine
(Teacher Note: Explanation of this Routine at Harvard Zero Project)

1. CLAIM (The "What")
   State your position on the core inquiry question: When society decides a historical name or mascot needs to change, who gets to decide what it becomes and why?
   Sentence Starter: When historical names or mascots are being changed, the decision-making process is led by... because...

2. SUPPORT (The "Evidence")
   Provide at least two specific pieces of evidence from your source texts (*Text 1: Secretarial Order 3404*, *Text 2: SB 21-116*, or *Text 3: The Kiowa Compromise*) to prove your claim.
   Sentence Starter: According to text ___, ... This shows that history isn't stagnant because...

- **Evidence Piece #1:**

  _____

- **Evidence Piece #2:**

  _____

3. QUESTION (The "Next Step")
   Write one thoughtful question about how we handle historical names, landmarks, or symbols in our own local community today.
   Sentence Starter: Looking at our own town or state today, I wonder...

Part 2 (Option 2): Civic Impact & Self-Reflection

1. Civic Synthesis (Teacher Note: Students might need a reminder on what the word synthesis means.)
    a. In your own words, why is an agreement like the one made by Kiowa School District (adding mandatory Native American history classes to keep their mascot) a more meaningful way to handle history than simply erasing a logo or word overnight?
2. Self-Assessment Check

    Rate your understanding of today's learning objective:

    - [ ] **4 - I've Got It!** I can explain how names change over time AND cite evidence showing why impacted groups must lead the change.
    - [ ] **3 - Almost There!** I can explain why historical names change, but I need help connecting my claim directly to text evidence.
    - [ ] **2 - Need Support!** I understand why some mascots/names are controversial, but I'm unclear on how civic policy or collaboration works.

2022 8th Grade Social Studies Standards:

- SS.8.1.1.b: Evaluate historical sources from multiple points of view to develop an understanding of United States history.
- SS.8.4.2.a: Describe how citizens can participate in and influence civic life at the local, state, and national levels.
- SS.8.4.2.c: Analyze how diverse groups have struggled to attain, expand, and vindicate their rights over time in the United States.

Extension Activities:

Students can research a contemporary naming assignment inside their own municipality or county (e.g., streets, public spaces, parks, or recreation areas). They will track if there are any active community campaigns to update local signs, applying the exact civic methods analyzed during the core lesson.

(This activity can but does not have to relate to Native Americans or Indigenous peoples.)

Other options for extended learning opportunities:

- The "Local Control" Dilemma: Challenge these students to investigate the constitutional tension between Local Control (the traditional right of a local school board or town to govern itself) and State/Federal Mandates (laws passed by a higher authority to protect civil rights).
  Example:
  - **Concept:** Colorado's constitution establishes strong **Local Control** (Article IX, Section 15), giving local elected school boards authority over instruction and school operations.
  - **Dilemma Example:** A local school board argues that retiring a 70-year-old mascot violates their constitutional right to Local Control. Conversely, the State legislature argues that civil rights protections and preventing hostile learning environments (SB 21-116) supersede local control.
  - **Student Discussion Prompt:** *"Does local control give a town the right to keep a mascot that an outside tribe finds derogatory, or does equal protection under state law override local authority?"*

- Strategic Cross-Examination: During, instead of just sitting silently and taking notes, the listening advanced pair is tasked with identifying any weak spots or missing historical context in the opposing pair's argument. They must formulate one respectful, evidence-based counter-question to present during the consensus phase.
  - **Example 1 (Targeting Policy Limits):** *"If a government renames a mountain top, but fails to include local tribal members in writing the new educational signs, has it actually restored tribal sovereignty or just changed a label?"*
  - **Example 2 (Targeting the MOU Model):** *"If a school district pays for Native American curriculum only because they want to keep their sports logo, is that genuine civic respect or just a legal loophole?"*

- Modern Precedent Analysis: Have these students predict how the legal precedent set by Colorado Senate Bill 21-116 might apply to other public representations or contested historical monuments across the United States.

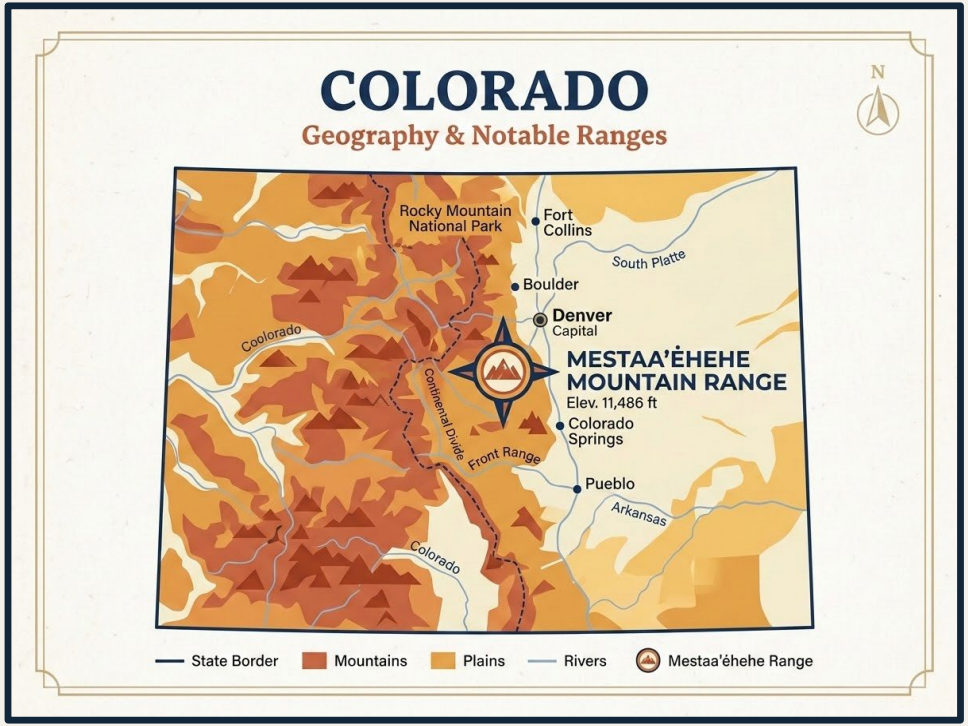
  Example:
  - **Senate Bill 21-116:** Colorado General Assembly SB21-116
  - **Contested Monuments & National Precedents for Class Analysis:**
    - **Statue of Robert E. Lee (Richmond, VA):** Removed and transferred to the Black History Museum and Cultural Center of Virginia.
    - **Christopher Columbus Statues (Chicago & Denver):** Removed or placed in archival storage following public feedback and civic review.
    - **Harney Peak to Black Elk Peak (South Dakota):** Federal name change replacing a U.S. Army officer with an Oglala Lakota holy man.

Additional Resources:

- Colorado Commission on Indian Affairs (CCIA) Mascot Compliance Tracking
- Library of Congress Guide: Analyzing Maps and Geographic Records
- CDE Lesson Plan on Mascot Perspectives

Voices in History:

Whose Do We Hear?



The Power of Naming

Who gets to decide?

LESSON HOOK

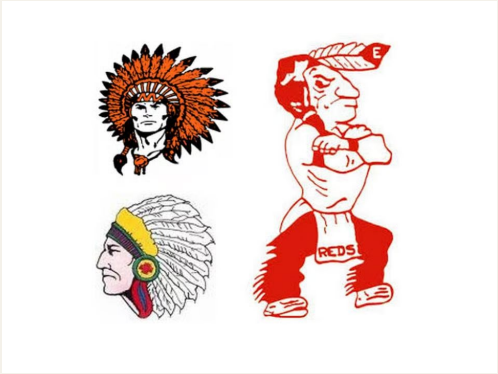
Names carry historical weight and reflect the values of the people who assign them. Consider the visual comparison: the sign for Mestaa'ėhehe Mountain alongside a legacy school mascot logo.

Who holds the authority to decide what a geographic landmark or a school mascot is called?

Think about how naming rights have historically been distributed and who might have been excluded from these decisions in the past.



Mestaa'ėhehe Mountain
Geographic Landmark



Colorado School Mascots

Changing Historical Memory

Historical memory is how societies remember and interpret their past. It shifts as new evidence emerges and perspectives broaden.

> When society learns new information about a word's history, at what point do we decide a name should change?

Reflect on how public landmarks and symbols serve as reflections of current societal values, and why preserving an outdated name might conflict with a community's evolving understanding of respect and inclusion.

Turn-and-Talk: Citizen Power

60-Second Partner Discussion

"If a town was named 100 years ago when certain groups weren't allowed to vote, who should get to decide if the name changes today?"

60 SECONDS

Partner Discussion Guidance:

Discuss with your partner how historical exclusion from the democratic process impacts modern naming debates. Consider the role of current citizens, marginalized communities, and local governments in correcting historical imbalances and updating community identities to reflect present-day voters.

Key Terms for Today's Inquiry

Understanding specific vocabulary is essential for analyzing our primary sources today. We will focus on four critical concepts:

- **Stagnant**
- **Derogatory**
- **Tribal Sovereignty**
- **Synthesis**



Scavenger Hunt

TODAY'S MISSION

Why mastering these terms is essential:

They will help you decode federal orders, state bills, and community agreements regarding historical naming practices and indigenous rights.

Active participation in today's inquiry starts with these concepts!

HISTORICAL TERMS

Defining the Past

STAGNANT

Definition: Frozen or unchanging; stuck in place.

Lesson Context:

History is not stagnant—it changes as our understanding grows. While events of the past have already happened, our interpretation and the language we use to describe them evolve continuously. Recognizing that historical narratives are not stagnant allows historians and citizens to update public memory, ensuring it accurately reflects new discoveries and more inclusive societal standards.

Civic Vocabulary Study

Policy & Public Representation

DEROGATORY

Definition

Expressing disrespect or harmful stereotypes toward a group.

A term that inherently devalues a group of people, creating barriers to community respect.

Lesson Context

Certain historical terms were officially declared derogatory by federal and state policy. Understanding this term is crucial when examining why specific geographic names and school mascots are being retired.

Modern legislative efforts focus on removing these words from public lands to promote community respect.

Key Term Study

Government-to-Government Consultation

Tribal Sovereignty

Definition: The legal right of Native American tribes to govern themselves and manage their cultural practices.

This concept recognizes indigenous nations as distinct political entities with the inherent power to make their own laws. In the context of historical naming, tribal sovereignty mandates that state and federal governments consult directly with tribal leaders when addressing geographical names or institutional symbols that impact indigenous heritage and ancestral lands.

Vocabulary Spotlight

Synthesis

Dictionary Definition

"Combining different pieces of evidence to form a new, comprehensive understanding."

Today's Application

Connect source catalysts with collaborative community solutions.

Historical Inquiry Task

Scavenger Hunt Activity

Analyze multiple primary sources—such as federal orders, state legislation, and local agreements—and weave them together to build a strong, evidence-based argument.

You will use synthesis today to connect the catalyst for changing derogatory names with the collaborative processes used to establish new, respectful community identities.

The Primary Source Scavenger Hunt

Today you will analyze three distinct primary sources to understand the mechanics of historical change.

You will extract evidence from each document to build your historical synthesis regarding the removal of derogatory language and the renaming of public spaces.



TEXT 1

Federal Order 3404

Primary Source Analysis



TEXT 2

Colorado Senate Bill 21-116

Primary Source Legislation



TEXT 3

Kiowa High School Memorandum of Understanding (MOU)

Primary Source Agreement

Scavenger Hunt Focus

Catalyst & Collaboration

As you read the primary sources, focus on two specific tasks:

Task 1: Find the Catalyst

What specific events, policies, or realizations forced the change in naming conventions?

Task 2: Find the Collaboration

Look for evidence detailing how Native American tribes were actively involved in the renaming process.

Why it matters: Highlighting these elements will help you understand both why the changes occurred and how communities worked together.

Structured Academic Controversy (SAC) Rules

We will engage in a structured debate using 3-Minute and 2-Minute Rounds.

Rules for Engagement

- Listen actively without interrupting the speaker.
- Repeat back what you heard and understood before responding with your own points.

The Goal: *This format ensures that all voices are heard. The goal is not to win an argument, but to deeply understand other perspectives and collaboratively analyze the historical evidence.*

STRUCTURED ROUNDS



3-MINUTE ROUND
Active Presentation & Argument



2-MINUTE ROUND
Active Listening & Response

Follow strict timing to ensure both perspectives get equal focus and collaborative depth.

What is Consensus?

Definition

Reaching a shared agreement that integrates multiple perspectives.

Consensus is not simply a majority vote; it is a collaborative process where all parties find a mutually acceptable solution.

Context & Application

In historical and political contexts, achieving consensus often requires compromise, deep listening, and a commitment to shared values.

Understanding consensus is vital for evaluating how diverse communities and sovereign tribes successfully navigate the complex process of renaming public spaces.

Group Consensus Task

"Who gets to call things what they are in history, and why is direct collaboration with impacted tribes the most effective way to move forward?"

Consensus Task Guidelines

- Synthesize Evidence: Use the evidence you synthesized from the federal orders, state bills, and local MOUs to support your shared conclusion.
- Formulate Statement: Work together to draft a single, cohesive group statement on the power of naming.

Formative Assessment

Exit Ticket

Please complete the final assessment before leaving class today.

Exit Ticket Worksheet



Part 1: Claim - Support - Question

Construct a Claim-Support-Question response addressing today's essential question. You must cite evidence from at least two of the provided primary text sources.

Part 2: Self - Reflection

Complete a brief self-reflection on how your understanding of historical naming and tribal sovereignty has evolved during this lesson.

📥 Submit your completed exit ticket to the designated tray.

MAP & POLICY ANALYSIS: GEOGRAPHIC NAME UPDATES

NAME: _____ DATE: _____ PERIOD: _____

LESSON QUESTION: Who holds the power to shape the official record, and why must impacted communities lead the process when updating historical names?

PART 1: LANDMARK SELECTION & MAP LOCATION
Select ONE updated Colorado landmark from the provided state map (e.g., Mestaa'ėhehe Mountain, Mestaa'ėhehe Pass, or another updated peak/creek in Colorado).

1. Chosen Colorado Landmark (New Name):

2. County / Location in Colorado:

PART 2: MAP & POLICY ANALYSIS LEDGER
Complete the three inquiry steps below using your primary sources (Text 1: Secretarial Order 3404 and modern Colorado geographic updates).

STEP 1: THE ORIGINAL NAME & THE CATALYST FOR CHANGE

A. What was the landmark's original name on federal and state maps?

B. Why was this original term officially flagged as derogatory by the U.S. Department of the Interior? (Explain the historical meaning and impact of the word).

STEP 2: THE TRIBAL CONSULTATION PROCESS (SECRETARIAL ORDER 3404)

A. How did Secretarial Order 3404 change the way landmark replacement names are chosen compared to how they were named 100 years ago?

B. Identify two specific steps involved in the Tribal Consultation process (e.g., working with Tribal Historic Preservation Officers, government-to-government meetings, or public comment periods):
   - Step 1:
   - Step 2:

STEP 3: HONORING INDIGENOUS HISTORY & CULTURAL SOVEREIGNTY

A. What is the historical origin or translation of the new name? (If analyzing Mestaa'ėhehe Mountain, identify who Mistanta / Owl Woman was and her role in Colorado history).

B. How does replacing a derogatory slur with an authentic Indigenous name restore cultural representation rather than "erasing history"?

PART 3: CIVIC SYNTHESIS & REFLECTION

Prompt: "When society decides a historical name or symbol needs to change, why is direct collaboration with sovereign Tribal nations the most effective way to move forward?" Write 2–3 complete sentences using at least two key terms (Tribal Sovereignty, Derogatory, Representation, or Stagnant).

Frayer Model

About the Strategy

A FRAYER MODEL is a graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, and viewing texts. It is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary. This strategy supports students' acquisition of new words and using resource materials by providing students with a structure to examine words for their definitions, characteristics, examples, and non-examples. Word learning requires multiple exposures to the word within meaningful contexts.

Implementation of the Strategy

- Select a word from a self-contained passage of text.
- Establish the purpose of the strategy.
- Provide students with a Frayer Model and use a think-aloud as you model the process of using the Frayer Model to analyze the word and determine its meaning.
    - Write the selected word.
    - Write the characteristics of the selected word. Scaffold as needed.
    - Write examples of the selected word. Scaffold as needed.
    - Write non-examples of the selected word. Scaffold as needed.
    - Write a definition for the selected word in your own words. Scaffold as needed.
    - Check the meaning of the word with the dictionary definition.
- Have students use the Frayer Model to determine the meaning of words. Scaffold as needed.

Measuring Progress

- Teacher observation
- Conferencing
- Student journaling
- Frayer Model as a formative assessment

Research

Rosenbaum, C. (2001). A word map for middle school: A tool for effective vocabulary instruction. *Journal of Adolescent & Adult Literacy,* 45, 44-49.

Winters, R. (2009). Interactive frames for vocabulary growth and word consciousness. *The Reading Teacher*, *62*, 685-690.

Wisconsin State Standards Strand

Language

- Vocabulary Acquisition and Use

Grade Level

6-12

Purpose

Use with students to support vocabulary development: introduce new vocabulary words and explicitly teach how to use resource materials

When to Use

Before Reading
During Reading
After Reading

Grouping

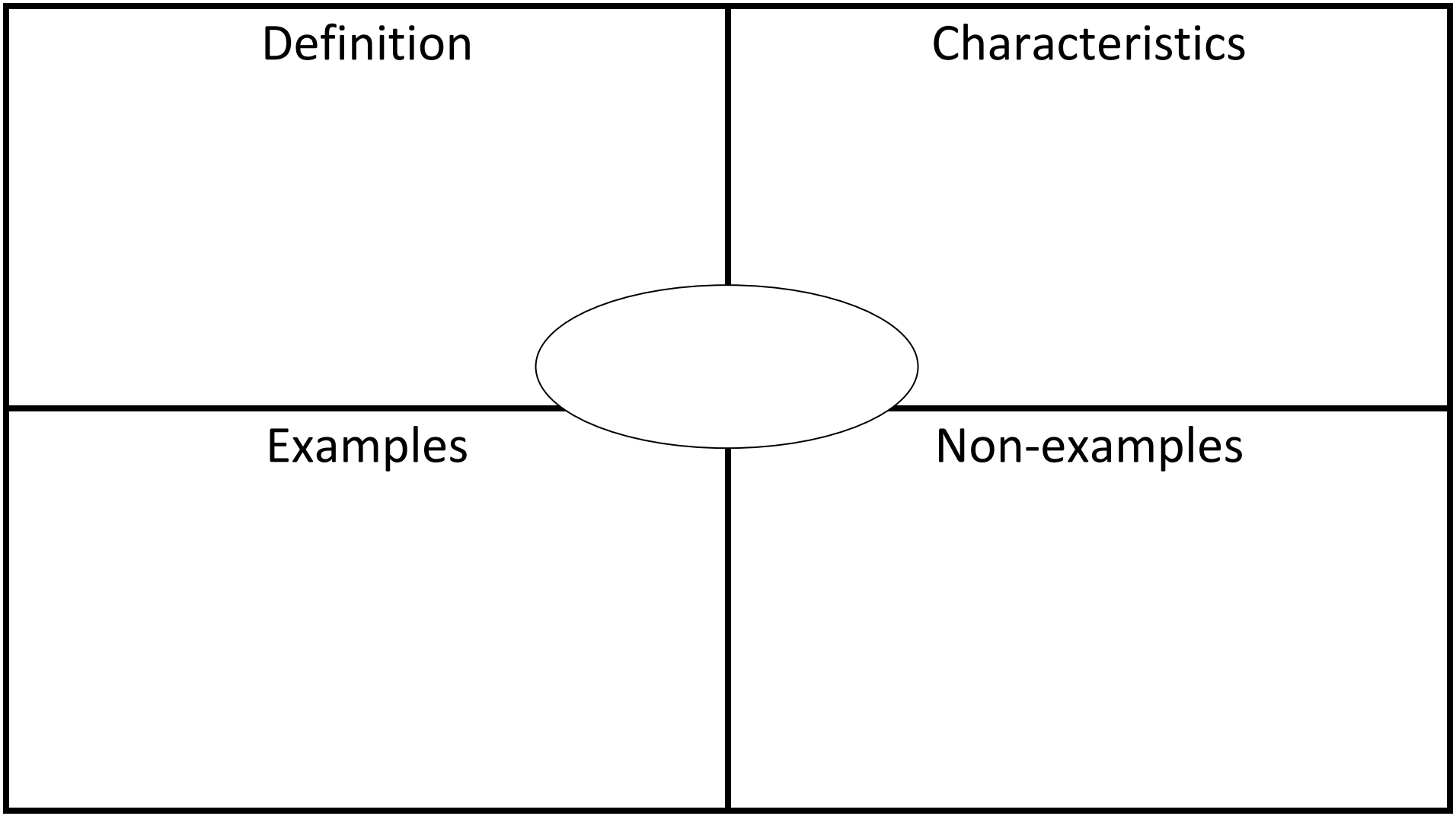
Whole class
Small group
Partners
Individual

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Name: _____

Frayer Model

Write the selected word. Identify characteristics of the word. Identify examples of the word. Identify non-examples of the word. Create your own definition of the word. Check the meaning of the word with the dictionary definition.



Structured Academic Controversy: What Should We Do?

Summary

Through a sequence of scaffolded steps, small groups of students increase their understanding of a community (shared) problem. They consider alternative perspectives and engage in a shared decision-making process.

Student Handouts: Structured Academic Controversy Ethical Discussion Worksheet.

Teacher Instructions

1. Prepare

Select an enduring issue that is central to the course and where values are in conflict.

Clarify for students the purpose of the deliberation — to come to a decision.

State or elicit from students appropriate behavior and norms — for example:

Hear all sides equally and speak one at a time.

Listen well enough to respond to and build upon each other's ideas.

Back up opinions with clear reasons.

2. Background

Students read (or are presented) general background information on the issue. They identify relevant facts, as well as the stakeholders and their primary concerns.

3. Make groups

Students are split into groups of four, and further into pairs.

4. Read positions

Each pair reads about a different position on the issue.

5. Plan presentations

Each pair plans a presentation of its position and arguments. Having students focus on the three most important arguments is helpful.

6. One side presents, the other repeats

One side presents their three important arguments to the other side. The other side needs to listen carefully, take notes, and then repeat the arguments back in order to be sure that they understand them, asking clarifying questions as necessary.

7. The pairs switch and the process is duplicated

Now, the side which originally listened is the one to present their arguments.

As before, the other side will listen, take notes, and repeat the arguments back.

8. Each side provides feedback to the other until everyone is satisfied that their position has been heard and understood.

9. Dissolve pairs to come to consensus/disagreement

The students proceed as their own individual selves, using information both from their experiences as well as the background readings.

Prompt: "Forge a position as a group. Feel free to change your mind. See if you can come to consensus on this issue, or at least clarify the disagreement."

Handout contributed by Rosetta Lee, Seattle Girls School

Modified from David Johnson and Roger Johnson by Parker, Walter C. (2003). Teaching Democracy: Unity and Diversity in Public Life. New York: Teachers College, Columbia University

Student Handout

NAME_____ Date_____ Period_____

Structured Academic Controversy
Ethical Discussion Worksheet

The Issue:

_____

Team Members FOR

1. _____ 2. _____

Team Members AGAINST

1. _____ 2. _____

Relevant Facts:

Stakeholders and their primary concerns:

Student Handout

NAME_____ Date_____ Period_____

Structured Academic Controversy
Ethical Discussion Worksheet

Main Argument(s) FOR:	Main Argument(s) AGAINST:
1.	1.
2.	2.
3.	3.

List possible solutions:

Common ground reached:

Student Packet: Voices in History (Accommodated Resource)

NAME: _____	DATE: _____	PERIOD: _____

📖 **Reading Focus:** As you read these primary and secondary sources, look for **bolded words**. Use the mini-glossary on the left side of each text to help you understand key legal terms, causes (catalysts), and official agreements.

Text 1: Federal Civic Voice (The Mechanics of Renaming)

Pair A Text

Key Words To Know	
Derogatory (👎): A word that is disrespectful, insulting, or hurtful to a group. **Board on Geographic Names (🗺️):** The official government group that names mountains, rivers, and parks. **Tribal Nations (🏛️):** Sovereign Native American governments that rule their own lands.	**Part 1: The Problem (Catalyst)** "The term ['s-word'] is historically used as a **derogatory term**... I hereby declare the term to be **derogatory**..." **Part 2: The Federal Action** "...and direct that the Department's representative to the **Board on Geographic Names** take immediate action to implement a process to **remove the term from federal use**..." **Part 3: The Tribal Collaboration** "...and replace it with names chosen in **communication with local communities** and **Tribal nations**." *— Secretary of the Interior Deb Haaland, Secretarial Order No. 3404 (November 2021)*

Text 2: Local Civic Voice (The Colorado Mascot Ban & Exemption)

Pair A Text

Key Words To Know	
General Assembly (🏛️): The state lawmakers who write and pass laws in Colorado. **Outlaws (🚫):** Makes something illegal or against the law. **Fine (💰):** Money paid as a penalty for breaking a rule or law. **Exception / Exemption (📋):** A special rule that allows an option to be different. **Curriculum (📚):** The official lessons and history taught in school.	**Part 1: The Impact of Mascots** "The **General Assembly** hereby finds and declares that... the use of American Indian mascots, imagery, or names by public schools... **fosters inaccurate misconceptions** of American Indians..." **Part 2: The State Law & Monthly Fine** "...**outlaws derogatory imagery**, and requires public schools that currently use an inappropriate mascot to face a **twenty-five thousand dollar ($25,000) per month fine**..." **Part 3: The Legal Exception (Tribal Agreement)** "**Exception:** The prohibition does not apply to any **agreement that exists**... between a **federally recognized Indian tribe** and a public school... that fosters goodwill, emphasizes education and supports a **curriculum that teaches American Indian history**..." *— Colorado Senate Bill 21-116 (Passed 2021)*

Text 3: The Kiowa Compromise (Secondary Source)

Pair B Text

Key Words To Know	**Part 1: The Goal**
Memorandum of Understanding / MOU	

(📜): A formal, signed contract between two groups outlining their agreement. **Comply (✅):** To follow a law, order, or official rule. **Mandatory (Required) (🔒):** Something everyone MUST do; not optional. **Graduation Requirement (🎓):** A class you must pass to earn your diploma and finish high school.	"The Kiowa School District in Elbert County successfully fought to keep its 'Indians' mascot." **Part 2: The Formal Partnership (MOU)** "To **comply with the state law**, the school district reached a formal **memorandum of understanding (MOU)** with the **Kiowa Tribe of Oklahoma**. The tribe approved the use of the mascot." **Part 3: The Educational Requirement** "In exchange, the Kiowa School District implemented **mandatory Native American history courses** for all elementary students, and made passing a Native American history course a **strict graduation requirement** for all high school students." *— Adapted from The Colorado Sun reporting (2022)*

Scavenger Hunt: How History Evolves

NAME: _____ DATE: _____ PERIOD: _____

Main Inquiry Question

How do communities work together to change historical names and symbols?

🏛️ Text 1: Federal Order 3404

Vocabulary Anchor

- **Derogatory (👎):** Disrespectful or harmful word.
- **Consultation (🗣️):** Meeting to talk and listen to ideas.

🛑 **Prompt 1 (Catalyst): Why did Secretary Haaland declare derogatory words must be removed?**

Secretary Haaland declared these words must be removed because...

🤝 **Prompt 2 (Collaboration): How does the federal government choose replacement landmark names?**

Instead of deciding alone, the government collaborates with…

🏫 Text 2: Colorado Senate Bill 21-116

Vocabulary Anchor

- **Mandate (⚖️):** Official law everyone must follow.
- **Exception (🔑):** Special rule that allows an alternative option.

⚖️ **Prompt 1 (Catalyst): What negative impact do derogatory mascots cause?**

State law found that derogatory mascots cause negative impacts on…

🔑 **Prompt 2 (Exception): What condition allows a public school to KEEP its mascot?**

A school can keep its mascot if it signs a formal agreement with…

📜 Text 3: The Kiowa Compromise

Vocabulary Anchor

- **MOU / Agreement (📜):** Formal signed promise between groups.
- **Curriculum (📚):** Classes and lessons taught in school.

📜 **Prompt 1 (Agreement): What steps did Kiowa School District take with the Kiowa Tribe?**

The Kiowa School District signed a formal agreement to require…

📚 **Prompt 2 (Educational Shift): How did Kiowa High School turn a mascot debate into learning?**

Instead of just keeping a logo, the school made Native American history a requirement for...

Pair A Texts: State & Federal Authority

Text 1: Federal Civic Voice (The Mechanics of Renaming)

> *"The term ['s-word'] is historically used as a derogatory term... I hereby declare the term to be derogatory and direct that the Department's representative to the Board on Geographic Names take immediate action to implement a process to remove the term from federal use and replace it with names chosen in communication with local communities and Tribal nations."*
>
> — **Secretary of the Interior Deb Haaland, Secretarial Order No. 3404 (November 2021)**

Text 2: Local Civic Voice (The Colorado Mascot Ban & The Exemption)

> *"The general assembly hereby finds and declares that... the use of American Indian mascots, imagery, or names by public schools... fosters inaccurate misconceptions of American Indians... outlaws derogatory imagery, and requires public schools that currently use an inappropriate mascot to face a twenty-five thousand dollar per month fine..."*
>
> **Exception:** *"The prohibition does not apply to any agreement that exists... between a federally recognized Indian tribe and a public school... that fosters goodwill, emphasizes education and supports a curriculum that teaches American Indian history..."*
>
> — **Colorado Senate Bill 21-116 (Passed 2021)**

Pair B Text: Collaborative Preservation

Text 3: The Kiowa Compromise (Secondary Source)

The Kiowa School District in Elbert County successfully fought to keep its "Indians" mascot. To comply with the state law, the school district reached a formal memorandum of understanding with the Kiowa Tribe of Oklahoma. The tribe approved the use of the mascot. In exchange, the Kiowa School District implemented mandatory Native American history courses for all elementary students and made passing a Native American history course a strict graduation requirement for all high school students.

— **Adapted from The Colorado Sun reporting (2022)**

SCAVENGER HUNT: HOW HISTORY EVOLVES

NAME: _____ DATE: _____ PERIOD: ____

TEXT 1: Federal Order 3404 (Geographic Renaming)

1. The Catalyst: Why did Secretary Haaland declare that derogatory words needed to be removed? _____
   _____
2. The Collaboration: How does the federal government choose replacement names? _____
   _____

TEXT 2: Colorado Senate Bill 21-116 (School Mascots)

1. The Catalyst: What negative impact does the state law say derogatory mascots cause? _____
   _____
2. The Exception: Under what condition is a public school allowed to KEEP its mascot? _____
   _____

TEXT 3: The Kiowa Compromise (Elbert County)

1. The Agreement: What specific steps did Kiowa School District take with the Kiowa Tribe? _____
   _____
2. The Educational Shift: How did Kiowa High School turn a mascot debate into learning? _____
   _____

PAIR A

ROLE CARD - State & Federal Authority

YOUR TASK: Present that government mandates (like SB 21-116 and Order 3404) are necessary to enforce civil rights and remove derogatory terms.

EVIDENCE TO USE:
Text 1: The federal government MUST step in to remove harmful slurs.
Text 2: $25,000 fines are needed because harmful mascots affect mental health and create unsafe environments.

SCRIPTED STARTER: "According to Texts 1 and 2, government authority is necessary because..."

PAIR B

ROLE CARD - Collaborative Preservation

YOUR TASK: Argue that simply banning names isn't enough; true progress requires active tribal collaboration, education, and mutual agreements.

EVIDENCE TO USE:
Text 2 Exception: The law allows mascots IF tribes give consent.
Text 3: Kiowa School District created meaningful change by making Native American history a required high school graduation class.

SCRIPTED STARTER: "According to Text 3, real progress happens when tribes and schools collaborate by..."

EXIT TICKET: Whose Voices Count?

Name: _____ Date: _____ Period: _____

Directions: Use the primary source texts we analyzed today (The Indian Citizenship Act, Colorado SB 21-116, and Secretarial Order 3404) to complete the three sections below.

1. CLAIM (Explain)

Based on today's sources, explain how citizens use their civic voice to change public names or mascots.

2. SUPPORT (Evidence)

Provide **two** specific pieces of evidence from today's texts to argue why historically impacted communities must be a part of the renaming process.

- **Evidence Piece #1:**

- **Evidence Piece #2:**

3. QUESTION (Inquire)

Write down one lingering question you have about how local communities or governments can fairly handle naming disputes when people disagree.