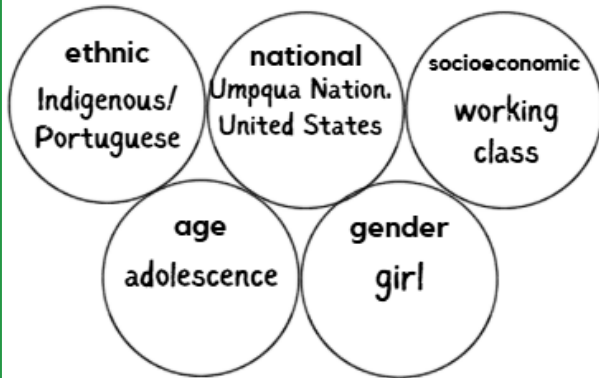


## Indian No More

By Charlene Willing McManis with Traci Sorell

### Focus Rings of Culture



### Vocabulary Ch 1-5

terminate  
fragrant  
coax  
howl  
pique

residence  
cower  
scarred  
flail  
fidget

## SAMPLE DISCUSSION QUESTIONS & ACTIVITIES

### Building Background Knowledge

To engage with this text, we suggest readers have the following background knowledge:

- Native Nations are diverse. Each Nation has its own language, culture, and traditions. In this story, Regina is Umpqua, part of the Confederated Tribes of Grand Ronde.
- The Federal Indian Relocation Program moved Native families from reservations to cities with promises of jobs and housing. Many faced poverty, racism, and isolation instead.
- Termination policies like Public Law 588 ended federal recognition of certain tribes, stripping them of their land and legal status. This caused deep harm to tribal communities.
- The Bureau of Indian Affairs (BIA) enforced many of these policies and often acted against the interests of Native Nations.

Refer to the included glossary, map and pronunciation guide throughout the reading of this text. Also, whenever possible, include Native voices to help students engage with this history respectfully and accurately.

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## Possible Writing Prompts

### Historical Reflection (Informational Essay)

Can a government truly “terminate” a people or culture? Write a research report or presentation explaining what the U.S. government tried to do through termination policies and how the Umpqua and other Native Nations resisted the erasure of their culture.

### Personal Connection (Narrative Essay)

Regina’s grandmother tells stories that connect their family to their culture and values. Write about a story passed down in your own family (that can be shared). How does this story connect you to your heritage or identity?

## Extension Activities

### Whose Land is This?

Support students in researching the Native land their school is located on using resources like Native Land Digital. Invite them to write a reflection on how that Nation’s history connects or contrasts with Regina’s experience.

### Reimagining Relocation Propaganda

The government used promotional materials to encourage Native families to relocate. Share samples of these posters and advertisements and have students analyze their purpose and message. Then, students create counter-narratives through visual art or digital posters that represent the truths of relocation, centering Native voices and Regina’s story.

## Identifying Cultural Behaviors

Cultural Behavior	Examples from the Text
<b>Orality and Verbal Expressiveness</b> (Verve or expressiveness with verbal and non-verbal cues): It’s not what you say but how you say it. Verve happens when the combination of emphasized use of nonverbals and verbal cues occur simultaneously. Verve is valued in some cultures as a sign of enthusiasm, engagement, and passion.	Regina’s grandmother shares stories that are deeply expressive, often using her voice, gestures, and emotions to communicate meaning beyond the words themselves. This oral storytelling tradition is a powerful way of passing down knowledge, history, and values in her community.
<b>Communalism/Communal "We" is more important than "I":</b> The success of the whole (community, family, class, collaborative group) outweighs and is more valued than the success of the individual.	Regina’s family discusses termination as a shared experience. Even though individuals respond differently, the emphasis is on what it means for the entire tribe. Their concern for the survival and recognition of the Umpqua Nation highlights how collective well-being is prioritized over individual needs.

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## Suggested CLR Protocols

Educators can access all CLR protocols on CLR+

Activity	CLR Protocol
<b>Response Protocol</b>	<p><b>Shout Out</b></p> <p>Students should share one or two word answers to a teacher question without turn-taking but rather verbal overlap (spontaneously).</p> <p><i>Validate and affirm (VA) Verbal overlap, Spontaneity</i></p>
<b>Building Background Knowledge</b>	<p><b>Tea Party</b></p> <p>This is an interactive pre-reading strategy that front-loads students' knowledge of the text and allows them to become familiar with phrasing and content words. Give students a meaningful phrase or sentence from an upcoming text, then they move around the room greeting partners with different types of greetings (formal, BBQ, casual, etc) and share their excerpts to find connections and infer a possible topic. After several partner exchanges, they join small groups to discuss connections and make predictions about the text based on the shared content. This supports situational appropriateness.</p> <p><i>Validate and affirm (VA) Movement, Sociocentrism, Collaboration, Subjective</i></p>
<b>During &amp; After Reading</b>	<p><b>Carousel Brainstorming</b></p> <p>In groups of 3–6, students rotate around posters with content questions, discussing and adding responses at each stop. After completing the rotation, groups return to their original poster, review all contributions, and summarize the collective responses in 1–3 sentences. Use an involuntary response protocol such Roll 'Em.</p> <p><i>Validate and affirm (VA) Movement, Collaboration, Conversational Patterns</i></p>