



Step Inside*

A thinking routine to explore point-of-view

1. What might this person **perceive** (be aware of)?
2. What might this person **know about or believe**?
3. What might this person **care about**?

This card goes with ATTLA
Viewer Discussion Guide, Lesson
One: Identity Mapping

*for more on this Visible Thinking
Routine, visit
www.pzartfulthinking.org



ROSE AMBROSE
GEORGE'S SISTER

Listen

Discuss

IDENTITY SNAPSHOTS

"They're on the Yukon river. George kind of look around and, he don't know what they're doing. Because they talk Indian, and he didn't understand the Indian language no more. Mom said he was pretty confused.

...He don't understand their ways, he don't - and they don't understand him too."

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ALFRED ATTLA
GEORGE'S BROTHER

Listen

Discuss

IDENTITY SNAPSHOTS

"There was a big party, and of course everybody that loaned dogs got paid. The whole Koyukuk River was his backbone. That's just the way it was in those days, you could still borrow dogs. I had a dog in there too, I loaned him one dog. Oh man was I proud. The whole state was."

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JOE BIFELT
GEORGE'S GRANDNEPHEW



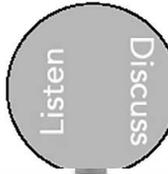
IDENTITY SNAPSHOTS

"When I was in 8th grade, I seen a newspaper article. And it's like, this world champion, George Attla - I remember like standing there for like 1/2 hour, wow, this is Grandpa George that I've known all my life. I knew he was a dog musher, but I didn't know he was a world champion. In our culture we don't like to brag about ourselves. We're not going to be bringing up all our accomplishments. No one really talked about it. I didn't really have too much experience with like champions that are Native, like me basically."

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GEORGE ATTLA



IDENTITY SNAPSHOTS

"Dogs accept you as you are. They don't care what you look like, they don't care what you sound like, they'll accept you."

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GARY ATTLA
GEORGE'S SON

Listen

Discuss

IDENTITY SNAPSHOTS

"Native people all over Alaska would be cheering for one guy. That's our man, you know. He was our man... I heard this guy, he said those god damn Natives are taking over (laughing). And sure enough, I guess we were!"

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AMANDA ATTLA
GEORGE'S DAUGHTER

Listen

Discuss

IDENTITY SNAPSHOTS

"In order for my dad to be the best, he had to not think about what they were thinking about in the village, or what anybody else was thinking about him. Being in two different worlds, you learn to adapt."

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BARNEY ATTLA
GEORGE'S BROTHER

Listen

Discuss

IDENTITY SNAPSHOTS

"I was downtown. I remember some kind of a sign at a bar that said, "we don't serve Indians or dogs." You know, in other words, we're equivalent to dogs to them...but things like that kind of motivated George. It made him drive harder.

George was the cripple. He's the one that was not supposed to make it. So, we never expected him to win, you know? But he did."

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MARIE YASKA
GEORGE'S SISTER

Listen

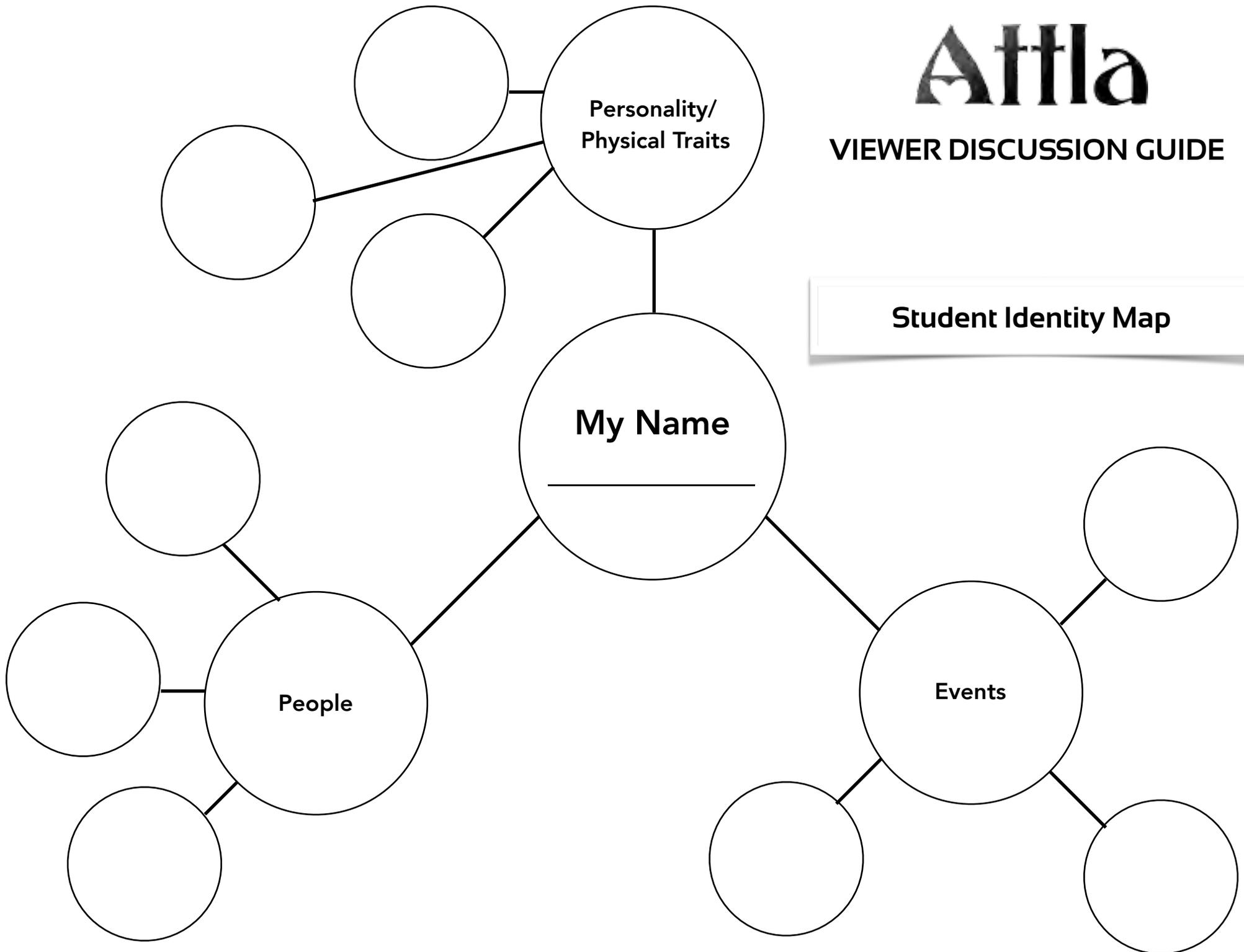
Discuss

IDENTITY SNAPSHOTS

"He was in the hospital like 9 years. They landed on the river. The first thing I noticed was the way he walked, his one leg was stiff. We all had to introduce ourselves to him, because he's been gone so long... ...My brother Bob remembers George being treated like, uh, you're not going to amount to anything. Bob said he, he saw that, and he said, that's what I think George is trying to overcome - that he want to be somebody - to be successful as a Native person."

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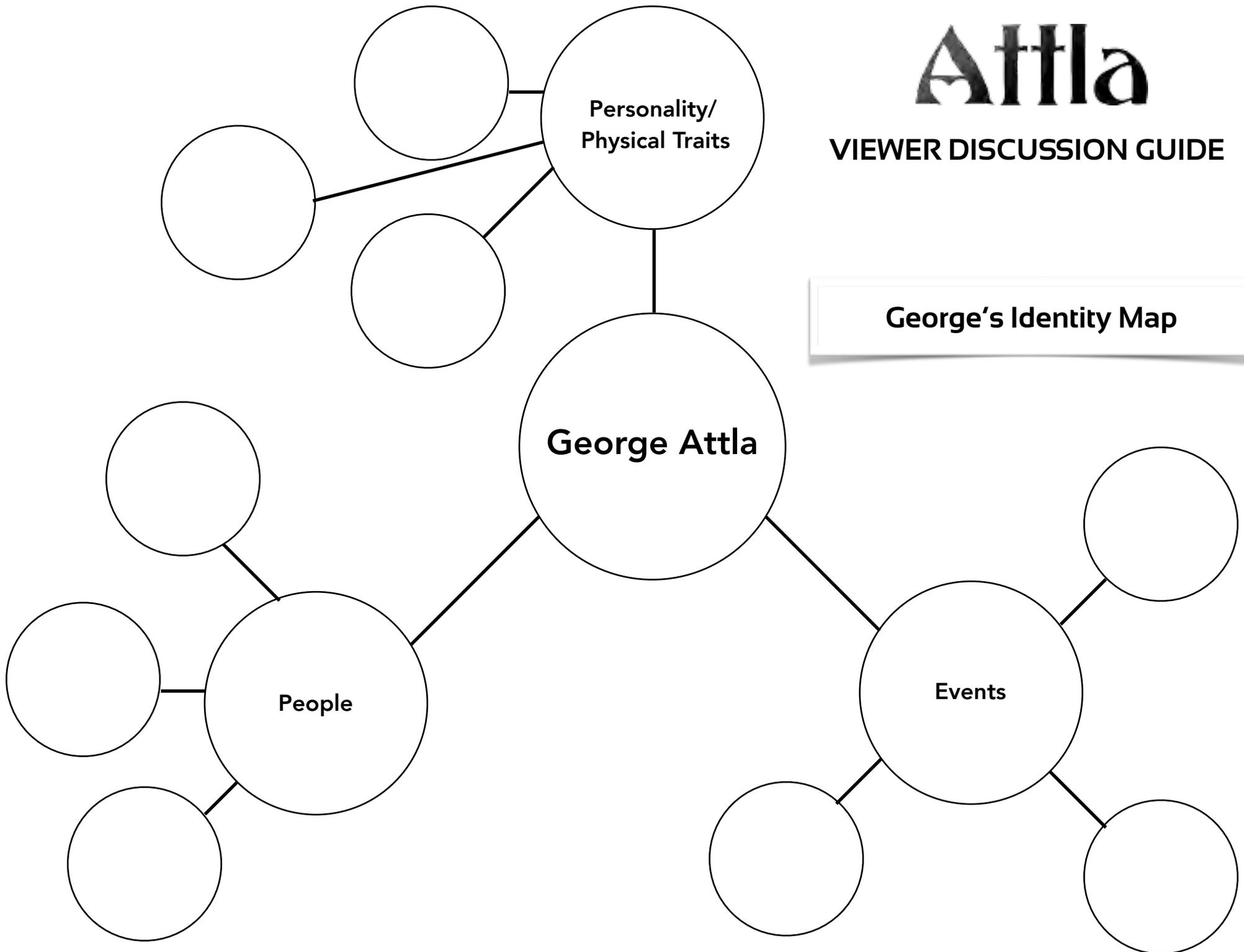
Student Identity Map



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VIEWER DISCUSSION GUIDE

George's Identity Map



Circles of Identity Activity

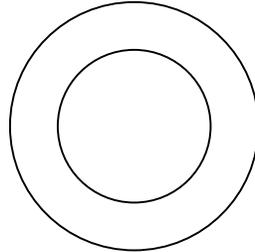
Adapted from the National School Reform Initiative

Understanding Goal: Students will understand that we can know others and ourselves more fully by celebrating our achievements and unique identities.

Essential Question: How does sharing with others help me to value our differences?

Purpose: When a group would like to examine issues of identity, diversity, beliefs and values, and would like to begin making connections between who we are and how that shapes decisions and behaviors, Circles of Identity can be a tool for initiating the dialogue. It is essentially a two-step process, which begins with individual reflection then moves into personal storytelling. This is a flexible process, in that the theme of the questions and prompts can be tailored to meet the objectives of the group.

1. Each student will use the Identity Map that they have created for this activity.
2. The entire group will stand in a large open area, forming two concentric circles, in preparation for the dialogue portion of this process. (An even number of people is necessary, since the dialogue takes place in pairs.) The outer circle faces inside while the inner circle faces outward. The circles should look something like this:



3. The teacher will now begin to ask the group to think about and respond to a series of questions. Important instructions to provide before the questioning starts are:
 - Once you hear the question, everyone will be allowed one minute to think about their own response to the question. This is intended to ensure that each person is fully listening to their partner during the dialogue process, without being distracted by a desire to plan a response when their turn to speak starts.
 - At the end of the one-minute thinking time, the teacher will announce the beginning of the round of dialogue. Each person will take turns responding, without interruption, to the question or prompt, with two minutes allotted for each. (The teacher may adjust the times based on student needs). If the speaker does not take two minutes, the full time should be allowed, being comfortable with the silence. The teacher will call time at the two-minute point, when the pairs should make sure the second partner gets a chance to speak for a full two minutes, without interruption.

(Order of questions should be carefully considered. Since the prompts focus on personal experiences, the emotions initially tied to those experiences are likely to resurface. It's generally a good idea to vary the depth of the questioning, and to never start with the deepest possible questions.)

Using the **Personality/Physical Traits** part of the Identity Map, ask students:

- With which descriptors do you identify most strongly? Why is that?
- With which descriptors do others identify you most strongly? How do you feel about that?
- Describe a time when one of the elements of your identity definitely worked to your advantage.
- Describe a time when one of the elements of your identity appeared to hold you back.

Using the **People** part of the Identity Map:

- Which person has taught you something about perseverance? How?
- Which person have you learned something new from? Describe what you learned.
- Which person has overcome a challenge in his/her own life? Describe.

Using the **Events** part of the Identity Map:

- Which event describes a time when you were brave?
- Which event describes a time that was really challenging for you?
- Which event describes a time when you showed perseverance?

-
- Each of the above questions constitutes a round. Each person has a chance to respond to the question, without interruption.
 - At the end of the second partner's time, the teacher will ask the group members to thank their current partner, and say goodbye. Either the inner or the outer circle will be asked to shift to the left or right. (Groups may want to shift one, two, or three persons to the right or left, to mix the partners more quickly). Students should take a moment to greet their new partners.
 - The next round of dialogue will begin, with a new question, and with the 30 second thinking time. The process continues through each round of questions or prompts.

4. Debrief the process. It is important not to shortchange this step. One way to begin the debrief is to ask the group to take a few minutes to do a quick-write (usually about 3 minutes is enough) on what they saw, heard and felt during this process. After the quick-write, do a round robin sharing (30 seconds or less) of what each participant observed.
 - Ask students: **How does sharing with others help you to value differences?**

This protocol is a result of collaborative work by: Debbi Laidley and Carmen Tolivar of the UCLA School Management Program, with Deb Bambino, Debbie McIntyre, Stevi Quate and Juli Quinn; created at the NSRF Winter Meeting 2001, Houston, TX.

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"I am From" Poem

Inspired by "Where I'm From" by George Ella Lyon

Make a list of the following descriptors that played a significant and important role in your family, culture, home, or upbringing as a child.

Try to list 5-10 in each category!

- Foods ...
- Artifacts/Objects ...
- Activities ...
- Sayings ...
- People who ...

Then, read your list starting each line (or every few phrases) with "I am from..."

Original Poem:

Where I'm From

By George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening,
it tasted like beets.)
I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.
I'm from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!
I'm from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.
I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger,
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.
I am from those moments--
snapped before I budded --
leaf-fall from the family tree.



See, Think, Wonder*

A thinking routine for observing, interpreting, & wondering

*What do you **see**?*

*What do you **think** about what you see?*

*What do you **wonder** about?*

This card goes with ATTLA Viewer
Discussion Guide, Lesson Two:
Building Knowledge Pathways

*for more on this Visible Thinking
Routine, visit
www.pzartfulthinking.org

Step One:

Identify two potential “non-conventional” sources of knowledge – like a member of your family or extended family, or someone in your community - and what you could learn from each of them. Write their names below.

1) Name of individual: _____

What I could learn from them:

2) Name of individual: _____

What I could learn from them:

Step Two:

Choose one of the options and reach out to them to see if they will teach you something new! If they are willing, make a plan for where and when you will meet. The learning experience should be 30-90 minutes in duration, and can be spread out over more than one day.

Step Three:

Learn something new! Don't forget to take pictures or record video/audio, depending on your final project!

Step Four:

Share your learning! Reflect and create something that shows and tells about your learning experience! Examples: Slideshow, Podcast, Digital Story (iMovie or Voicethread), eBook, or class book.



Look
Write

LOOKING 10 X 2

Look at the image for 30 seconds. Let your eyes wander.

Then, make a list of 10 words or phrases about any aspect of the image.

Look at the image again for 30 seconds. Try to add 10 more words or phrases to your list.

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Picture Comparison Venn Diagram

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Picture 1

Picture 2

