

**NPTT PROGRAM
EDCI 553 PORTFOLIO
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For Lesson One, my task has two parts. First, is to write a description of the classroom with the most diverse student population I can imagine. Second, upon reading Dr. Carson's article "On Discipline," complete the description of David Ambrose's classroom.

My Diversified Classroom

For my diversified classroom, the course will be centered around Dr. Carson's "Ourstory" concept that has been completed by the Prototype Project Team (PPT). This determined team of volunteers created an online prototype version of Ourstory with the Grid filled with related materials for reference and the concept mapping completed. This allowed the development of the three-year middle school curriculum. Bozeman middle school volunteered to be the Beta Test School (BTS) for the Prototype curriculum with very favorable results shown. Much interest has been shown for Ourstory and now my class will be the first one given to middle school teachers to allow them to learn more about the Ourstory three-year program so as to incorporate it into their school's curriculum.

The class will consist of a four-week online course to prepare the teachers on the Ourstory concept, material used and the three-year curriculum that has been developed. Then a one-week workshop will be held in Bozeman, Montana at Montana State University to allow the teachers to attend daily lectures and several small

workshops to prepare for their telling of Ourstory. The end product for each teacher will be customized lesson plans to use in their classrooms.

My class will all have one common trait, a desire to learn how to tell Ourstory to their students, so students may understand the Epic Tale of our humankind.

With the Online feature of the course, many diversified teachers will be attending such as:

- Men and women
- All adult age groups
- Teachers from all subject areas
- Teachers from the United States and other countries
- Multiple languages may be used
- A wide range of ethnic backgrounds will be represented

One might ask, why will so many diversified teachers come to this class? I believe the answer lies in the force of attraction of teachers' desire to pass down the epic tale of our humankind to the next generation. They want their students to know where they came from and how our cultural tools came about. This will allow students to realize these tools belong to them to use for their benefits and society's benefits. It is my hope that this very diversified class of teachers will spread the word on Ourstory.

David Ambrose's classroom

My approach to this task will be to describe the first day of class and show how Mr. Ambrose sets up the parameters and framework of what the class must decide and agree to in order to have a successful class. Let's take a look inside and listen in on the conversation: (Mr. Ambrose will be A:, students will be numbered and C: means Class)

A: Am I to understand that you have entered this classroom with certain expectations?

1: Uh... Yeah (with attitude of course)

A: OK, then what are they?

2: Well, I expect a chair and desk...duh.

A: Seems reasonable, anything else?

3: I expect to know what's going to happen in this class and what do I have to do?

A: I don't know that yet; this class has to figure it out.

4: What? Us figure it out? Man, you gotta be kidding; that's the teachers job, what gives?

A: This class is managed under what I call the "Networked Responsibility Approach."

5: What the heck is that?

A: This is an approach where the class decides everything.

6: We are going to decide everything? Cool, I say let's get the heck out of here!!!

A: Wait one minute young man, did the class decide and agree to that?

7: You know... I'm intrigued; I don't want to leave. I want to know more about this... Network...Responsibility...Approach...Thing. Plus, I like to read and write and I need this class to get into college.

A: Ok then, I can give an overview of the framework that must be decided and agreed to by the whole class. Does the class want to hear this approach?

C: A long pause with many students looking at each other's faces for yes or no answers... then, finally the moment of truth.

8: I would like to hear more!

9: Me too!

10: I'm in!

A: How about the rest of the class?

C: Many nods and yeses given...

A: OK, so let's begin. Take out your notebooks to take notes and let's get started! We have 3 days to determine and agree to the framework.

So now, Mr. Ambrose begins writing on the board and gives the following framework:

Things the class must decide on and agree to:

1. What is the goal of this class?
2. What will the material be covered in class?
3. What will the syllabus be?
4. How much homework will be done in class?
5. How will the class determine when there is agreement on a subject?
6. What are the responsibilities of the student?
7. What are the responsibilities of the teacher?
8. How will grades be determined?

9. How will the class keep track of what has been decided, to prevent arguments?
10. What are the student rules?

Teacher rules that govern the class:

1. Respect will be shown at all times to all students and the teacher.
2. Decisions made by the class must be followed by everybody, no exceptions.
3. When there is disagreement, the teacher rules.

For Lesson Four, my task upon review of Chapter Two, “Class,” is to explain at least six ways in which a person’s social class background can create for them a “world view” that is different from someone else’s social class background. My approach will be to create a 6x5-matrix grid consisting of six socioeconomic status (SES) determinants vs. the five social classes to provide an overview of general trends. Providing more detail of three classes (Underclass, Middle and Upper) and their status on each SES determinants will further support this effort. The goal is to establish an overall general feel of each class’ “world view” compared to another.

Overview General Trend of SES determinants vs. Social Classes:

	SES Determinants	A Underclass	B Working Class	C Middle Class	D Upper Middle	E Upper Class
1	Income:	Very Low	Low	Average	High	Very high
2	Wealth:	None	Very little	Marginal	Some	Abundant
3	Occupation:	Almost unemployed	Blue collar	White collar	Professional	Elite
4	Education:	Below H.S. diploma	H.S. Diploma	2 yr. community	4 yr. College	Prestige College
5	Power:	None	Very Little	Some	Moderate	High level
6	Social respect:	Very little	Low	Accepted	high regard	Resentful

1) Income: For the three classes, income starts out very low for Underclass, moving towards a very high income for upper class.

1A) Underclass: Income is very low for this class. They struggle for survival and many are homeless, living below the poverty level. Also, being on welfare is a way of life for many.

1C) Middle: Income is average for this class. They are above the official poverty line but are below the realistic level to live a comfortable life. Also, many incur much debt in trying to make ends meet.

1E) Upper: Income is very high for this class. They live a very affluent life, enjoying the best that money can buy from basic needs to every desire wanted.

2) Wealth: For the three classes, there is no wealth for the Underclass, moving towards an abundant amount for the upper class.

2A) Underclass: There is no wealth for this class. They have very few possessions and almost no cash to deal with.

2C) Middle: For this class, marginal wealth has been obtained. With a limited income just barely able to stay afloat, leaves little income to acquire long-term wealth.

2E) Upper: Much abundance of wealth is obtained by this class. Many have generations of “old” money that is passed down from generation to generation. Also, much ownership of property, investment, bonds and stocks provide long-term wealth. Finally, elite positions held allow for a very high income to make further investments possible.

3) Occupation: For the three classes, occupations range from no skill positions for underclass to very elite prestigious positions for upper class

3A) Underclass: There is much unemployment in this class, with mostly unskilled jobs being performed when work is found. Also part-time employment is common for this class.

3C) Middle: This class is considered to be white collar due to lack of manual work being performed. Service jobs are common in this class.

3E) Upper: This class obtains and holds the most prestigious positions available to the classes. They are CEOs of corporations, Presidents of universities or owners of companies.

4) Education: For the three classes, education goes from the underclass usually not having a high school diploma to the upper class attending very prestigious universities and achieving bachelors, masters or doctorate degrees.

4A) Underclass: Education for this class usually is below receiving a high school diploma or barely achieving one.

4C) Middle: For this class, they usually earn a high school diploma along with a two-year associate degree. A few achieve a four-year college degree.

4E) Upper: A four-year college degree from a prestigious university is earned, along with many achieving masters and/or doctor's degrees.

5) Power: For the three classes, the full range is covered, from the underclass having no power to the upper class having a very high level.

5A) Underclass: For this class, no power is achieved due to almost no wealth and very little income.

5C) Middle: Some power is achieved for this class. Unions provide one way, in which power can be obtained.

5E) Upper: For this class, a very high level of power is achieved. This is due to their very high income and wealth obtained. They are able to sit on boards, which control power in various governing bodies that determine policies. This also allows them to protect their interests and maintain the wealth achieved.

6) Social Respect: For the three classes, the underclass has very little social respect from the other classes, while the middle class is very socially respected.

However, the upper class draws resentment for all other classes.

6A) Underclass: This class achieves very little social respect from the rest of the classes. They also become isolated and not wanted due to their perceived poor performance.

6C) Middle: This class is socially respected by many people due to the majority of them being in the middle or upper middle class.

6E) Upper: This class deals with all the other classes being resentful of them. This is due to the upper class being a very small percent of the population but having much power and wealth, which they wield over all the other classes.

In Summary, the trends for the three classes examined are as follows:

The underclass lives its life in poverty, barely able to survive and not well respected by others. The middle class struggles to make ends meet while working in white-collar jobs, but have the respect of many people. Finally, the upper class enjoys the best of everything that high income, abundant wealth, and power can produce and are the envy of all other classes.

For Lesson Six, my task upon review of Chapter Four, "Gender," is to examine two areas concerning gender. First, forty years ago social conservatives argued that "unless girls are taught to act like girls, and to understand their role in society, family order will break down and society will suffer." What would my statement be to someone who said, "See, I told you so"? Second, what view should the educational profession take toward female students?

First Area:

I would disagree with the claim that family order has broken down and society has suffered based on girls not being taught to act like girls to perform their role in society. The following are my reasons why I believe the claim is not true. First, family order has changed over the past forty years due to economic forces. Two incomes are needed by families today to survive in our high priced economy. Starting around 1972, inflation began to outpace the single-family income, causing erosion in the purchasing power of the American family. This has continued through out the 1980's and 1990's.

Also, the standard of living began to improve due to the rapid technological development occurring at the same time. This put pressure on the family to seek more income to meet the needs of the family, thus causing the wife to seek employment and provide financial assistance for the family. Therefore, the changing the traditional role of women in the family was not a factor, while inflation and a higher standard were major factors.

Let's examine the new two-income family and its changes. Fathers today help much more with taking care of and raising the children. Also, the household chores are now shared between the husband and wife. This is a major departure from the traditional family, which had built-in gender discrimination. In traditional families, the father was required to be the "breadwinner" with the wife delegated to be the "homemaker." In today's dual income family, wives also have careers and bring home income to support the family. This does put strain on the caring of children since an outside source must be found for day care while the parents are working. It is hard to say that society has suffered; one benefit with both spouses seeking employment has been the expansion of the economy with more workers to support it.

Second Area:

The following key points are offered for what view should the educational profession take toward female students?

1. Do not support sexism in the school. Treat boys and girls equally and encourage both sexes to learn all subjects being taught.
2. Prevent sexual harassment at schools against girls and boys.
3. Do not partake in gender discrimination and become free of gender bias. This can be accomplished through the end of gender stratification by having the following two methods.
 - a. Change teacher behavior in school toward gender bias.

- b. Change content and interactions in classrooms, recognizing that subtle and unintentional bias does exist in the classroom. Once teachers realize this, then changes in the classroom and also in the lives of students can occur.
- 4. Use women's studies in the schools. This will allow the perspective of women to be examined through culture, status, development and achievement. This allows girls and boys to appreciate women's involvement in society.
- 5. Provide nonsexist gender-sensitive education, which will allow girls to be heard and to understand the legitimacy of their experiences as females.

For Lesson Eight, my task is to look up the following five terms on the Internet and choose a site to write a summary along with a response for each one. They are: Special Education, Americans with Disabilities, Section 504, IDEA and Special Needs. The review of my findings follows.

Special Education:

The site I chose to review for “special education” was: <http://ed.gov/about/offices/list/osers/index.html>. This is a US Department of Education web site for the Office of Special Education and Rehabilitative Services (OSERS). This Federal Government office uses this web site in support of President Bush’s No Child Left Behind agenda. OSERS provides a wide array of support for parents and individuals, school districts and states in the following three areas: special education, vocational rehabilitation and research. The site structure contains nine areas: Home, Programs/Initiatives, Office Contacts, Reports & Resources, News, About Us, NIDRR, OSEP and RSA. NIDRR stands for National Institute on Disability and Rehabilitation and provides leadership and support for a comprehensive program of research related to the rehabilitation of individuals with disabilities. OSEP is the Office of Special Education Programs and is dedicated to improving results from infants to youth ages birth to twenty-one with disabilities. RSA is the Rehabilitation Services Administration, which oversees formula and discretionary grant programs that help individuals with physical and mental disabilities.

I found this site to be very well organized. The information concerning special education and rehabilitation was easy to find. There is much useful content on NIDRR and the type of research being conducted. OSEP gives detailed information concerning grants and discusses the Individuals with Disabilities Education Improvement Act (IDEA). Finally, RSA provides Title I formula grant program information on funds for state vocational rehabilitation (VP) agencies. Overall, this is an excellent site for special education.

American with Disabilities

The site I chose to review for “Americans with disabilities” was <http://www.DisabilityInfo.gov>. President George W. Bush directed federal agencies to create this site to be citizen-centered with useful information concerning disabilities. Disabilityinfo.gov is an interagency site that allows people with disabilities to connect with the resources needed to pursue their personal and professional ambitions. The site contains ten major areas of information: Home, Employment, Education, Housing, Transportation, Health, Income Support, Technology, Community Life and Civil Rights. Each area is color-coded and when selected contains many subcategories with more useful and detailed information to help the disabled.

This is a very useful site for general content for those with disabilities concerning each area mentioned. Upon selecting a category, many more sub-categories appear with even more detailed information. This is a treasure chest of content that is highly organized and very easy to navigate. Simply put, it is necessary bookmark for disabled Americans. I commend the US Government for an outstanding web site.

Section 504

The site I chose to review for “section 504” was <http://www.pacer.org/pride/504.htm>. PACER is a center for Parent Advocacy Coalition for Educational Rights whose mission is to expand opportunities and enhance the quality of life for children and young adults with disabilities. This specific web page; <http://www.pacer.org/pride/504.htm>, contains twenty Questions and Answers (Q&A) on section 504 of the Rehabilitation Act and Postsecondary Education handled by the PACER staff. It provides a good starting place to understand Section 504 and postsecondary schools. This Q&A provides insight into the law’s interpretation concerning disabled Americans’ access to colleges.

Upon reviewing the Q&A provided, I found that much practical information was provided, with straightforward answers as to what the law requires of postsecondary institutions. Basically, this website is a nuts and bolts approach to what should be provided for disabled students who attend college.

IDEA

The site I chose to review for “IDEA” was <http://www.nichcy.org/idea.htm>. The National Dissemination Center for Children with Disabilities (NICHCY) is an organization that is part of a broad Federal effort to improve results for children with disabilities. They are funded by OSEP at the US Department of Education. Their mission is to connect people with the resources needed for disabled infants to young adults. This specific web page concerns itself with an overview of the Individuals with Disabilities Education Act

(IDEA). It has six categories: News, The Law, Regulations, OSEP-Reviewed, Materials and Training Materials.

Upon review, I found this site to be a great source for the latest up-to-date information concerning IDEA 2004 with all six categories covered, in addition to the 1997 IDEA law.

Special Needs

The site I chose to review for “special needs” was <http://www.snapinfo.org>. Special Needs Advocate for Parents (SNAP) is a private organization founded in 1993 by Nadine Vogel, who has two special needs children. Their mission is to improve the quality of life for parents of children of all ages who have special needs. SNAP is available to help guide people in finding the information required to ensure a lifetime of care and quality for special needs children. The site format contains five pull-down options, About Us, Our Services, What’s New, Support SNAP and Contact Us. SNAP provides five services: Medical Insurance Empowerment Program, Special Needs Estate Planning Information, Community and Resources, Newsletter and Workshops.

I found this site to be a support organization for parents with special needs children that offers services in meeting the difficult task parents face in raising their children. It is a well laid out site, which provides excellent information on the services that SNAP provides to assist parents of special needs children.

For Lesson Nine, my task upon review of chapter 6, "Religion," is to make connections between religion, my life, other readings or current events. Reflecting upon this task, I've decided to discuss a major current event for Roman Catholics and my life's connection to religion and the impact religion has on education with respect to other aspects of life. Let's begin with a recent current event.

Choosing of a New Pope

This past month, the Roman Catholic religion lost Pope John-Paul II due to illness. He resided as pope for twenty-seven years since being selected in 1978. With millions paying respect, the Pope was laid to rest in the Vatican. A Concave of cardinals under eighty years old was formed to elect a new pope. After several tries, white smoke rose from the chimney and the bells rang, signifying a new pope had been chosen. Seventy-eight year old Pope Benedict XVI is now the papal authority for the 1.1 billion Catholics around the world. He is called a transitional pope due to his age, however; many challenges face the Roman Catholic religion.

I believe he will be a great pope and will provide much leadership for the issues that must be addressed. One major issue concerns how many traditional conservative rules will the church enforce or change to become more liberal. For example, the American Catholic churches have been dealing with the priest sex scandal. This raises the question of should priests be allowed to marry and should women be allowed to become priests to help with the shortages that plague the church today. There are

many other challenges facing Pope Benedict XVI and Roman Catholics worldwide that I believe will be handled to provide stability for the future.

My Life's Connection to Religion

For this portion of the discussion, I decided to focus on expanding my understanding of the major religions of the world other than Roman Catholic since this is what I am. This will allow me to better understand these religions. This knowledge will be helpful in high school to relate to students of various religions. A brief overview of Judaism, Islam, Black Muslims and Buddhism is given next.

Judaism is one of the oldest religions in the world. Israel is the homeland for Jewish people located in the Middle East. Much anti-Semitism exists due to the Jewish-Gentile conflicts that have lasted for centuries. The Holocaust during World War II of European Jews resulted in the death of millions by the Nazis. Jesus was Jewish but is not recognized by Judaism as the Son of God; they are still waiting for his arrival. Most American Jews belong to Reformed Synagogues and value and worship the High Holidays while not attending services on a regular basis.

Islam is another religion practiced by over one million Muslims, where Islam means to surrender to the will of God. This religion is based on the revelations of the prophet Muhammad and are written and kept in the Koran. There are two major groups; the majority group, the Sunni Muslims, who believe the rightful leadership began with Abu Bakr and has been passed on to military and political leaders. The minority group is the Shi'te Muslims, who believe the leadership should be passed down from Muhammad's bloodline. There are 5 million Muslims in the United States.

Black Muslims began in the United States under the teachings of Timothy Drew, who believed blacks were Asiatics and therefore Moors or Muslims. The nation of Islam was founded in Detroit and sought to engage African Americans in economic nationalism and instill a sense of pride and achievement. In 1975, Wallace Deen Muhammad became leader, embraced the traditional Sunni Islam, and changed the name to the American Muslim Mission. They support conservative causes.

Buddhism has a twofold united orientation towards existence that Buddhists believe. The first is a fundamental negative attitude toward life that focuses on the idea that if there's life existence, then there's suffering. The second is Buddhism provides a solution to the frustrations of life, namely the four noble truths and the eightfold path to eliminating desire, which causes suffering that is the purpose of living. There are over 300 million Buddhists in the world with 780,000 living in the United States.

Impact of Religion on Education

Upon reflection, I realized that religion not only has an impact on aspects of life such as gender, homosexuality and race, it also has an indirect impact on education. Our previous readings in Chapter 3, " Ethnicity and Race" and Chapter 4, "Gender" acknowledged the impact these three aspects of life have on education and the role teachers have in dealing with each one. Now, when one realizes how much religion influences these three areas also, then understanding how religion indirectly influences education is an important statement that must be understood by educators as they handle the school environment. A closer look at each one is beneficial.

- **Gender.** In many of the conservative religions, the role of women is clearly defined and limited, such as, women are not allowed to become priest or ministers. Many point to scripture as their basis for this belief. How does a teacher provide equality in a classroom when children have been raised not to accept it based on their religious beliefs?
- **Homosexuality.** Many religions are strongly against same sex relations and cite various readings such as Genesis to back up this position. However, science has found that genetics play a major role in determination of a person's sexual orientation. Teachers face a difficult task in providing equality and peaceful coexistence in a classroom when students have biased beliefs towards homosexuality and treatment of fellow classmates.
- **Race.** Some religions have based their racism on misinterpretations from biblical scriptures. These beliefs have lead to acceptance of slavery and anti-Semitism. With the very strong influence religion has on people, these teaching can inflict racism within people, who in turn raise their children with the same beliefs. This causes much hardship in education in providing a non-threatening environment, which will allow education to flourish.

In conclusion, my task of making connections with religion to my life, other readings or current events has broadened my understanding of different religions and the very strong influence and impact it has on society and education. I've realized that even though religion does not have a direct impact on education due to the laws of separate church and state, it becomes very clear and apparent the indirect, but

significant, influence religion has on education through beliefs in gender, homosexuality and race.

For Lesson Eleven, my task upon review of chapter 8, "Age," is to answer the eleven questions at the end of the chapter in the "Questions for Review" section.

1. Explain why child abuse is a problem and cite some of the signs of child abuse?

Child abuse is a problem due to the long-lasting effect it has on children. Physical and emotional scars can persist through adulthood. Some signs of child sexual abuse are children who become withdrawn or secretive. Children who are chronically belittled, humiliated or rejected or have their self-esteem attacked are showing signs of emotional abuse. Physical abuse signs are bruises on the body that last for more than twenty-four hours.

2. When does ethnic identification begin in children and how is it manifested?

Children begin ethnic identification as young as three years old. It is manifested in children, by first being involved in self-identification since the children must be aware of themselves before they can recognize differences in other children. They are able to properly identify grouping by seven years of age.

3. Describe some variables that contribute to prejudice in children?

Authoritarian parents who use punitive punishment along with curbing hostility in the children in order maintain their status as parents is one variable that contributes to prejudice in children. This can cause another variable in low self-esteem to occur due to parents telling them they are bad. This causes children to project their negativity onto others who are the focus of their parents' prejudices.

4. What are the sources of alienation between adolescents and their families?

When adolescents shift emotional ties from families to peers, it can begin the alienation within the family. The attitude of parents is also a source of alienation when an expectation of alienation by parents creates hostility towards adolescents. When adolescents' efforts to become self-sufficient individuals lend them to believe that they must turn away from the family it fuels the alienation problem. Finally, as adolescents try to assume adult behaviors, but are unable to cope with the associated responsibility, causes parents to be reluctant in granting this desire, which further adds to the alienation.

5. What is the extent of substance abuse among adolescents and what are some of the underlying causes of substance use in this age group?

Substance abuse namely, alcohol and drugs are a major problem among adolescents. Surveys have shown over 26% usage of drugs on a monthly basis along with over 25% usage of alcohol on a weekly basis gives strong evidence of substance abuse being extremely problematic for society to deal with. Reasons for substance use by adolescents stem from a desire to produce altered states of consciousness, for example relaxation, relief, escapes or comfort from stress. This desire stems from seeking immediate gratification, relief from exposed hostility and lack of understanding the consequences of substance abuse.

6. What are the causes of adolescent suicide and what are the warning signs?

Major causes of adolescent suicide include the decline of religion, competitiveness in school, break-up of the nuclear family (divorce), tension and/or alienation within

the family because of adolescents' failure to conform to parents' expectations. Some of the warning signs that are an apparent response to the frustrations of adolescent life include aggressive or hostile behavior, alcohol and drug abuse, changes in eating and sleeping habits, sudden mood swings, abrupt changes in personality, decline in school activities and grades, hopelessness, obsession with death, and giving away prized possessions and depression.

7. What are some primary differences between the younger and older baby boomers?

The older boomers were born in the late 1940's, while the younger boomers were born in the early 1960's. They differ in the following ways: The older boomers experienced political and social unrest associated with the Vietnam War and Kennedy and King assassinations. They endorse alternative religious beliefs such as reincarnation and practice meditation. Many are married with children and are involved with religious activities. The young boomers experienced less social unrest, but felt the impact of gasoline shortages and environmental disasters, such as Three Mile Island and Chernobyl. They belong to the "me generation" of the 1980's, are more religious with respect to personal faith and practice, and are more conservative.

8. In what way do the baby busters differ from the baby boomers?

Baby boomers were born from 1946 to 1964, while baby busters were born from 1965 to 1976 or perhaps as late as 1981. In general, busters are resentful of boomers and believe they have to clean up the party that boomers had. Examples include the national debt and lack of long term social security funds for the future. Busters are more acceptable to diversity, have a higher view of marriage than

boomers. Busters are more liberal than boomers on the political and social fronts. They have grown up in the information age and survive well in it, while boomers struggle with constant changes in their surroundings.

9. What factors have contributed to some African American males being considered at risk in our society?

Six social factors contribute to African American males being at risk in our society.

They are as follows; lack of education due to high drop-out rate, high unemployment rate due to lack of job skills, high delinquency of being arrested approaching 30% of the youth population, participants in the high teen pregnancy rate for blacks which is twice that of white teens and finally high mortality rates due to homicides and suicides.

10. How does old age relate to ethnicity and socioeconomic status?

For socioeconomic status, old age is affected by what level he/she lived in while they were younger. When higher incomes are available to younger people, then they can afford better living conditions, better health care and in general a better quality of life. This allows them upon entering older stages of life to be in better condition to live out their lives. The opposite is true when poverty is present at a younger age. This leads senior citizens to have poorer health and living conditions to deal with. For ethnicity, being African American or Latino minority has direct impact on receiving a lower social security payment and a higher percentage requiring social security than white Americans due to a lifetime of receiving lower wages.

For Lesson Thirteen, my task is to provide two insights concerning the two articles on Native American Indians.

First Insight:

Upon reading the article, "History and Foundation of American Indian Education Policy" by Stan Juneau, I have realized how much I did not know about Indian history and the impact various government programs had on them. It is important as a Montana teacher to learn and understand what the Native American Indian culture has gone through with six reservations within the state. One example of Native American Indian history that occurred almost in my backyard was The Carlisle Indian School in Carlisle Pa. I grew up in western Pa. in a town called Butler and have been traveling across Pennsylvania from New Jersey for the past twenty-four years and never knew about it. How did I not know this, is surprising?

Second Insight:

As a future Montana teacher, I believe in and support HB 528, and plan to contribute to its success. Montana's Operation of Public Instruction (OPI) has developed five action plans in support of this effort as described in the first article. For OPI's plan A, I found the second article, "Essential Understandings Regarding Montana Indians" to be very informative and will be very useful resource of lesson plans for my teachings. I have realized, this will be a challenging assignment and require much preparation on my part since I lack knowledge and training. I will begin preparing this summer in my spare time by researching the history of Montana Indians. I look forward

to this challenge and being a positive impact to all students in learning and understanding the Native American Indian.