# Road Trip to the Future: Exploring Tribal Colleges and Universities

Mariana DeLoera, Laura Halstied
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**Time Frame** 100 minutes

## Essential Question(s)

- How is access for all students supported in higher education?
- Why is there a greater need for Tribal Colleges and Universities today?

## Summary

In this lesson, students learn about the history of assimilation in the education system and how it led to the rise of Tribal Colleges and Universities (TCUs). Students begin by becoming familiar with some of the many famous and successful people who attended TCUs. Then, after reading a short article about the history of TCUs, they conduct their own research on an institution of their choice. Students then create an Anchor Chart that they will share with the rest of the class. This lesson is designed to work in tandem with a campus visit to a TCU, but it can also work well as a standalone lesson.

## Learning Goals

In this lesson, students will:

- Analyze the historical background of Tribal Colleges and Universities (TCUs).
- Collaborate to research TCUs to identify which school best meets their personal and academic goals.

## Attachments

- Lesson Slides—Road Trip to the Future TCUs.pptx
- Research Project—Road Trip to the Future TCUs - Spanish.docx
- Research Project—Road Trip to the Future TCUs - Spanish.pdf
- Research Project—Road Trip to the Future TCUs.docx
- Research Project—Road Trip to the Future TCUs.pdf
- The Rise of Tribal Colleges and Universities—Road Trip to the Future TCUs - Spanish.docx
- The Rise of Tribal Colleges and Universities—Road Trip to the Future TCUs - Spanish.pdf
- The Rise of Tribal Colleges and Universities—Road Trip to the Future TCUs.docx
- The Rise of Tribal Colleges and Universities—Road Trip to the Future TCUs.pdf

## Materials

- Lesson Slides (attached)
- The Rise of Tribal Colleges and Universities handout (attached)
- Research Project handout (attached)
- Devices with internet access
- Markers/colored pencils
- Big sticky note pad or butcher paper
- Sticky notes
- Pens/pencils
- Scissors (optional)

# Engage

Introduce the lesson using the attached **Lesson Slides**. Display **slide 3** with the first essential question: *How is access for all students supported in higher education?*

Invite students to reflect on ways that colleges and universities advocate for fairness. If students struggle to respond, as a class, break down the question.

Once students have responded to the essential question, transition to the next activity. Explain to students that you will show them different individuals, giving them a brief background of each one. As you walk students through each slide, ask students to brainstorm about what these individuals might have in common.

Go through **slides 4–9**. For each slide, give a brief overview of the individuals shown in the slides.

**Teacher's Note**

If you wish to shorten the activity, choose 3-4 individuals from the list to showcase.

Display **slide 10** and pose the following question to the class: *From politicians to entertainers to athletes, what might all of these successful individuals have in common?*

Encourage a few students to share their responses and then move to **slide 11**. Tell students that all of the individuals mentioned on the slides have graduated from an institution that is classified as a TCU (Tribal Colleges and Universities). Explain that the concept of TCUs originated from the intention of creating access for all students in higher education.

Display **slide 12** and review the lesson objectives with the class.

# Explore

Display **slide 13** and play the "Stand with Native Students" video. Following the video, ask students what stood out the most to them from the video.

**Embedded video**
https://youtube.com/watch?v=cEasvWEligg

Once students have shared responses, display **slide 14**. Distribute the attached handout titled **The Rise of Tribal Colleges and Universities**. Using the Stop and Jot strategy, instruct students to pause after each section and summarize what they have learned in the appropriate section of the handout.

After students have completed the reading and have filled out the handout, ask them to discuss their summaries with their Elbow Partner.

Display **slide 15** and pose the second essential question: *Why is there becoming a greater need for Tribal Colleges and Universities?*

Have students use their knowledge from the video, the handout, and their personal thoughts to respond and discuss.

# Explain

Divide students into groups of three and distribute a copy of the attached **Research Project** handout to each student. Have students work together to conduct their research but emphasize that each should fill out the information on their own handout.

Display **slide 16**, and share the instructions for the next steps. Explain to students that they will be researching a Tribal College. Have students follow the HIVE link on the slide to see the list of Tribal Colleges and Universities. Give them some time to explore the site independently as they prepare to conduct their research.

### Teacher's Note: School Choice

If you prefer, you can assign each group a specific school to research or have groups choose from a smaller list that you've curated.

If your class is completing this lesson prior to a campus visit to a Tribal College or University, consider having groups all research that institution as a means to prepare for the visit.

Have each group choose one school they would like to research. Encourage groups to look first at the schools by state to help them decide which school to research.

Once groups have chosen a school, instruct them to find the school's official website to conduct their research. If they use any other resources in addition to the school's website, they should cite those in the Source column of their handout.

### Teacher's Note: Optional Practice

To model the activity, choose a school from the list and select a category to fill in together as a class.

Instruct students to focus in the beginning on the research portion of the handout. They will work on the Anchor Chart in the next part of the lesson.

### Teacher's Note: Exploring Scholarships

The HIVE board provides links to the American Indian College fund where students can create an account and explore several different scholarships. Students can research scholarships as an additional component for the Chart or as an extra credit opportunity.

# Extend

As students near the end of their research, display **slide 17** and share the instructions for completing the Anchor Chart. Students can follow along at the bottom of the first page of their TCU's Research Project handout.

The Anchor Chart should be a visual representation of the research that students have already conducted. Walk them through all of the expectations listed on the handout.

Emphasize that they have plenty of freedom in how they choose to present information in the chart, but they are expected to create well-organized and easy-to-read charts with correct spelling and grammar. They are also expected to include all the required elements outlined in the instructions.

After sharing the instructions, provide students with time to work with their groups to complete their Anchor Charts.

# Evaluate

Display **slide 18.** After students have finished their Anchor Charts, they will engage in a Gallery Walk. Have students hang their posters on the walls of the classroom and distribute a sticky note to each student.

Have each group elect a spokesperson to stay behind with their poster as the representative for their group. They will be responsible for explaining what is included on the chart and why it is important information for them to know. When the rest of the group returns, they can share information with the spokesperson or take turns presenting, so everyone gets to view the information.

Instruct the rest of the class to rotate to each poster and use their sticky note to leave a question on an Anchor Chart that interests them. When coming up with the question, have students choose the school they are most interested in. If students wish to ask multiple questions, provide extra sticky notes.

### Optional Activity: If Preparing for an Upcoming Visit

If this activity is done in preparation for a campus visit, have students turn in or keep their questions and bring them to the campus visit.

### Optional Activity: Researching Questions

If students are not preparing for an upcoming visit to the school, instruct them to research the answer to the question on their sticky note. Once they have found the answer to the question, have them write it on the same sticky note and put it back on the poster.

## Resources


- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Gallery walk/carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Stop and jot. Strategies. https://learn.k20center.ou.edu/strategy/168
- K20 Center. (n.d.). *Tribal Colleges and Universities.* HIVE. https://hive.k20center.ou.edu/boards/27
- TheCollegeFund. (2020, January 8). Stand with Native students [Video]. YouTube. Retrieved January 23, 2023, from https://www.youtube.com/watch?v=cEasvWEligg&t=4s