

*Indian No More*  
**Discussion Guide**  
Grades 3-4

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Before reading, have a class discussion to activate prior knowledge about Indian Reform Act and life in the 1950s and terms that correspond
- Before using this book with your class or recommending the book to students we suggest reading the book closely to determine if it is a good fit. Consider saying to your students:
- "This book contains topics and language that may be sensitive. Not all books fit all readers. If you are uncomfortable with this book, you have the right to stop reading it, but please pick another."
- *Titles Can Be Telling\**: Reread the title of the book. Think about what's included in the title, the image chosen for the cover, and what you notice. Make a prediction based on the cover and consider how the title influences the story. (revisit after reading the story and see if your predictions are correct)
- Frontload vocabulary (see vocabulary list)

**During Reading: to engage students, check for understanding, and make connections.**

Chapters 1-5

- Describe Regina's family and how she grew up on the reservation.
- What is a powerful part of Regina's Umpqua identify? Why?
- How does the Umpqua tribe honor the dead?
- What happened at the informational meeting?
- Explain *Public Law 588* and the effect it has on Regina and her tribe.
- What impact does the termination law create?

Chapters 6 - 10

- Compare and contrast Regina's life in Oregon versus LA.
- Describe the encounter with Addie and Keith.
- What generalizations were made by Addie and Keith about Indians? Where do you think they learned this information?
- "Indians had to show, not tell" what does this imply?
- Why did many Indians stop wearing regalia.

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Chapters 11 - 15

- Describe the families that live in LA.
- How did Cowboys and Indians go with the neighborhood kids?
- Compare and contrast the Indian Agency School with Budlong Elementary and John Muir Middle School.
- How did Regina feel at recess? Why?
- How does Regina feel about her new home?
- What does she miss?

Chapters 16 - 20

- Why can't Regina be Tonto for Halloween?
- What happened while they were trick-or-treating?
- Why do you think it happened?
- What were some differences between "Americanized Indians" and Regina's reservation?
- How did Thanksgiving story differ and how did you think Regina felt about being assigned an "Indian"?
- How do you think Chich felt watching the school play?

Chapters 21 - 25

- How has Regina's life changed since moving off the rez?
- What happened when they went out for dinner?
- How did Regina's dad react? What did he do? Why?
- What did Regina mean when she said "That night I became Indian no more."?
- What happened to Chich?

Chapter 26

- What does cousin Harlin say to change Regina's mind?
- Where is Chich scheduled to be buried? Why is this an issue?

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**After Reading: to summarize, question, and reflect.**

- The author made up Regina based off her life experiences. What were some similarities and/or differences?
- Revisit the Titles Can Be Telling\* Worksheet from the pre reading activity. What do the cover and title mean now that you have read the story? How do you think the title connects to the story? Does the title fit the story?
- What's Your Problem\*: Finding the problem through story elements and how the characters surrounding influence the problem. There could be more than one problem based on the connections.
- Time = Parts\*: In narrative nonfiction stories, the piece will have an overall topic with subtopics. Think of each time period and ask "What's this part mostly about?" "What's the first part?" Use the chapters to help figure out the parts. What seems to be the main idea?

**If your students enjoyed this book...**

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.