

National Native American Hall of Fame  
2019 Inductee

**LIONEL BORDEAUX**  
**ROSEBUD LAKOTA SIOUX**



**EDUCATION**  
**ACADEMIC AND CULTURAL LEADER**

1 50-minute class period

## **SELECTED COMMON CORE STATE STANDARDS**

### **CCSS Literacy SL 10-1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### **CCSS Literacy SL 10-1d**

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### **CCSS.ELA-Literacy.RH.9-10.1**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### **CCSS.ELA-Literacy.RH.9-10.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### **CCSS.ELA-Literacy.RH.9-10.3**

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## **GOALS FOR UNDERSTANDING**

### **Students will understand**

- Lionel Bordeaux is a respected leader in Indian Country for his advocacy and leadership in the Tribal College movement

- Lionel overcame many challenges to achieve his status as President of the Sinte Gleska College, named for the Brulé Lakota chief Siŋté Glešká (pronounced *gleh-shka*), on the Rosebud Lakota Sioux Reservation in South Dakota
- Lionel Bordeaux is an enrolled member of the Rosebud Lakota Sioux Nation
- Lionel is the longest serving Tribal College President in history, having served 47 years in the year 2020

## **ESSENTIAL QUESTIONS**

What career achievements made Lionel Bordeaux a role model in his community?

How did Lionel Bordeaux's career impact his home community?

What are some of the challenges that people like Lionel Bordeaux face when they return home to become leaders?

How can we learn from Lionel Bordeaux's legacy and career achievements and apply them to our own lives?

## **ASSESSMENT EVIDENCE**

### **Suggested Formative Assessment of Learning Outcomes**

Active listening through note taking

Small group discussion

Class discussion

### **Culminating Performance Assessment of Learning Outcomes**

- Students will finish their own small group K/W/H/L charts
- Participate in a small group discussion
- Answer the essential questions when reporting out as a group to the class

## **ENTRY QUESTIONS**

Who is Lionel Bordeaux?

Why is he noteworthy enough to be in the National Native American Hall of Fame?

What qualities, talents and skills allowed Lionel Bordeaux to become a leading educator in Indian Country and become the longest serving Native American Tribal University President in history?

## **MATERIALS**

Computer and internet access for the videos linked below.

6-minute interview with Lionel Bordeaux, reflecting on his understanding of Native art and the role native artists have played in community life.

<https://www.bing.com/videos/search?q=lionel+bordeaux+video&view=detail&mid=26D0364F2BE7A3D359BE26D0364F2BE7A3D359BE&FORM=VIRE>

28-minute with Lionel Bordeaux

<https://www.bing.com/videos/search?q=lionel+bordeaux+video&&view=detail&mid=1B9533BAB9B4523F22E11B9533BAB9B4523F22E1&&FORM=VDRVRV>

10-minute video of Lionel Bordeaux introducing the Haskell Symposium

<https://www.bing.com/videos/search?q=lionel+bordeaux+video&&view=detail&mid=D9EC98DC9F3610275F32D9EC98DC9F3610275F32&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlionel%2Bbordeaux%2Bvideo%26go%3DSearch%26qs%3Dds%26form%3DQBVDMH>

## **LEARNING MODALITIES**

**Audio/Visual:** Students will watch videos of Lionel Bordeaux. Lionel's spiritual values and ceremonial approach to his work will become evident to students as they hear his words. In this way students can be affected by Lionel's words and actions.

**Writing/Recording:** Students will take notes while observing the films, identifying key concepts, sentences or statements that Vine makes during his interview. These notes will be used to complete the K/W/H/L chart in the small groups.

## OVERT INSTRUCTION

- 1) The instructor will begin the lesson by creating a “K/W/H/L” Chart, which stands roughly for “What they Know/What they Want to Know/How to Research this topic/What they Learned” chart on the white board for the students contribute their voices in a classroom exercise.
- 2) The instructor will ask the class to read the short biography of Lionel Bordeaux and follow that up with a 5-minute discussion in setting up the K/W/H/L chart. Using the information in the bio, the students will help the instructor begin completing the chart. A biography of Lionel is attached as an addendum to this lesson.
- 3) The teacher will divide the class into groups of 4, with each person reading the longer biography article individually.
- 4) After the reading, students will then watch the videos of Lionel to hear his words and see him interact with friends, colleagues and peers.
- 5) Following the video, students will spend 15 minutes answering the following questions in their small groups. Every team member will contribute, with one person recording the information on a separate sheet. This information can also be utilized for the group K/W/H/L chart.

### Questions

- a. What types of challenges did Lionel Bordeaux overcome to achieve his status as an elder educational leader in his home community?
  - b. Lionel Bordeaux has been a tribal college president for 47 years. What does a tribal college president do?
  - c. How does Lionel Bordeaux reflect the values of his community, and what is his legacy for generations to come?
- 6) Following the small group discussions, each group will report out on their answers, and the answers will be included into the K/W/H/L chart.
  - 7) The instructor will open up the discussion to include any final thoughts, questions or insights about Lionel Bordeaux and his legacy.

This concludes the first 50 minutes of the Lesson

### **Extension Exercises**

- 1) Students who wish to continue their research on Lionel Bordeaux can focus on the following questions: How did Lionel set a higher standard for Tribal College Presidents? How did Lionel's connection to his Rosebud Sioux community help him in his career? What type of qualities did Lionel possess to maintain a high level of excellence for 47 years?
- 2) Excerpts from the Dee Brown book, *Bury My Heart at Wounded Knee*, could be selected to provide context and background for students who are unfamiliar with the traumatic history of the colonization of South Dakota.

### **CRITICAL FRAMING**

Instructors can provide context to Lionel Bordeaux's life and career by examining the traumatic history of the establishment of the Rosebud Sioux Reservation. Passages from the book *Bury my Heart at Wounded Knee*, and even clips from the videos (included in the *Materials* section) can be shown to the class to give a basic understanding of the death and destruction that occurred during the 19<sup>th</sup> century colonization of the Northern Plains, including the Black Hills of South Dakota. Some of the most poverty-stricken counties in the nation exist within the geographic confines of the Rosebud, Pine Ridge, and Lower Brule Reservations. These impoverished communities are often without many basic resources that most Americans take for granted, and this makes life challenging for many reasons. This is the background that Lionel Bordeaux came from and where he has continued to provide leadership for the past 47 years.

### **BIBLIOGRAPHY AND ADDITIONAL RESOURCES**

Educator Lionel R. Bordeaux was born on the Rosebud Reservation in South Dakota. He was educated at St. Francis Indian Mission School and received a B.S. in history and social science from Black Hills State University in 1964. He worked for the Bureau of Indian Affairs (BIA) from 1964 through 1972. During his tenure with the BIA he served as an education specialist, vocational counselor, management intern and teacher-counselor. He worked in New Mexico, Texas, Washington, DC, and on the Pine Ridge Reservation in South Dakota. He earned his master's degree from the University of South Dakota.

While working on his doctoral dissertation in educational administration at the University of Minnesota in 1973 he was named the first president of Sinte Gleska College on the Rosebud Reservation. Much of his effort during his first years at the college was to represent the new college in various ways on the national level. These efforts included working to generate funding for tribal colleges and working with the American Indian Higher Education Consortium staff to create legislation funding for the tribal colleges. Sinte Gleska College was awarded accreditation in 1977 and later received university status.

Bordeaux has served in the Rosebud Sioux tribal government as a council member and as chair for the tribal education committee and education board. He has been a board member of the South Dakota State Education and Planning Commission and a regent of Haskell Indian Junior College in Lawrence, Kansas. He has served as president of the American Indian Higher Education Consortium and the National Indian Education Association.

His years as an Indian educator have brought Bordeaux much deserved recognition for his accomplishments. He co-chaired the 1992 White House Conference on Indian Education. He was selected as an outstanding educator of the year by the South Dakota Indian Education Association. Augustana College in Sioux Falls, South Dakota presented him with a doctorate of Humane Letters in 1989 and he is a member of the South Dakota Hall of Fame.