

Two Tribes
Discussion Guide
Grades 3 - 8

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

- Preview the content of the story using the author’s video and description on their [website](#).
- Use this [activity](#) from AFS Intercultural Programs before reading to *Two Tribes*.
- Teacher’s Note: This book contains language referring to or categorizing people that some may believe creates and maintains stereotypes. Before reading with your students, we suggest pointing out this term(s) and acknowledging that different people have different preferences in different contexts. It is important to have this awareness especially if you are not a member of this group. Remind students of your discussion as you encounter the term in the book.

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

The Seeds

- How does the Mia's initial description of her dual heritage set the tone for the identity conflict she faces throughout the story?
- How do you think Mia feels when Justin questions her ethnicity? Why?

Shabbat Shalom

- How does the author depict Native Americans in *The Little Indian Girl*? How does the illustrator differentiate between the two stories?
- To what extent does Mia agree with the Rabbi’s explanation regarding her feelings of being different? What reasons or evidence from the story support her agreement or disagreement?
- If you were in the Mia's position, how would you navigate feelings of belonging to two different cultures? What strategies might help balance these dual identities?

The Plan

- What motivated Mia to create this plan, and was it successful? Explain by examining her intentions and the outcomes of her actions in the story.
- Do you think it is possible for the Mia to fully integrate both sides of her heritage? Why or why not?

The Journey

- How does the illustrator show the difference between talking and texting?
- Compare and contrast the cities of Los Angeles, California, and Tulsa, Oklahoma. How do their geographic locations, cultural landscapes, and lifestyles differ, and what similarities do they share in terms of historical significance or community dynamics?

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During Reading Continued

Home on the Range

- Describe Mia's experience at the Powwow. What is the significance of the Stomp Dance?
- Explain why Van, Mia's dad, doesn't know many Native American traditions?
- As Mia navigates both cultural traditions, how does she begin to see the similarities or differences between them? How might these realizations contribute to her personal growth?

Chickens Come Home

- What is the significance of the necklace breaking, and what symbolism does it represent within the context of the story? Consider how this event relates to the themes of identity, loss, or transformation experienced by the characters.
- To what extent do you believe the Mia's journey toward self-acceptance is complete by this point in the story? Why?

Missing Oklahoma

- Explain what Mia and the Rabbi learned in their time together.

Aleichem Shalom

- How did Mia learn to blend her two traditions?
- Reflect on Mia's growth throughout the novel. How does she integrate the values and traditions of both her Jewish and Native American heritages into her identity?

After Reading: to summarize, question, and reflect.

- What lessons can we learn from Mia?
- Utilize RIF's Influences on a Character to determine the influences on Mia.
- **Writing Activity:** How does the Mia's view of family and community evolve throughout the novel? What factors contribute to this change, and how does it reflect her identity?
- **Character Analysis task:** What values does the Mia hold most dear, and how do these values shape her choices throughout the narrative? How do they reflect her cultural backgrounds?

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.