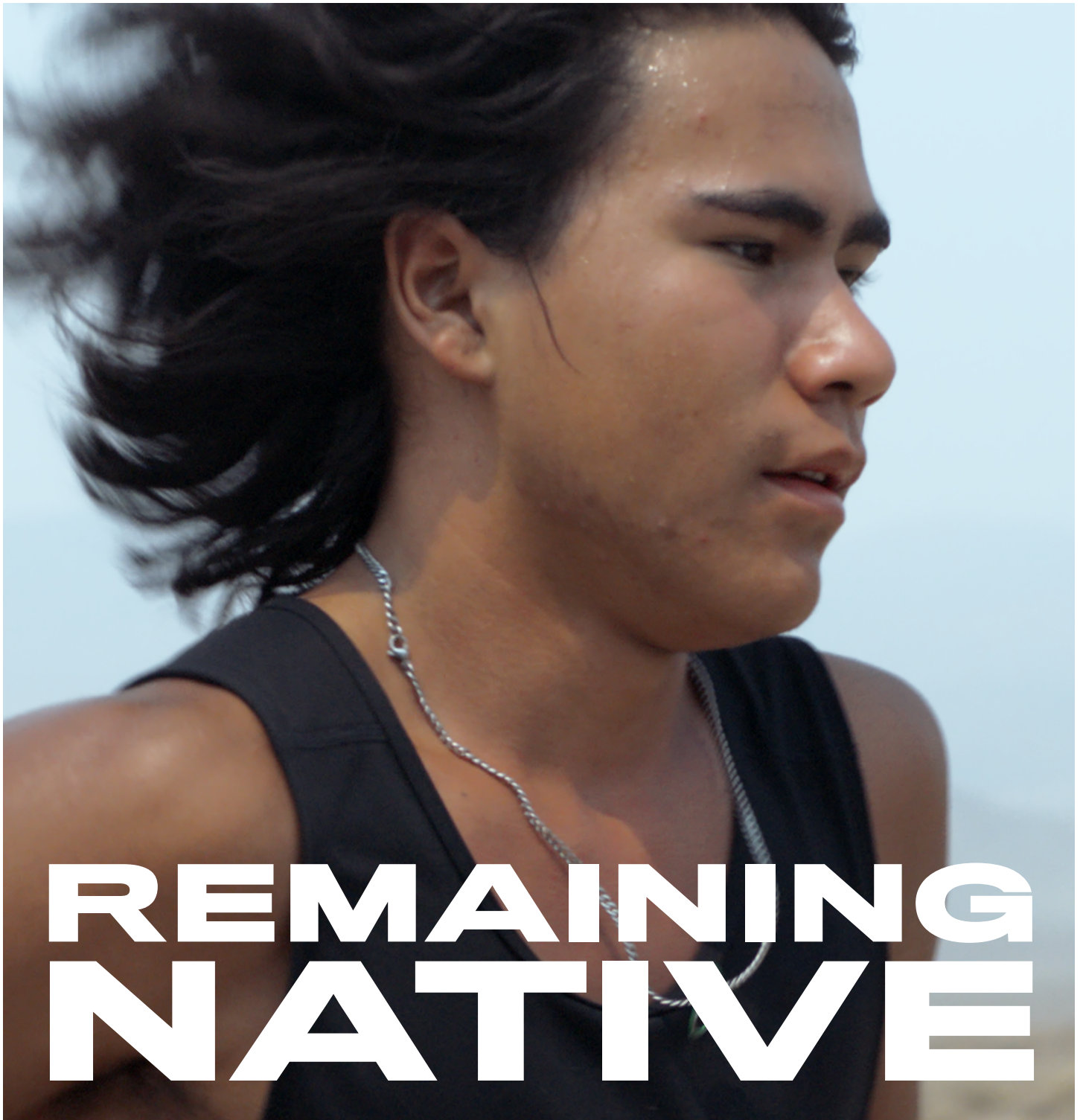




DOCLANDS

EDUCATION

APRIL 28 - MAY 2



REMAINING NATIVE

CURRICULUM GUIDE
GRADES: 6-12

TABLE OF CONTENTS

Instructor Resources

A Letter to Educators	ii
Discussion Questions	iii
Additional Resources	iv
About CAFILM	v
Standards	vi

Student Handouts

About the Film	1
About the Filmmaker	2
Viewing Activities	4
Extension Activities	11



Dear Educators,

Thank you for attending the 9th Annual DocLands Documentary Film Festival screening of the documentary feature film *Remaining Native*. We are excited to return in our 2025 spring season with a combination of both in-theater screenings for local schools and online screenings for those of you joining us from afar.

As media educators, we support film as the literature of the twenty-first century. This powerful medium sits in a critical part of human culture, at the intersection of art, industry, technology, and politics. It is a universal language that lets us tell stories about our collective hopes and fears and gives us the opportunity to make sense of the world around us and the people in it. This year, our film selections for school screenings continue to focus on increasingly relevant issues of global empathy and active citizenship, and we believe this film will be a powerful and engaging text to use in your classroom. These curricular materials are designed to get students to engage deeply with the film by the common-core aligned skills of developing an evidence-based interpretation of a text both orally and in writing.

The discussion prompts have been crafted to offer students the opportunity to grapple with questions of ethics and social justice through representations of culture in film. They offer a variety of options for fostering small-group or whole-class dialogue by addressing the film industry in general and this film in particular. If your students are already familiar with the process of writing evidence-based interpretive essays, consider using the suggested essay prompts for a short writing piece, or consider the film review format as an alternative. Additionally, student handouts for a variety of thinking routines are provided for before, during, and after viewing the film with a particular emphasis on social-emotional learning. Extension activities offer further creative opportunities for students to consider the cultural impact of the film as both an art form and a political platform. We have also included a handout that provides some context for the film festival experience, which may help to introduce your screening experience.

Thank you so much for your tireless work! Enjoy the film!

Sincerely,
The CAFILM Education Team

DISCUSSION QUESTIONS

1. What emotions did the documentary evoke in you? Was there a moment or a scene in the film that you found particularly evocative? What was it about the scene that had a particular impact? Why?
2. What is the significance of the film's title, *Remaining Native*? How does it relate to the film's themes and the film's message? What does it mean to "remain native" in a modern, multicultural society?
3. What role does storytelling play in preserving cultural traditions? How does the documentary's visual storytelling techniques convey themes of identity, resilience, and cultural heritage?
4. How does the film connect historical events, such as Ku's great-grandfather's escape from the Indian boarding school, to present-day experiences? What commentary does the documentary offer on the enduring effects of historical injustices?
5. What are the various forms of adversity depicted in the film and how did Ku and his community demonstrate resilience? What lessons can be drawn from their experiences?
6. How does running function as a metaphor in the film for identity, resilience, healing or resistance? In what ways does his journey connect to the broader historical or contemporary struggles of Indigenous peoples?
7. What did you learn from this film you wish everyone knew? What would change if everyone knew it?
8. If you could require one person (or one group) to view this film, who would it be? What would you hope their main takeaway would be?
9. How does Ku's story reflect the power of teenage voices in creating change? What challenges do young activists face, and how can they make their messages heard in meaningful ways?
10. What can Ku Stevens' story teach us about the importance of remembering history while pushing for change? How does his journey connect to contemporary movements for Indigenous rights, historical justice, and youth activism today?



DISCUSSION NOTECATCHER

Directions:

Use this notecatcher to record what you take away from discussing the questions above.

IDEAS I HEARD DURING DISCUSSION

MIND-POP IDEAS

Ideas that came to my mind during discussion.

ONE IMPORTANT THING I LEARNED DURING DISCUSSION

INTERPRETIVE ESSAY PROMPTS

1. **Intergenerational Trauma and Healing:** Analyze how Ku Stevens' journey reflects the broader impact of intergenerational trauma on Native American communities, particularly in relation to the legacy of Indian boarding schools. Support your argument by showing how the film depicts the process of confronting the past, attempting to heal, and reclaiming cultural identity.
2. **Connection Between Past and Present:** Analyze how the film connects historical events, such as Ku's great-grandfather's escape from the Indian boarding school, to present-day experiences. Support your argument by showing how the documentary is a commentary on the enduring effects of historical injustices.

ADDITIONAL RESOURCES

Yerington Teen and Family Organized Run to Remember Survivors, Victims of Indian Boarding Schools

<https://www.kunr.org/local-stories/2022-08-17/ku-stevens-family-remembrance-run-survivors-victims-indian-boarding-schools>

Remembrance Run Marks its Third and Final Year with Tribute to Victims and Survivors

<https://www.kunr.org/local-stories/2023-08-14/remembrance-run-marks-its-third-and-final-year-with-tribute-to-victims-and-survivors>

Paiute Runners Trek Desert to Honor Boarding School Victims

<https://nevadacurrent.com/2022/08/16/paiute-runners-trek-desert-to-honor-boarding-school-victims/>

National Museum of the American Indian: Boarding Schools

<https://americanindian.si.edu/nk360/code-talkers/boarding-schools/>

The National Native American Boarding School Healing Coalition

<https://boardingschoolhealing.org/education/us-indian-boarding-school-history/>

Federal Indian Boarding School Initiative

<https://www.doi.gov/priorities/strengthening-indian-country/federal-indian-boarding-school-initiative>

ABOUT CAFILM

The nonprofit California Film Institute celebrates and promotes film as art and education through year-round programming at the independent Christopher B. Smith Rafael Film Center, presentation of the acclaimed Mill Valley Film Festival and DocLands Documentary Film Festival, as well as cultivation of the next generation of filmmakers and audiences through CAFILM Education programs.

Follow the California Film Institute on social media



@californiafilminstitute



@cafilminstitute



californiafilminstitute

STANDARDS

Common Core State Standards ELA-Literacy

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.



Name: _____



ABOUT THE FILM

Remaining Native is a coming-of-age documentary told from the perspective of Ku Stevens, a 17-year-old Native American runner, struggling to navigate his dream of becoming a collegiate athlete as the memory of his great grandfather's escape from an Indian boarding school begins to connect past, present, and future.

The story of Ku's great-grandfather, Frank Quinn, is interwoven with Ku's present-day experience as he attempts to run a time standard of 2 miles in under 9 minutes that would qualify him for The University of Oregon. As Ku experiences the lows of failed attempts, the film serves these dream-like sequences detailing the moments of his great-grandfather being trapped, abused, and longing to get out of the school. In Ku's last attempt to reach the time standard at the biggest race of his high school career, the stories become one, with Ku running the race of his life, while young Frank runs for his.

As Ku celebrates his success at meeting his running goal, there is an underlying feeling of reflection. Ku begins to connect the past. Ku understands that his identity, culture, and family were preserved all due to one decision a young 8-year-old boy made to run. After news breaks of unmarked graves of Indigenous children being discovered across North American boarding school institutions, Ku brings his community together to run Frank's 50-mile escape, creating the Remembrance Run. Ku learns that he can't outrun history, but must run in parallel with it.

CONTENT WARNING

For over 100 years, the United States made violent efforts to strip Native American children of their languages, spiritual beliefs, and culture through federal and church-run boarding schools.

This film contains references to violence, sexual abuse against children, and systemic institutional abuse. Viewer discretion is advised.

ABOUT THE FILMMAKER

PAIGE BETHMANN

Paige Bethmann is a Haudenosaunee woman and first-time feature filmmaker based in Reno, Nevada. Over the last 10 years, Paige has worked in non-fiction television for various digital broadcast networks such as ESPN, PBS, Vox Media, Youtube Originals, USA, and NBS. She is a graduate of Ithaca College, with a bachelor's degree in Film, Television, and Radio from the Park School of Communications.

Bethman has been supported and recognized by Tracksmith Running Fellowship (2021), IDA/Logan Elevate (2022), Points North INstitute CNN American Stories (2022), 4th World Media Lab (2023), BAVC MediaMaker Fellowship (2023), DocSociety Climate Story Unit (2023), Sundance Edit & Story Lab (2023), DocLands DocPitch (2023), CMP's Shifting Voice's Film Fund (2023), Big Sky Pitch (2023), DOC NYC 40 under 40 (2024), and the New America Fellowship (2024).



THE GENESIS OF THE STORY

My grandmother once told me that the creator didn't give us our stories in books. Stories are spoken. Words fall off the tongue and onto the land to seep into the dirt. These stories root down and grow back sprouting as living beings to be cared for and harvested as memories, always remembering to save the seeds to be planted again.

For me, telling a story is a continuous act of reciprocity. I think about this relationship in the film *Remaining Native*.

The legacy of Indian boarding schools is ugly. It has thorns. Vines that are suffocating and often spread thick over the lives of many Native American families. Including my own. As I remember my grandmother's teachings I now ask myself "what story do I want to be abundant?" "What story do I want the next caretaker to harvest and share?"

The story of Frank Quinn, escaping an Indian boarding school 3 times as an 8 year old boy is profound but the legacy he leaves behind spans generations through memories, love, and deep connection to culture. This is the story that flourishes and through time has synthesized into Ku, his great grandson, as he stretches towards the sun, preparing to bloom.



JOURNAL ENTRY

COMING-OF-AGE

Directions:

The act of writing helps us think about a topic. The film you are about to watch is a coming-of-age documentary told from the perspective of Ku Stevens, a 17-year-old Native American runner, struggling to navigate his dream of becoming a college athlete as the memory of his great grandfather's escape from an Indian boarding school begins to connect past, present, and future. Answer each of the following questions in the form of a short journal entry.

1. What experiences mark the transition from childhood to adulthood?

2. What does it mean to come of age in the world today? What are some of the positive aspects of coming-of-age during this moment in history? What are some of the challenges?

BEFORE VIEWING

ANTICIPATION GUIDE

Directions:

The film you are about to watch is a coming-of-age story of an ambitious teenager who is following his dream of becoming a college athlete while honoring the legacy of his ancestry and remaining connected to his Native American culture and family. For each statement, decide whether you Agree or Disagree, then write a one or two sentence explanation for your opinion.

STATEMENT	AGREE/DISAGREE	EXPLANATION
Historical injustices have enduring effects.		
Identity is shaped by the interplay between personal and collective histories.		
Telling a story is a continuous act of reciprocity.		
Not everything that is faced can be changed, but nothing can be changed until it is faced.		
An idea can become a movement.		

DURING VIEWING

EMPATHY MAP

How to Use this Thinking Routine:

In *Remaining Native*, we meet Kutoven, who goes by Ku, in his element, which is running. Living on the Yerington Paiute Reservation in Nevada, the hardened desert terrain has met the soles of many runners, however Ku is the only cross-country athlete at his school. In this thinking routine, fill out each quadrant to better understand Ku's experience as a Native American teenager with his ambitions set on one of the most prestigious running programs in the country.

HEAR

Parts of the film include voiceover narration. What does the viewer hear from Ku himself about the challenges he is facing to qualify for The University of Oregon? How is the story of Ku's great-grandfather, Frank Quinn, interwoven with his present-day experience?

SEE

The film interweaves verite footage capturing family dynamics, daily life on the reservation, and Ku's high school racing season with a wide array of archival imagery from the Indian Boarding School. What does Ku's teenage life look like? What does his Native American experience look like? What challenges does he face in the running community?

FEEL

How does Ku feel about running? How does he feel about his Native American Identity, his culture, and his family?

SAY/DO

What does Ku say and do about preserving the legacy of his great-grandfather, Frank Quinn, while keeping his sights set on his ambition to become a college athlete?

DURING VIEWING

ELEMENTS OF DOCUMENTARY NOTECATCHER

Directions:

The elements of documentary are the different types of sound and image used to explore the subject of the film. There are six basic elements that can be found in all documentaries, though a film might not use all of them. While viewing, use the chart below to record impactful moments and scenes from the film in the appropriate box based on what element of documentary filmmaking is used. Then, after viewing, briefly analyze which of the elements were used most effectively in this film.

Narration Narration is the spoken word heard throughout a film. Sometimes the narrator is a person in the film, and sometimes it is a disconnected observer.	Actuality Footage Actuality footage refers to the unscripted footage recorded in the making of the documentary.	Archival Materials Archival materials are the pieces of film, video, photographs, documents, and sound recordings that were created for other uses prior to the documentary.
On-Screen Text Text is often used throughout a documentary to provide important facts, identify people, and present additional information.	Interviews Interviews are the recorded conversations with a person who has some connection to or knowledge about the subject of the film.	Animations/Reenactments Documentaries will sometimes use animation or staged recreations of situations and events in order to tell a story.

Which of the elements of documentary filmmaking were used most effectively in this film?

Explain Your Reasoning.

AFTER VIEWING RESPONSE QUESTIONS

Directions:

Respond to each question, referring to specific scenes, events, and dialogue from the film as evidence for your interpretation.

1. How are family relationships portrayed in the film? How do Ku's interactions with his family members show the importance of family support when navigating personal and cultural challenges?

2. How does Ku's community influence his athletic ambitions? How does he balance his personal goals with community responsibilities?

3. How does learning about his great-grandfather's history affect Ku's understanding of his own identity? Is there a point where personal and collective histories merge?

4. How does the film address the long-term consequences of the effects of Indian boarding schools?

AFTER VIEWING CONT. RESPONSE QUESTIONS

5. How does the film challenge or reinforce stereotypes of Native American youth? How do stereotypes about Native American identity impact individuals like Ku, and his community?

6. Revisit your responses on the Anticipation Guide. Has your opinion on any statement changed? Explain what details from the film either changed or affirmed your prior knowledge and beliefs.



AFTER VIEWING

VALUES, IDENTITIES, ACTIONS

Directions:

This thinking routine is for digging a little deeper into the rich, civic aspects of documentary film. Take some time to reflect more deeply on *Standing Above the Clouds*. Use the chart below to record your responses, citing evidence and examples from the film.

VALUES	
<p>What values does this film invite you to think about?</p> <p>Values are a person's principles, standards of behavior, or one's judgment of what is important in life (e.g. culture, tradition, fairness, justice, safety, respect, a nation or group a person belongs to, creativity, anything like that).</p>	
IDENTITIES	
<p>Who is this film speaking about? Who is this film trying to speak to? These are not necessarily the same people?</p> <p>Dig a little deeper with these questions. Is anyone left out of the story that should be in it? Do you fit into this story, or not so much? How or why?</p>	
ACTIONS	
<p>What actions does this film encourage?</p> <p>Actions could include doing something concrete or refraining from doing something, and just learning more about the issue. Dig a little deeper with these questions. Whose actions are already involved or could be: yours, others, what others? How or why?</p>	

EXTENSION ACTIVITY

ISSUES, INDIVIDUALS, IMPACTS

Directions:

Identify the central issue in the film and explain it in detail in the central box. Select two individuals in the film or in real life who have a connection to that issue. Identify three ways the issue impacts each individual, or ways the individual impacts the issue.

Individual 1	ISSUE	Individual 2
Impact 1		Impact 1
Impact 2		Impact 2
Impact 3		Impact 3

A Thinking Routine Adapted from Harvard Project Zero, Harvard Graduate School of Education:
<https://pz.harvard.edu/thinking-routines>

EXTENSION ACTIVITY

YOUTH VOICES FOR JUSTICE ADVOCACY PROJECT

Directions:

This activity is designed to empower students to research, analyze, and take action on social justice issues affecting youth.

Step 1: Issue Selection

Students choose a social justice issue relevant to young people. Some options include:

- Education
- Immigration
- Equity
- Climate change
- Juvenile justice reform
- Voting rights
- Mental health

Step 2: Research & Perspective-Taking

Students investigate the current historical context of the issue, including policies, key activists, and different perspectives. They analyze the issue using ethos (credibility), logos (logic), pathos (emotion), and kairos (timeliness).

Step 3: Creative Expression

Students create an advocacy piece. Options include:

- A spoken word performance
- A short film or documentary
- A social media campaign
- A persuasive speech or an opinion-editorial
- A visual art piece with an artist's statement

Step 4: Community Engagement

Students present their work to their peers, school, or local community and brainstorm real-world actions they can take to create change.

Step 5: Reflection

Students write a personal reflection on their learning, challenges, and the next steps in advocacy.



EXTENSION ACTIVITY

FILM REVIEW

Directions:

After watching the documentary feature *Remaining Native*, write a review of the film.

While a film review is an evaluation of a movie, it is not simply a viewer-response expressing the writer's feelings about the film. Instead, a film review attempts to do three things for the reader:

1. **Summarize** what the film is about (the story)
2. **Interpret** the film/filmmakers' intended meaning (the themes and claims)
3. **Evaluate** whether the film is successful in expressing the intended meaning (its effectiveness in conveying the themes and claims)

A review will support its perspective with evidence from the film, such as descriptions of important moments, characters, and scenes.

Suggested Structure

Introduction

- Introduce the film: title, director, and any relevant credentials (award wins for the film, other films by the director, origins for the film's story, etc.).
- Summarize what the film is about - briefly, and without any "spoilers" that give away plot twists and surprises.

Body

- Offer an interpretation of what the film/director is trying to say through this story. In other words, what is the film's theme, message, or primary claim?

Conclusion

- Evaluate whether the film is successful or not in conveying its intended message.
- Identify who the intended audience is and how effective the film is in meeting their needs. Is the film for a particular age group or social group?

Final Tip: Make sure to include some critical appraisal of the film in the first and last sentence, but try to weave it throughout the review as well.



From CAFILM Education Resources: Narrative Film Analysis Toolkit
<https://www.cafilmedu.org/curriculum-resources/>

EXTENSION ACTIVITY

FILM REVIEW

My Film Review

[illegible]

ABOUT FILM FESTIVALS



An opening night screening at the Mill Valley Film Festival.

What is a film festival?

A film festival is an event in which multiple movies are presented over the course of one or several days. Depending on the size of the festival, all of the screenings may take place in a single theater or may involve multiple venues throughout a city. Festivals also include special events like panel discussions with filmmakers and actors. Typically, filmmakers submit their works to a festival, where a team of curators selects the best entries for inclusion in the festival. For independent and international filmmakers, festivals are often an important way to raise awareness of a film, generate an audience, and/or attract a studio to purchase the rights to distribute a film in a wider release. Acceptance into a major festival can add significant prestige to a film, with some festival awards (such as the Cannes Film Festival's Palme d'Or) considered among the highest honors a film can receive.

There are many film festivals throughout the world, with some focusing on particular themes, such as highlighting LGBTQ films/filmmakers, specific cultural groups, or particular genres. While some of the more famous festivals may be in distant locations, there are hundreds of small festivals spread through every corner of the world and, increasingly, festivals are using streaming access to make it easier for the public to view their curated programs.

History of DocLands Documentary Film Festival

Presented by the California Film Institute, DocLands is a vibrant celebration of nonfiction storytelling held annually in Marin County, California. Expanding upon the exchange of ideas and inspiration through captivating screenings, networking, and engaging conversations, DocLands strives to foster dialogue, inspire connections, and

build an inclusive community around the art of documentary filmmaking. DocLands aims to illuminate filmmakers' diverse perspectives and ignite a passion for exploring real-world issues by showcasing compelling stories and the thought-provoking insights behind them. Join us as we embark on a journey to discover, connect, and celebrate the power of documentary cinema.



The Smith Rafael Film Center, home of the Mill Valley Film Festival

Questions to Consider:

1. What is the purpose of a film festival? What are the benefits for filmmakers? For the audience? For the community?
2. How might the films at a festival differ from the films available to watch at your local movie theater?
3. What qualities do you think festival curators might look for in a film? If you are watching a festival film with a class/school group, what aspects of the film do you think made it appealing to the curators?

Get Involved!

Many film festivals, including the Mill Valley Film Festival, have student film categories. If you are a filmmaker, explore FilmFreeway (www.filmfreeway.com) for a database of worldwide film festivals where you can submit your film. The call for entries for MVFF opens in late February and closes in June. Youth filmmakers do not have to pay an entry fee. MVFF also offers many opportunities for volunteering. Find out more at <https://www.cafilm.org/volunteer/>.