



**MISS INDIAN AMERICA**

**Lesson Plan #2**

**(9<sup>th</sup> – 12<sup>th</sup> Grade Lesson plan)**

**LESSON PLAN DEVELOPED BY: Alberta Oldman – Northern Arapaho**

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

**9<sup>th</sup> / 10<sup>th</sup> Grade**

CCSS.ELA- LITERACY.RH.9-10.1 – Key Ideas and Details

CCSS.ELA- LITERACY.RH.9-10.4 – Craft and Structure

CCSS.ELA- LITERACY.RH.9-10.9 – Integration of Knowledge and Ideas

**11<sup>th</sup> / 12<sup>th</sup> Grade**

CCSS.ELA- LITERACY.RH.11-12.1 – Key Ideas and Details

CCSS.ELA- LITERACY.RH.11-12.7 – Integration of Knowledge and Ideas

CCSS.ELA- LITERACY.RH.11-12.9 – Integration of Knowledge and Ideas

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

**Social Studies Standards (2018) at the end of 12<sup>th</sup> Grade**

(see Standard Definitions at end of Lesson)

WY Standards 2: SS12.2.1 - SS12.2.1.a - SS12.2.2 - SS12.2.2.a - SS12.2.3

WY Standards 4: SS12.4.1 - SS12.4.3 - SS12.4.4 - SS12.4.4.a - SS12.4.5

WY Standards 6: SS12.6.1 - SS12.6.4

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**DURATION OF LESSON:**

4-5 days- 45 minute class periods

**MATERIALS REQUIRED:**

Chromebook, iPad, or computer

Sticky notes or Exit slips

“Vocabulary” Handout

“Note Taking” Handout

“Vote for Me” Handout

“Compare and Contrast” Handout



**KEY VOCABULARY: (possible vocabulary that students may write down)**

Demeaning –	Discrimination -
Interracial –	Coronation –
Humanitarian –	Brotherhood –
Humble –	Bigotry –
Hatred –	Racist –

**DESCRIPTOR OF LESSON:**

Students will be introduced to a unique historical event known as the Miss Indian America (MIA) pageant that originated in Sheridan, Wyoming in the 1950's. First, the students will gain an understanding about how the MIA pageant was initiated and what it entailed for the future between two ethnic groups (beginning). Second, the reason why the yearly pageant continued from 1953-1991 (middle). Finally, the result during the years the pageant was a very popular event (end). They will also become familiar with important figures who played a role in the efforts to end discrimination in Sheridan, WY and the hopes that this event would foster the relationships between Native American Indians and Non-native communities throughout the Nation.

**LEARNING OBJECTIVES:**

1. *Day 1 Learning Target:* I can identify the reason why the town of Sheridan, WY started the Miss Indian America Pageant.  
*Day 1 Assessment:* Exit ticket response (sticky note/exit ticket) – combat discrimination.
2. *Day 2 Learning Target:* I can identify 5 vocabulary words that are mentioned in the video that I do not know the meaning of but need to learn in order to help me understand the intentions of the overall message for the MIA documentary.  
*Day 2 Assessment:* The completed vocabulary handout with an 90% or better.
3. *Day 3 Learning Target:* I can write a short 3-5 minute campaign speech to be elected as an officer for a club/organization of my choice at my school.  
*Day 3 Assessment:* The final draft campaign speech will be assessed using the writing rubric that has been adopted by each district with a 70% or better score.
4. *Day 4 Learning Targets:* I can compare and contrast the two specific parade floats in the video using a Venn diagram. I can write a short-opinionated response to the proposed question asked at the end of the video focusing on writing skills.  
*Day 4 Assessment:* A completed Venn diagram and the adopted district writing form of assessment with a score of 70% or better.



### **LESSON INTRODUCTION:**

Teacher: Say, *"Today we are going to be learning about a unique historical event that was started in our great State of Wyoming in the 1950's."*

NOTE TO TEACHER: ASK BOLD QUESTIONS BUT DO NOT GIVE ANSWERS TO THE QUESTIONS THAT ARE INCLUDED. THE FIRST PART OF THE LESSON IS TO GET STUDENTS TO START THINKING ABOUT HOW ALL THE FOLLOWING QUESTIONS CORRELATE WITH EACH OTHER.

Teacher: Ask, ***What is the definition for 'discrimination'?*** (5 minutes) Definition: the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex Allow students to respond in whole group discussion. After students demonstrate an understanding of the definition for *discrimination*, using the think-pair-share method, have students pair up and share a time when they felt they were discriminated against or witnessed discrimination firsthand. Write the definition on the whiteboard or use the technology in the classroom. Ask students if there are any volunteers who would like to share their experience or witnessed.

Next, ask the class, ***What is the Miss America Pageant? Where and When did it originate? What is the purpose of the pageant?*** (5 minutes) Allow the class to discuss as whole group. Student responses should reflect any of the following information: It was established in 1921 by local Atlantic City businessmen, as Miss America fulfills her role during her time, she is continually active in charitable and community service events, she educates the diverse American population on issues that society faces, and finally, she encourages young women to achieve their dreams.

Finally, ask the class, ***What is the Miss Indian America Pageant? Where and When did it originate? and What is the purpose of the pageant?*** (5 minutes) Allow the class to discuss as whole group. Student responses should reflect any of the following information: It was established in Sheridan, WY in 1953 after a Native American Indian woman named Lucy Yellowmule won the Queen of the rodeo nomination by the people in the rodeo grandstand in 1951. After her win, it was the beginning of a public relations campaign to address the 'discrimination' issue that was present not only in Sheridan, WY but throughout the nation.

Teacher: Say, ***Now that we have had class discussion about 'discrimination', the Miss America Pageant, and the Miss Indian America Pageant, who is willing to share their thought about what the lessons in this unit will cover?*** Wait for volunteers to share their educated guesses. The three topic questions should provide some background information about what the unit/lessons will contain in regards to content.

Teacher: Say, ***Today, we will watch a video titled, 'No Indians or Dogs Allowed? Sheridan, Wyoming and the Miss Indian America Pageant'. In this video, you will be introduced to a unique historical event known as the Miss Indian America (MIA) pageant that originated in Sheridan, Wyoming in the 1950's and will also become familiar with important figures who played a role in the efforts to end discrimination in Sheridan, WY and how the originators hoped that their actions would have an affect on the rest of the nation,***



Teacher: Say, *Before I start the video, I would like to inform you about the assignments/activities we will be doing in this unit. We will identify and define vocabulary terms that were used in the video that you may not be familiar with, write a 3-5 minute campaign speech, complete a Venn diagram that compares and contrasts two floats in the parade and finally, we will wrap up the unit by answering a question asked by one of the former MIA title holders using the short response format. I will go into more detail as each one approaches.*

### **STEP BY STEP PROCEDURE:**

#### **Day 1: Introduction**

Step 1: Introduce the lesson using the dialogue above.

Step 2: Read the *Day 1 Learning Target*: I can identify the reason why the town of Sheridan, WY started the Miss Indian America Pageant.

Step 3: Play the video titled “No Indians or Dogs Allowed? Sheridan, Wyoming and the Miss Indian America Pageant” <http://windriveredu.org>, or <http://wyomingpbs.org/learningmedia>

Step 4: Hand out a sticky note/exit ticket to each student during the video. This will be used for the Exit ticket question.

Step 5: Have class discussion if time allows.

Step 6: *Day One Assessment*: Allow 3 minutes before class is dismissed and have students write their name and date on sticky note. Ask the following question to see if the students met the day 1 learning target.

In 1953, Sheridan, WY started the Miss Indian America Pageant to \_\_\_\_\_.

#### **Day 2: Video, Note-taking, and Vocabulary**

Step 1: Read the *Day 2 Learning Target*: I can identify 5 vocabulary words that are mentioned in the video that I do not know the meaning of but need to learn in order to help me understand the intentions of the overall message for the MIA documentary.

Step 2: Distribute the “Vocabulary” and “Note Taking” worksheets. Read the vocabulary terms. Have students listen to how the terms are used in context. Have students look over the note-taking handout and read the headings that they may use to guide them in the note-taking process.



Step 3: If necessary, rewatch the video titled “No Indians or Dogs Allowed? Sheridan, Wyoming and the Miss Indian America Pageant” <http://windriveredu.org>, or <http://wyomingpbs.org/learningmedia>

Step 4: *Day 2 Assessment:* Using Chromebooks/laptops/desktops or dictionaries, have students define all the vocabulary terms. Use the completed vocabulary handout to see if the students met the learning target for day 2 based on the score of 90% or better.

### **Day 3: Write a 3-5 minute Campaign Speech**

Step 1: Read the *Day 4 Learning Target:* I can write a short 3-5 minute campaign speech to be elected as an officer for a club/organization of my choice at my school.

Step 2: Pass out the ‘Vote for Me’ campaign handout. Read the directions to the class.

Step 3: Allow 15 minutes for students to write a rough draft of their short speech.

Step 4: Have students pick a partner and have them edit and revise each other’s speech. (5 minutes)

Step 5: Have students rewrite the final draft of their speech. (10-15 minutes)

Step 6: Depending on how much class time remains, ask if any of the students are willing to read their speech out loud to the class.

Step 7: *Day 4 Assessment:* Use the school district adopted writing rubric to assess the handwritten final draft of the speech to see if the student met the day 4 learning target with a 70% or better.

### **Day 4-5: Compare and Contrast using a Venn diagram & Short Response based on Personal Opinion**

(The two parade floats that are going to be viewed for this lesson can be viewed at these times on the video, Miss Indian America float **1:15** and the Cowboy and Indian themed float at **12:20**)

Step 1: Read the two *Day 5 Learning Targets:* I can compare and contrast the two specific floats in the video using a Venn diagram and I can write a short opinionated response to the proposed question asked at the end of the video focusing on writing skills.

Step 2: Pass out the “Compare and Contrast” handout and read the directions for each assignment to the class.

Step 3: Using the times given above, show the students the two floats.



Step 4: Have students work on assignments individually. Place emphasis that the short response will be assessed on their writing skills NOT on their opinion.

Step 5: Day 5 Assessment. *Use the completed Venn diagram and adopted school district writing form* of assessment to determine if the student met the day 4-5 learning target with a score of 70% or better.

**REVIEW:**

Teacher has the option to select any areas to check for understanding for the entire unit.

**EVALUATION:**

Each day has a Learning Target that focuses on what the students should learn from the lesson that day. Also included are the forms of assessments that will/can be used to see if the students met the daily target.

**ADDITIONAL RESOURCES:**

Miss America, “Our History”

<http://missamerica.org/our-history/>

“Miss Indian America History Article”

<https://gregorynickerson.com/missindianamerica/>

Your Dictionary, “Writing a School Election Speech”

<http://grammar.yourdictionary.com/style-and-usage/writing-a-school-election-speech.html>



## Miss Indian America

### Vocabulary Handout

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Identify a minimum of 5 vocabulary terms that you do not understand (meaning). Once you identify the terms, use available resources in the classroom to define each term.

Note: If there are more vocabulary words than the minimum required, be sure to include those as well. Reminder: Use the appropriate definition meaning that pertains to the video.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



## Miss Indian America

### Note-taking Handout

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Use this sheet to take notes as you watch the *'No Indians or Dogs Allowed? Sheridan, Wyoming and the Miss Indian America Pageant'* video. Although there are headings that are provided for possible notes, you may write down any information you feel is relevant to you.

People

Dates

Facts

Other



## Miss Indian America

### 'Vote for Me' Campaign Speech

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: You will be writing a short 3-5 minute campaign speech like the Miss Indian America contestants do when they are seeking to be crowned with the popular title. You need to decide on what school sponsored organization/club you would like to be elected for. In your speech, remember that you are trying to *persuade* your fellow classmates to vote for you and you may want to begin with brainstorming ideas, topics, characteristics, successes, etc., the list is endless. Most importantly, as a student you know what the student body would like to change or modify.

5 min - brainstorm

15 min - rough draft

5 min - partner read and edit

15 min - final copy

5 min - volunteer to read your speech if time allows





### **Short Response Prompt**

Directions: At the end of the video, a former Miss Indian America contestant asked a question about the ‘Cowboy and Indian’ parade float (12:20). She asked if the float was “making in fun of us?” or “was it because they love us?” and would like to know. In your opinion, write a short response to her question. NOTE: credit will be based on writing skills, not your opinion. Use the back of this paper for your written response if needed. (To hear her question go to video and it can located at 12:30)



## **COMMON CORE STANDARDS ADDRESSED IN LESSON:**

### **9<sup>th</sup> / 10<sup>th</sup> Grade**

#### **Key Ideas and Details:**

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.

#### **Craft and Structure:**

CCSS.ELA- LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### **Integration of Knowledge and Ideas:**

CCSS.ELA- LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **11<sup>th</sup> / 12<sup>th</sup> Grade**

#### **Key Ideas and Details:**

CCSS.ELA- LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

#### **Integration of Knowledge and Ideas:**

CCSS.ELA- LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA- LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## **WYOMING STATE SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:**

### **9<sup>th</sup> – 12<sup>th</sup> Grade Social Studies (2018)**

#### **Social Studies Content Standard 1 - Citizenship, Government, and Democracy**

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

#### **Rationale**



The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens. All students should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority, and governance, which should be applied to the rights and responsibilities of good citizenship. W.S.21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institutions and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

### **Social Studies Content Standard 2 - Culture and Cultural Diversity**

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

#### Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

SS12.2.1 Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.

SS12.2.1.a Analyze and evaluate the ways Indigenous Tribes of Wyoming meet human needs and concerns and contribute to tribal identity (e.g., group, nation, and global), as well as historical and contemporary situations and events (e.g., intergenerational care, mineral royalty payments, water rights, tribal economic development, the repopulation of local animal species, and social/cultural events).

SS12.2.2 Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.

SS12.2.2.a Compare and contrast the human experience and cultural expression of Indigenous Tribes of Wyoming (e.g., oral history, Native literature, traditional arts, values, songs, dance, artifacts, and language).

SS12.2.3 Evaluate how the unique characteristics of cultural groups, including Indigenous Tribes of Wyoming, have contributed and continue to influence Wyoming’s history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).



### **Social Studies Content Standard 4 - Time, Continuity, and Change**

Students analyze events, people, problems, and ideas within their historical contexts.

#### **Rationale**

Students need to understand their historical roots and how past events shape the present, and may shape the future. Students must know what life was like in the past to comprehend how things change and develop over time. Students gain historical understanding through inquiry, and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.

SS12.4.3 Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.

SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical event.

SS12.4.4.a Describe the historical interactions between Indigenous Tribes of Wyoming, state, and federal governments (e.g. Chief Washakie and the federal government, treaties, 1871 Indian Appropriations Act, Dawes Act, and the 1956 Indian Relocation Act).

SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

### **Social Studies Content Standard 6 - Technology, Literacy, and Global Connections**

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

#### **Rationale**

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.\*

SS12.6.1 Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.