Module 1
WHY TEACH NATIVE AMERICAN HISTORY?

(8th grade – Short Lesson Plan)

LESSON PLAN DEVELOPED BY: Veronica E. Miller- Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON:
(See Standard Definition at end of lesson)

CCSS-ELA-Literacy.RL.8.6- Craft and Structure
CCSS-ELA-Literacy.W.8.1 - Text Types and Purposes
CCSS-ELA-Literacy.W.8.1.D - Text Types and Purposes
CCSS-ELA-Literacy.W.8.1.E - Text Types and Purposes
CCSS-ELA-Literacy.W8.3 - Text Types and Purposes
CCSS-ELA-Literacy.W.8.3.A - Text Types and Purposes
CCSS-ELA-Literacy.W.8.3.B - Text Types and Purposes
CCSS-ELA-Literacy.W.8.3.C - Text Types and Purposes
CCSS-ELA-Literacy.W.8.3.D - Text Types and Purposes
CCSS-ELA-Literacy.W.8.3.E - Text Types and Purposes
CCSS-ELA-Literacy.SL.8.1 - Comprehension and Collaboration
CCSS-ELA-Literacy.SL.8.1.A - Comprehension and Collaboration
CCSS-ELA-Literacy.SL.8.1.B - Comprehension and Collaboration
CCSS-ELA-Literacy.SL.8.1.C - Comprehension and Collaboration
CCSS-ELA-Literacy.SL.8.1.D
CCSS-ELA-Literacy.SL.8.2 - Comprehension and Collaboration
CCSS-ELA-Literacy.SL.8.3 - Comprehension and Collaboration
CCSS-ELA-Literacy.SL.8.4 - Presentation of Knowledge and Ideas
CCSS-ELA-Literacy.SL.8.5 - Presentation of Knowledge and Ideas

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WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Language Arts Standards – Grade 8 (2012)

Reading Standards for Literature
Key Ideas and details
Craft and Structure
Writing
Speaking & Listening
Comprehension and Collaboration
Presentation of Knowledge and Ideas

Wyoming State Social Studies Standards (2018) Grade 8
(See Standard Definition at end of lesson)
WY Standards 2: SS8.2.1

**DURATION** Video = 4:04
http://windriveredu.org or http://wyomingpbs.org/learningmedia

Music= 4:03
Activity= 45 Minutes

**MATERIALS REQUIRED:**
Music: “Where I come from” by Alan Jackson
Handout: “Where I’m from” by George Ella Lyon

**KEY VOCABULARY:**
Stereotype-
Native American-
Prejudice-
Accepting-
Labeling-
Fact-
Opinion-

**DESCRIPTION:**
How do others perceive you? What is it like to be you?

**LEARNING OBJECTIVES:**
Students will define stereotypes and identify stereotypes and expectations that others place on them; participants break down stereotypes and expectations and define themselves outside of stereotypes.
LESSON INTRODUCTION:
Stereotypes are commonly held beliefs, assumptions, or oversimplifications about groups or types of people. Stereotypes make it difficult to see people as individuals. Some stereotypes are internalized. The intent of this lesson is to teach participants to think critically and to see people as individuals and to help them to challenge stereotypes.

The class will watch the video, “Why Teach Native American History” http://windriveredu.org or http://wyomingpbs.org/learningmedia

The teacher will then play “Where I come from” by Alan Jackson and ask the participants where the singer says he comes from?

STEP BY STEP PROCEDURE:
Step 1: Students will discuss where the singer of “where I come from” says he is from.

Step 2: Teacher will read the poem “Where I’m from by George Ella Lyon discussing student interpretation as needed.

Step 3: Student template will be shared with students to draft their own poem.

Step 4: Students will share their drafts with class if time allotted.

REVIEW:
Class will discuss what they learned about one another. How do activities like this help us learn about one another? Did we break down stereotypes?

EVALUATION:
The individual student poems will be the finished product to demonstrate that learning has occurred.
COMMON CORE STANDARDS ADDRESSED IN LESSON:

Reading:  
Craft and Structure

CCSS-ELA-Literacy.RL.8.6  
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Writing:  
Text Types and Purposes

CCSS-ELA-Literacy.W.8.1  
Write arguments to support claims with clear reasons and relevant evidence.

CCSS-ELA-Literacy.W.8.1.A  
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS-ELA-Literacy.W.8.1.D  
Establish and maintain a formal style.

CCSS-ELA-Literacy.W.8.1.E  
Provide a concluding statement or section that follows from and supports the argument presented.

CCSS-ELA-Literacy.W8.3  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS-ELA-Literacy.W.8.3.A  
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS-ELA-Literacy.W.8.3.B  
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS-ELA-Literacy.W.8.3.C
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CCSS-ELA-Literacy.W.8.3.D
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS-ELA-Literacy.W.8.3.E
Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Speaking & Listening:**

**Comprehension and Collaboration**

CCSS-ELA-Literacy.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS-ELA-Literacy.SL.8.1.A
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS-ELA-Literacy.SL.8.1.B
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS-ELA-Literacy.SL.8.1.C
Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

CCSS-ELA-Literacy.SL.8.1.D
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS-ELA-Literacy.SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS-ELA-Literacy.SL.8.3
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Presentation of Knowledge and Ideas**

CCSS-ELA-Literacy.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS-ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

**WYOMING STATE LANGUAGE ARTS STANDARDS – GRADE 8 (2012)**

Reading Standards for Literature

**Key Ideas and details**

**Craft and Structure**

1. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Writing**

1. Write arguments to support claims with clear reasons and relevant evidence.

   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

   d. Establish and maintain a formal style.
2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Speaking & Listening**

**Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

WYOMING STATE SOCIAL STUDIES STANDARDS – GRADE 8 (2018)

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.

SS8.2.1

Compare and contrast the ways various groups (e.g., ethnic communities, and Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.
Where I'm From
By George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening
it tasted like beets.)
I am from the forsythia bush,
the Dutch elm
whose long gone limbs I remember
as if they were my own.

I am from fudge and eyeglasses,
    from Imogene and Alafair.
I'm from the know-it-alls
    and the pass-it-ons,
from perk up and pipe down.
I'm from He restoreth my soul
    with cottonball lamb
    and ten verses I can say myself.

I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures.
a sift of lost faces
to drift beneath my dreams.
I am from those moments --
snapped before I budded --
leaf fall from the family tree.
I Am From Poem

*Use this template to draft your poem, and then write a final draft to share on blank paper.*

I am from ________________________________
(specific ordinary item)

From ________________________________ and ________________________________
(product name) (product name)

I am from the ________________________________
(home description)

_________________________ "_________________________" (adjective) ________________ "_________________________" (adjective) ________________ (sensory detail)

I am from ________________________________
(plant, flower, natural item)

_________________________ (description of above item)

I'm from ________________________________ and ________________________________
(family tradition) (family trait)

From ________________________________ and ________________________________
(name of family member) (another family name)

I'm from the ________________________________ and ________________________________
(description of family tendency) (another one)

From ________________________________ and ________________________________
(something you were told as a child) (another)

I'm from ________________________________, ________________________________
(representation of religion or lack of), (further description)

I'm from ________________________________, ________________________________
(place of birth and family ancestry)

_________________________ "_________________________" (a food item that represents your family) ________________ (another one)

From the ________________________________, ________________________________
(specific family story about a specific person and detail)
The ____________________________
(another detail of another family member)

_______________________________
(location of family pictures, mementos, archives)

_______________________________
(line explaining the importance of family items)

<table>
<thead>
<tr>
<th>Original Poem:</th>
<th>Model Poem:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where I'm From</strong></td>
<td><strong>Where I'm From</strong></td>
</tr>
<tr>
<td><strong>By George Ella Lyon</strong></td>
<td><strong>By Ms. Vaca</strong></td>
</tr>
<tr>
<td>I am from clothespins,</td>
<td>I am from bookshelves,</td>
</tr>
<tr>
<td>from Clorox and carbon-tetrachloride.</td>
<td>from vinegar and green detergent.</td>
</tr>
<tr>
<td>I am from the dirt under the back porch.</td>
<td>I am from the dog hair in every corner</td>
</tr>
<tr>
<td>(Black, glistening,</td>
<td>(Yellow, abundant,</td>
</tr>
<tr>
<td>it tasted like beets.)</td>
<td>the vacuum could never get it all.)</td>
</tr>
<tr>
<td>I am from the forsythia bush</td>
<td>I am from azaleas</td>
</tr>
<tr>
<td>the Dutch elm</td>
<td>the magnolia tree</td>
</tr>
<tr>
<td>whose long-gone limbs I remember</td>
<td>whose leaves crunched under my feet like snow</td>
</tr>
<tr>
<td>as if they were my own.</td>
<td>every fall.</td>
</tr>
<tr>
<td>I'm from fudge and eyeglasses,</td>
<td>I'm from puzzles and sunburns,</td>
</tr>
<tr>
<td>from Imogene and Alafair.</td>
<td>from Dorothy Ann and Mary Christine</td>
</tr>
<tr>
<td>I'm from the know-it-alls</td>
<td>Catherine</td>
</tr>
<tr>
<td>and the pass-it-ons,</td>
<td>I'm from reading and road trips</td>
</tr>
<tr>
<td>from Perk up! and Pipe down!</td>
<td>From “Please watch your brother” and</td>
</tr>
<tr>
<td>I'm from He restoreth my soul</td>
<td>“Don’t let your brother hit you!”</td>
</tr>
<tr>
<td>with a cottonball lamb</td>
<td>I'm from Easter sunrises and Iowa</td>
</tr>
<tr>
<td>and ten verses I can say myself.</td>
<td>churches at Christmas</td>
</tr>
<tr>
<td>I'm from Artemus and Billie's Branch,</td>
<td>I'm from Alexandria and the Rileys,</td>
</tr>
<tr>
<td>fried corn and strong coffee.</td>
<td>Sterzing’s potato chips and sponge candy.</td>
</tr>
<tr>
<td>From the finger my grandfather lost</td>
<td>From my Air Force dad’s refusal to go to</td>
</tr>
<tr>
<td>to the auger,</td>
<td>Vietnam,</td>
</tr>
<tr>
<td>the eye my father shut to keep his sight.</td>
<td>from my mom’s leaving home at 17.</td>
</tr>
<tr>
<td>Under my bed was a dress box</td>
<td>On a low shelf in my new house is a stack</td>
</tr>
<tr>
<td>spilling old pictures,</td>
<td>of photo albums,</td>
</tr>
<tr>
<td>a sift of lost faces</td>
<td>carefully curated by my faraway father,</td>
</tr>
<tr>
<td>to drift beneath my dreams.</td>
<td>chronicling my childhood.</td>
</tr>
<tr>
<td>I am from those moments--</td>
<td>I am from these pages,</td>
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<td>snapped before I budded --</td>
<td>yellowed but firm,</td>
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<tr>
<td>leaf-fall from the family tree.</td>
<td>holding on to me across the country.</td>
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