



Module 1

WHY TEACH NATIVE AMERICAN HISTORY?

(4th grade - Short Lesson plan)

LESSON PLAN DEVELOPED BY: Iva Moss-Redman – Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RI.4.3 - Key Ideas and Details

CCSS.ELA-LITERACY.RL.4.1 - Key Ideas and Details

CCSS.ELA-LITERACY.W.4.9 - Key Ideas and Details

CCSS.ELA-LITERACY.SL.4.1 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.4.1.a - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.4.1.b - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.4.1.c - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.4.1.d - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.4.4 - Comprehension and Collaboration

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards (2018) 3rd - 5th Grade

(See Standard Definitions at end of Lesson)

SS.5.2.1

SS5.4.3 - SS5.4.4

Wyoming State Standards - Language Arts – 4th Grade 2012

Key Ideas and Detail

Craft and Structure

Reading Standards: Foundational Skills

Research to Build and Present Knowledge

Speaking and Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas

DURATION: 45 MIN.



MATERIALS REQUIRED:

Balloons

Sentence strips

Pin or sharp object to pop balloon

<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

KEY VOCABULARY:

Stereotype –

Native American –

Prejudice –

Accepting –

Labeling –

Fact –

Opinion -

DESCRIPTOR:

Bursting Stereotypes

This activity is done with older children after they have a basic understanding of stereotypes. Use balloons to "burst" stereotypes that unfairly label people. The teacher or leader starts with pre-inflated balloons, sentence strips and markers. Students sit in a circle and receive a prepared sentence strip. Going around the circle, each student reads the stereotype written on his sentence strip and tells the group why it is unfair. A sentence strip might read, "Only girls can do gymnastics well." After refuting the stereotype, the student uses a pin to "burst" his balloon, figuratively eliminating it from existence.

LEARNING OBJECTIVES:

Identify how stereotypes can create a label that is incorrect.

Explain how stereotypes impact people

Understand how learning about Native American History is important.

LESSON INTRODUCTION:

This lesson will begin to address how stereotypes impact people in the United States. Teacher will need to be understanding how simple stereotypes can be mistaken as facts. Bursting Stereotypes is a typical lesson used for people to address how stereotypes are not fact. Having



the students put these stereotypes into their own words will help students to critically think about facts and opinions.

STEP BY STEP PROCEDURE:

(Steps 1-5 should take about 5 – 10 minutes)

Step 1: Show the students of the picture of the guy with all the tattoos. Ask students “What kind of job do you think man has?”

Step 2: Teacher can write down the answers on one side of the board.

Step 3: After all answers are collected - circle the answers in one giant circle or draw a line on the board showing some division on the board. On the other half write the answers to the next question.

Step 4: Ask students “Why do you think this man works a?” fill in the blank with the students answers.

Step 5: Once you have compiled their opinions about the man’s job. Show them the other half of the picture. Explain the man is actually a Dr. somewhere in America.

Step 6: Introduce what a stereotype is. Explain to the students that today we will be learning about stereotypes and why we have to learn about different histories, cultures, countries, states, so we don’t take stereotypes as truths.

Step 7: What is a fact? What is an opinion?

Step 8: After the activity introduce the PBS Video, “Why Teach Native American History,” <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 9: Teacher can ask if students have any misconceptions about Native Americans or stereotypes?

Step 10: Have students write a stereotype about Native Americans on a paper - place in the balloon.

Step 11: Begin Bursting Stereotypes activity.

REVIEW:

Common stereotypes given for Native Americans are:

All Native Americans live in teepees.

We all have braids.

We all get money from the government.
Native Americans don't pay taxes

These types of misconceptions have formed over generations and it is important to learn who the Native Americans really are in Wyoming and in America. These stereotypes can lead a person to form prejudices against a groups of people that may be incorrect.

It is important that the students begin to understand how opinions of others can affect how people are treated differently. The opinions can begin labeling and then stereotypes are formed and are taken as fact.

EVALUATION:

Students can identify a stereotype. Can think critically about the statement and give evidence with facts.





RELATED RESOURCES:

Other websites for teacher to use if students need more information on Native Americans

National Museum of the American Indian, “Americans”

<https://nmai.si.edu/americans/>

The Arapaho Language Project

<https://www.colorado.edu/csilw/alp/>

About the Shoshone Tribe

<http://easternshoshone.org/about.html>

Northern Arapaho History

<http://www.northernarapaho.com/history>

COMMON CORE STANDARDS ADDRESSED IN LESSON:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.3

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Key Ideas and Details

CCSS.ELA-LITERACY.RL.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.W.4.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.4.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.a

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.4.1.b

- Follow agreed-upon rules for discussions and carry out assigned roles.



CCSS.ELA-LITERACY.SL.4.1.c

- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.d

- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.4

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:
Social Studies Standards (2018) Grades 3rd-5th

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.

SS.5.2.1

Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).



**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 events shape the past, present, and 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 of history by researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS5.4.3

Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups including Indigenous Tribes of Wyoming (e.g., energy development, water rights, new technology, and social issues).

SS5.4.4

Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

Language Arts – 4th Grade 2012

Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades

Key Ideas and Detail

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (K–5)

Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.