



Module 1
WHY TEACH NATICE 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.A - Text Types and Purposes
- CCSS-ELA-Literacy.W.8.1.B - Text Types and Purposes
- CCSS-ELA-Literacy.W.8.1.C - 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.W.8.3 - 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

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-

DESCRIPTOR:

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.

CCSS-ELA-Literacy.W.8.1.B

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

CCSS-ELA-Literacy.W.8.1.C

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.W.8.3

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.

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.

- e. Provide a concluding statement or section that follows from and supports the argument presented.
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)

<p>Original Poem: Where I'm From <i>By George Ella Lyon</i> 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'm 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 a 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.</p>	<p>Model Poem: Where I'm From <i>By Ms. Vaca</i> I am from bookshelves, from vinegar and green detergent. I am from the dog hair in every corner (Yellow, abundant, the vacuum could never get it all.) I am from azaleas the magnolia tree whose leaves crunched under my feet like snow every fall. I'm from puzzles and sunburns, from Dorothy Ann and Mary Christine Catherine I'm from reading and road trips From "Please watch your brother" and "Don't let your brother hit you!" I'm from Easter sunrises and Iowa churches at Christmas I'm from Alexandria and the Rileys, Sterzing's potato chips and sponge candy. From my Air Force dad's refusal to go to Vietnam, from my mom's leaving home at 17. On a low shelf in my new house is a stack of photo albums, carefully curated by my faraway father, chronicling my childhood. I am from these pages, yellowed but firm, holding on to me across the country.</p>
--	--