

First Americans 101: Day 1

Lesson Name: What Does It Mean to Be Native?

Timeframe: 1 Day

Standards / Objectives

OKH 1.4, USG 3.3, USH 1.3

Specific Learning Targets -

Upon completion of this lesson, students will be able to Identify and discuss basic concepts of identity, culture and representation

Skills and Background Knowledge -

Students should be open to discussing what they know or think about Native Americans. This may include certain misconceptions, stereotypes, or simple ignorance.

Teacher Materials Needed:

- Access to Internet
- Projector, screen or smartboard
- Post-It notes
- Chart paper

Student Materials Needed:

- Access to article written about [Native author, Tommy Orange, by NPR correspondent Lynn Neary](#)
- Access to Native-authored Children's Books (physical or digital)
- Copies (physical or digital) of Discussion Questions Sheet

Opening / Bell Ringer:

[Post Your Thoughts](#) - Start with the question: What Does It Mean To be Native?

Direct Instruction / Mini Lesson / I Do:

After discussing student responses in the Post-it activity, explain the terms "Identity," "Culture," "Stereotypes," and "Representation."

Ask students to consider that they also have a distinct culture, even if it feels invisible to them. We develop ideas and attitudes about our own culture and the culture of others in school, by reading books and watching movies or TV,

and in interactions with others.

Independent Practice / You Do:

Ask students to use children's books (physical or digital) to complete the [Discussion Questions form](#) for Day 1. Explain to them that they can view these books as "artifacts" of a culture to analyze rather than a reflection of their reading levels.

Guided Practice / We Do:

Divide students into groups of 3 and give them 2-3 minutes to discuss some of the following questions. Please monitor and join in on discussions in different groups.

- What did you notice about the characters and plot in the stories?
- How do these characters demonstrate Native cultures in these stories?
- What are some of the themes in these stories?
- Why do you think it is important for us to hear stories written by Native authors?
- How is what is reflected in these books different from stereotypes people have about Native cultures?

Student Engagement with Content

- Students will read children's books and identify and discuss the similarities and differences between these stories and what they know about Native cultures.
- Academic Vocabulary: identity, culture, stereotypes, regalia, First Americans, assimilation, forced migration, reservation, tribe, Indigenous, culture, oral traditions

Evidence of Learning / Assessment:

- Use page 2 of the Discussion Questions document, or create your own one-pager to check for understanding of each student's chosen concept.
- Concepts may be shown using drawings or words
- Students should use appropriate academic vocabulary from today's list

Closing / Exit Ticket

- Ask students to reflect on their learning by completing this sentence frame:

At first I thought _____, but now I know _____
_____.

Homework / Extended Learning (if appropriate)

- Students may finish any incomplete assignments to turn in tomorrow.

Potential Adaptations

- Scaffolding: Some students may need sentence starters for observations or discussion:
 - "One thing I noticed about the way Native peoples were portrayed was..."
 - "This book showed me that it is incorrect to think that..."
 - "I wonder why Native peoples..."
 - "I really respect how Native peoples have..."
- Further models:
 - Note that the given one-pager does not need to be supplied for every student.
- Extension:
 - Challenge accelerated level students to use their one-pager to directly contrast Native American themes with Western themes, i.e. how would a person from a Western background see this idea?