




Native American Stereotypes and Students

Unit Map 2013-2014

Wednesday, October 16, 2013, 2:41PM



Unit: Native American Stereotypes and Students (Week 1, 1 Week) 

Stage 1: Desired Results

Maine Learning Results & Common Core

CCSS: English Language Arts 6-12, CCSS: Grade 6, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They come to understand other perspectives and cultures.

CCSS: English Language Arts 6-12, CCSS: Grade 6, Reading: Informational Text
Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS: English Language Arts 6-12, CCSS: Grade 6, Speaking & Listening
Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

ME: Social Studies, ME: Grades PreK-2, Applications of Social Studies Processes

A2 Making Decisions Using Social Studies Knowledge

Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.

- a. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.
- b. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills, and relevant information.

ME: Social Studies, ME: Grades 6-8, Wabanaki Studies

Worldview

- Compare the Wabanaki culture through time with other culture groups (including one's own) and describe major turning points and events pertinent to the Wabanaki people. Describe how history has impacted/ impacts worldview using Wabanaki and other culture groups.

Injustice

- Discuss the effects of stereotyping on a culture or community, giving examples specific to the Wabanaki from history and Maine today. Explore in detail one historical or contemporary issue, comparing it to a similar issue from a different culture in American or world history.

Essential Questions

[Essential Questions](#)

What is the role of the citizen in the community and the nation, and as a member of the world community?
How can I make a positive difference?

What happened in the past?

How are language and culture linked?

How can I enhance my connections with people through language?

How can I explore other cultures without stereotyping ?

Words have meaning – they represent objects, ideas, situations, and feelings.
Some words describe what we see, hear, taste, touch and smell.
Some words tell what we think.
Some words tell what we feel.

Academic Vocabulary

Stereotypes- positive, negative, neutral- an opinion about a group of people based on misconceptions, or misinformation. All stereotypes set people apart from ideas of "normal" or ideas of what is acceptable in our communities. Whether students feel someone is better or worse than they are, stereotypes create categories with assigned values. These expectations of "other" prevent real, meaningful relationships from developing.

Students Will Know



- How to identify stereotypes about Native people in various media sources, including books, movies, and the internet.
- Opinions about Native people that exist in their communities.
- Current trends and images of Native people in main stream society.
- Link this to interpersonal relationships and community equality on a broad level.

Students Will Do

[Bloom's Wheel](#)
[Bloom's Taxonomy](#)
Students will be able to ...

Technology Integration Notes

- Abbe Museum on-line exhibits and resources for teachers about current Native issues, see attached.
- "Do All Indians Live in Tipis" by the National Museum of the American Indian questions and answers about common misconceptions about Native Americans.

 [Abbe Museum online exhibit about contemporary Native sovereignty](#)
 [Do All Indians Live in Tipi's Questions and Answers about common misconceptions about Native America](#)

Stage 2: Assessment Evidence

[Assessment](#)

Conversation progression
Formative: Oral: Discussion

Teachers will assess student involvement in the activity by encouraging all students to share out and offer opinions. All opinions are valid, and teachers will create a safe space for dialog.

Self-Directed Critical Analysis
Summative: Project: Technology

Students will do an online image search using the terms "Native American," "American Indian," and "Indian". They will then design a short power point presentation to share with the class. One set of slides (3-4 total) will include images of stereotypes of Indian people based on the discussion. The second set of slides (3-4 total) will show images of modern Indian people that are not stereotypes. Students will defend their findings based on research about each image.

Teachers should expect that students will have some overlapping images. Ask students to take note of repeat images and discuss trends reflected as a result. Finally, ask if these same trends can be seen for other races in the United States, like African American or Latin communities.

Stage 3: Learning Activities

Unit Overview

Students will list words they have heard or identify with Native Americans. All words and terms are encouraged. The goal is to understand what students have heard or think they know about Native Americans, to understand where the terms come from and how they lead to misconceptions about Native people today. Three categories of stereotypes will be identified and discussed, and students will understand why each kind of stereotype leads to the same problem- setting someone else apart and seeing them as "other" creates inequality. After the group discussion, students will be asked to present a summative assessment demonstrating critical thinking skills in analyzing current trends in how Native imagery is used in our society today.

Learning Activities & Lesson Plans

Day 1

Objective: To become familiar with the stereotypes your students have about Native Americans. It is advantageous to do this activity prior to starting other lessons about Native people so you have the opportunity to correct and clarify any stereotypes students bring to the classroom.

Time: 30 Minutes

Glossary: Stereotype- an opinion about a group of people based on misconceptions, or misinformation.

Additional Suggested Resources: [Do All Indians Live in Tipi's](#) National Museum of the American Museum, 2007

Materials: White board and dry erase pens, or easel with large paper and pens.

Activity:

Part One: Gather students in a large group facing the board. Ask students to say anything that comes to mind when they hear the terms "Indian" or "Native American" and write each word or phrase on the board so everyone can see. Make sure students know this is a safe place to share, and that adding to the list does not reflect their personal opinions.

After students have had the opportunity to contribute to the list, you may need to prompt them to tap into negative stereotypes they might be scared or embarrassed to express. For example, you could ask "Are Indians fierce or peaceful?" "Do Indians care about the environment?" "Where do Indians live?"

This portion of the activity will last about 15 minutes, but try to be flexible and allow the conversation to flow naturally. If students are still sharing and coming up with new words, the list can go on longer. Once students start repeating words, or the conversation no longer feels like it's progressing, call the listing to a halt.

Part Two: Explain what a stereotype is, and that there can be positive, negative, and neutral stereotypes, but all are harmful because they make Native people "other," or seem apart from "normal" American culture. Whether you think someone is better or worse than you, they're still different and therefore not equal. It also prevents Native people from being individuals. Neutral stereotypes generally serve to keep Native people in the past, they don't allow Native people to live in homes with electricity, work, or drive cars (example- the word tipi will always be on the list of words, but not all Indians lived in tipis, and certainly few do today as modern people. This stereotype makes it seem like Native people live in the past, and also creates the impression that all Native people had similar lifestyles.)

Highlight some examples from the list of terms that exemplify each type of stereotype and explain, to the degree that you

are comfortable, the historical background for the stereotypes. A list of commonly heard terms and definitions is attached in the resource section, but for additional information refer to [Do All Indians Live in Tipi's](#) by the National Museum of the American Indian.

Conclude by asking students for any further questions or comments about the words or stereotype. Use this list as a foundation for understanding Native people in future lessons, as well as for identification of stereotypes in media and school resources.

Resources

Additional resources and activities about stereotypes can be found at the Abbe Museum, (see link attached) including first person accounts shared by Rhonda Frey, Penobscot, about growing up Native in Maine.

Word List: Here are some of the most common words associated with Native people that are likely to be listed by students from all grade levels. This list is not complete, as each community and age group has been exposed to different images of Native people. Portrayals of native people in popular culture will also change this list.

Positive:

Environmental
Spiritual
Peaceful
Brave
Athletic
Artistic
Princess
Warrior (can also be negative)
Medicine Man

Neutral: (Note that most neutral are object-based)

Feather
Tipi
Canoe
Baskets
Moccasins
Braids
Casino
Bows and Arrows
Buffalo
Dancing
Hunting and fishing
Fire
Leather cloths
Animals
Chief
Shape shifter
Totem poles
Mascots

Negative:

Savage
Warrior
Scalping
Alcoholic
Squaw
Simple
Primitive

Teacher Notes & Reflection

Redskins
War paint
War whoops

 [Additional resources about stereotypes](#)

[<< Previous Year](#)

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