

Native Americans in New England Curricular Project

Title: Confronting Stereotypes of Native Americans

Grade Level (9-12):

Subject Area Focus *Math, Science, Social Studies/History, English Language Arts, Performing/Studio Arts, World Languages, Health/Wellness, Other*; List all that apply; if Other, please make sure your description mentions it:

Estimated Number of Days to Complete:

Submitted by* Rochelle Anziska

Additional Creators _____

School Yeshiva University High School

District _____

State New York

Date Submitted July 2015

*This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program Native Americans in New England.

Curricular Project Summary: (Please write a brief overview summary of the curricular project in 150 words or less.) This series of lessons is part of a unit on racial and ethnic stereotypes that will include stereotyping of Native Americans, African Americans and Muslims. The students will learn to identify stereotypical attitudes toward Native Americans and why they have occurred and persisted over time. They will identify stereotypes in the media and learn why it has a negative impact on Native Americans and on U.S. society as a whole. They will learn that stereotypes are often unconscious and discuss strategies to reduce them. They will also learn that Native Americans are still here and can be found all over the U.S., both inside and outside of reservations and students will conduct research on current issues that are of concern in contemporary Native American communities across the country.

Desired Results/Objectives

1. Essential Questions/Historical Questions:

- A. What stereotypes of native Americans exist and why have they persisted?
- B. Where did these stereotypes originate and why?
- C. What is a stereotype and does it only have to be negative?

2. Objectives: **By the end of these project students what will students know, understand and be able to do?**

Students will know...

- A. Definition of terms like stereotype, bias, defame.

Students will understand...

- A. Stereotypes are often unconscious.
- B. The media often perpetuates stereotypes.
- C. Native Americans are here today and live all over. They have not died out and do not only live on reservations.

Students will be able to...

- A. Students will be able to identify a racial or ethnic stereotype.
- B. To identify stereotypes of native Americans and why they are harmful to Native Americans self-respect and identity.
- C. Students will be able to write an essay explaining why stereotypes are often hurtful or incorrect.
- D. Students will be able to define terminology like stereotype, bias, defames.
- E. Students will be able to outline and chart material they research.
- F. Students will be able to organize their research into a coherent essay or presentation.
- G. Students will be able to research websites and books to research issues in contemporary Native American society.
- H. Students will be more sensitive to slights and insults to minority communities like the native Americans and develop more understanding and insight with regard to people who are different from themselves

3. Curriculum Standards (National, State, Local):

Common Core:

11.11 Students will be able to analyze major social problems and domestic issues in contemporary American society.

12.2 Students evaluate, take and defend positions on the scope and limits of rights and obligations as democratic citizens. Why enjoyment of one's rights entails the respect for the rights of others.

12.3 Students take, defend and evaluate positions on what the fundamental values and principles of civil society are.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; state and national authority; civil disobedience and the rule of law.

4. Transfer Goal:

Students will learn to identify racial and ethnic stereotypes and learn to be more sensitive and tolerant of people who are different from themselves whether they are immigrants or members of a different racial group or follow a different religion.

Assessment/Evidence

Performance Task or Assessment used to gauge student learning: (Please describe)

Students will write essays expressing their understanding of the material and defending their point of view.

Pre-Assessment: Students will be shown five or six pictures of people and asked to choose the ones who are native Americans and explain why they chose them. They will then learn which ones are in fact native Americans and which are not. A discussion will follow on why students made particular choices and the issue of stereotyping of certain ethnic or racial groups like native Americans.

Formative Assessment:

Students will need to hand in an exit ticket answering how they are feeling and what they think about the discussion.

Quizzes on material discussed.

Essays expressing student's opinions and defending their point of view.

Other Assessment Evidence:

Verbal answers to be charted on blackboard by teacher.

Written answers to homework questions.

Research assignment and presentation to class with both oral component and written component.

Learning Plan

Lesson Summaries:

Lesson 1:

Identifying stereotypes people and the media have of Native Americans

Lesson 2:

Introduce the concept from Malcome Gladwell's book, *Blink*, that most people exhibit stereotypical attitudes that are often unconscious. He measures this on a test called the IAT. These unconscious stereotypes are more difficult to change or modify. Give them an excerpt from Gladwell's book to read in class. Have them take the IAT Test and grade the results.

Lesson 3:

Students will watch a film that shows a tribe in New England that is reviving or reclaiming its language. The film is *We Still Live Here*, which tells the story Jesse Little Doe, and the Wampanoag of Southern Massachusetts and the revival of their language and culture.

Lesson 4:

Students will be assigned the opportunity to research topics of interest in contemporary Native American communities. They will be instructed to look at Indian Country Today and select a topic. They then have a week to research their chosen topic. We will meet to discuss results of their inquiries.

Learning Activity Details:

Materials/Resources Tools: PowerPoint of pictures of Native Americans, Excerpts from films and cartoons showing stereotypes of Native Americans.

Instructional Tips/Strategies/Suggestions: Ask questions to students and chart results on blackboard.

Historical Question/Essential Question: What are the stereotypes of Native Americans that exist and why? Where did they originate and why? Why can they have a negative impact on Native Americans?

Lesson 1 Details:

LESSON 1: Lesson Opening. A. Show a series of pictures of people and ask to identify which ones are native Americans and which ones are not. Take a class vote for each and then tell students which ones are in fact native Americans. Ask students why they chose the people they did and begin a discussion of stereotypes.

During the lesson: Make a list on the board of preconceptions students have of what an Indian looks like and why. Discuss what a stereotype is and define it. Define the terms bias, defame. Show the students film clips of native Americans and have them write why they are stereotypical. You can also include cartoons. Discuss that they can be both positive and negative. Chart answers. Make students aware that there are both positive and negative stereotypes of native Americans and list each. Discuss why both are not beneficial views to hold.

Lesson Closing: For homework either assign them a picture of the first Thanksgiving to view and have them pick out the Native American stereotypes in it and write why the depiction of the celebration is probably incorrect. They should be told when the picture was made and be asked whether or not they think the political or social climate at that time influenced the depiction of the celebration?

Lesson 2:

Materials/Resources Tools: Document that is an excerpt from Malcome Gladwell's book *Blink* with

questions based on the reading. Computers, I Pads to take IAT test.

Instructional Tips/Strategies/Suggestions: Have students read and answer questions from document and then review in class or instead may read the document together and discuss. Have students take test and grade and review the results and implications.

Historical Question/Essential Question: Can we modify unconscious behavior? Why do you think people unconsciously have negative responses to different races? Can this behavior be changed? Why or why not?

Details: Lesson 2

Lesson opening: Review the homework assignment and the goal to elicit is that stereotyping of native Americans began early in our history and is persistent.

During lesson: Then introduce the concept from Malcome Gladwell's book, *Blink*, that most people exhibit stereotypical attitudes that are often unconscious. He measures this on a test called the IAT. These unconscious stereotypes are more difficult to change or modify. Give them an excerpt from Gladwell's book to read in class and review the main points of the document together. Have them take the IAT Test and grade the results. Have them raise their hands anonymously to get the class results. They should see that the majority of people exhibit negative behavior toward blacks and favorable toward whites. Go over example of the Chicago car salesmen who give higher price quotes to black men and lower ones to white men with the class. Then discuss ways to modify unconscious stereotyping. Have students try and answer the question, "Can we modify unconscious stereotyping of people?"

Lesson closing: Have student hand in an exit ticket asking them their opinion on what Gladwell has said and listing main ideas learned.

Homework: Essay discussing whether or not you think Gladwell's suggestions will work and why or why not?

LESSON 3:

Materials/Resources Tools: Film, *We Are Still Here*<http://www.pbs.org/independentlens/we-still-live-here/>

Instructional Tips/Strategies/Suggestions: Have students watch the film and discuss their impressions of both Jesse and the film. List answers to questions on blackboard.

Historical Question/Essential Question: Can a special person influence history?

What are effective ways of breaking stereotypes?

Has this film changed your view of Native Americans today?

Lesson 3 Details:

Lesson opening: Tell students that since so many of us have stereotypes of native Americans today as extinct or assimilated, we are going to learn more about contemporary Native Americans and how they live and what they are involved in. We are going to watch a film that shows a tribe in New England that is reviving or reclaiming its language after a century of extinction.

During the lesson: The students watch the film, *We Still Live Here*, which tells the story Jesse Little Doe and the Wampanoag of Southern Massachusetts and the reclaiming of their language and culture. Afterwards have the students answer questions about the film to see that all the students understood the main concepts.

Have the students answer the questions,

1. Can a special person influence history?"
2. What factors helped Jesse Little Doe revive the Wampanoag language?
3. Do you think this can be easily replicated?
4. Do you know of other instances in history where a dead language was revived? Where? When and how?
5. Can you make a meaningful comparison between them?
6. Has your image of Native Americans begun to change after seeing this film?
7. What stereotypes have changed or been modified?

Follow-up activity: Have the students break into groups to discuss whether or not the revival of the Wampanoag language has changed some of their stereotypes of Native Americans. They will chart their results of their discussion and briefly present to the class.

Homework Day 3: Have the students write a poem or a story reflecting their impressions of the film or comparing it to other experiences they have seen or had in their own life.

Lesson 4 :

Materials/Resources Tools: Smart board, I Pads for students to use to look at web sites. Post or give out detailed directions for the research project including due date and grading criteria.

Instructional Tips/Strategies/Suggestions: Discuss the idea of research projects on issues of interest of contemporary Native Americans. Let students know that they can research and choose a topic they are interested in but the topic must be okayed by the teacher. Also that students can only use approved web sites. Be sure to spend time in lesson reviewing what a good educational web site is and how to locate it. If you can, use the school librarian or technology teacher to teach the class a lesson on this topic. This way you know the information is accurate and thorough.

Historical Question/Essential Question: What are important issues in contemporary Native Americans communities?

Lesson Details:

Lesson opening:

Introduce concept of a research project for students to research various issues that are important in contemporary Native American communities across the country. Review the website *Indian Country Today* with them. Each student will be assigned a different project but they are asked to look in *Indian Country Today* and choose a topic of interest to them that has to be vetted by the teacher.

During the lesson:

Discuss possible topics and show good websites that are available. The students are to use a variety of websites, books and primary sources to research topics like Indian sports mascots, continued native American stereotypes in the media, tribal recognition and establishment of reserves or reservations, unemployment, and school dropout rates among others. They are to look at a series of websites that the teacher gives them as well as blogs that are listed. They may use other sites but need to vet them with the teacher first. They have two weeks to do the research and then come in and present their results. As they go along and do the research the teacher can direct them to further resources. Possible types of class presentations are to hold a national conference on contemporary issues in the Native American communities that will be convened in Washington by President Obama. The students will be the experts and delegates and another class can be the members of Congress or members of the Department of the Interior and listen to the presentations. Or there can be a series of debates or a combination of types of presentations.

Lesson closing: Review the details of the project and make sure they understand what they are to do with *Indian Country Today*

Homework Day 4:

Ask students to pick out two topics and one article about each of those topics from *Indian Country Today* to discuss in class the following day.

Materials and Sources Used

What primary source(s) is/are being used?

Film, *We Still Live Here*, <http://www.pbs.org/independentlens/we-still-live-here/>

Annotation: This is a film about Jesse Little Doe and the Wampanoag Tribe of New England and the successful revival of the Wampanoag language.

How Hollywood Has Stereotyped Native Americans, framesinmotion, 2007 youtube.com, July 11,2015

Native American Stereotypes and Truths, by aokjunebug91, Nov. 9, 2006 on youtube.com/watch?=uzwM1qEuHBw, July 19,2025

The Top Five: Native American Indian Movies, grandmasteriguanadon, youtube.com, july 12,2015

Blink question and Answer with Malcome on gladwell.com,2015

Annotation: This is a question and answer segment by Malcome Gladwell about his book *Blink*.

Identity and Assimilation in Indian Country Diaries, Sept.2006, pbs.org

Annotation: This is a good article on issues of identity on a good web site.

Are Indians Just Another Ethnic Group? In *Indian Country Diaries*, Sept. 2008

Annotation: Another good article on a good web site.

"The Harm of Native Stereotyping" by Robert Schmidt ,2007,in Bluecorncomics.com

Imagesofindiansinchildrensbooks.blogspot.com

Annotation: an excellent blog established in 2006 by Debbie Reese providing critical perspectives and analysis of indigenous peoples in children's literature.

Nativeappropriations.com by Adrienne Keene.

Annotation: It is a well known blog where Adrienne Keene discusses contemporary issues of interest to Native Americans.

How Hollywood Has Stereotyped Native Americans, Youtube.com

YoutubeAmericans, www.youtube.com/watch?v=hJF17SRH7Q&feature=related

Annotation: A documentary on how Hollywood has stereotyped Native Americans.

Johnny Depp as Cultural Appropriation in Nativeappropriations.com by Adrienne Keene, April 24, 2010

Why Tonto Matters in Nativeappropriations.com, by Adrienne Keene March 16, 2012

Images of Indians in Children's Books, by Debbie Reese in imagesofindiansinchildrensbooks.blogspot.com

The Lone Ranger, 1952, Mill Creek Entertainment, Youtube.com, July 12, 2015

Annotation: An example of the 1950s television show about the Lone Ranger.

What secondary sources are being used?

Owens, Louis, *Mixed Blood Messages, Literature, Film, Family, Place*. Norman, Oklahoma, 1998.

Annotation: a book which deals with stereotypes of Native Americans in literature and the media. A very personal account.

Indians of the Midwest, Past and Present, website National Endowment of the Humanities, 2011, publications.newberry.org

Annotation: An excellent web site about Midwestern American Indian Tribes with a wide range of information and pictures.

What Malcome Gladwell's Blink teaches about Virtue posted January 25, 2010 in Everyday Thomist, everydaythomist.wordpress.com

Annotation: An excerpt from Malcome Gadwell's book, *Blink*, with a brief discussion.

The Pocahontas Paradox: A Cautionary Tale for educators by Cornel Pewewardy on hanksville.org from [Journal of Navaho Education](http://JournalofNavahoEducation.com), 1996/97

Annotation: A discussion of pros and cons of the new film Pocahontas.

Timeline: Foul Among Good by Debbie Reese in

Americanindiansinchildrensliterature.blogspot.com

How Hollywood Stereotyped the Native Americans, YouTube, framesinmotion,2007, 7/12/15

The First Thanksgiving, by J.L.G. Ferris, 1932

Annotation: A painting of the first thanksgiving feast with the pilgrims and native Americans in Plymouth that has an anti-Indian bias. Effective for teacher bias or stereotyping of native Americans.

Native American Home Page ,2008, nativeculturelinks.com

Annotation: *It contains links to tribal web pages.*

Techniques for evaluating American Indian web Pages, July 2000, u.arizona.edu

Annotation: This web site contains a list of effective ways to evaluate a web site.

A Shocking Test of Bias by John Tierney, Nov. 18,2008 in tierneylab.blogs.nytimes.com

"Frozen in Time": The Impact of Native American Media Representations on Identity and Self-Understanding by Leavitt, Covarrubias, Perez & Fryberg in *Journal of Social Issues*,71,39-53.

Annotation: An interesting psychological study of the impact of media stereotyping on self identity of native Americans especially youth.

What other curricular materials do you plan to use to support the curricular project?

Indian Country Today

Annotation: the premier on line newspaper dealing with issues and news in the native American communities across the U.S.

IAT test on <https://implicit.harvard.edu/selected.html>

Annotation: This is a test used by Malcome Gladwell in his book, *Blink*, to show that people have unconscious negative reactions to certain minorities which are difficult to modify.

Reflection

After teaching the lessons, what suggestions do you have for other teachers who might use this curricular project?

Teachers need to be aware of the age and learning level of their class. I use the lesson with eleventh and twelfth grade students but the lesson can be used on all high school grade levels. A teacher might have to spend more time developing the ideas of stereotyping being hurtful to native American students and why stereotypes can be hurtful or damaging even if they appear to be positive. They are often incorrect whether positive or negative.