

Lesson Plan

Essential Questions

Overarching Question:

Why are where, what, when, who, why, and how important?

Sub-Questions:

Who are American Indians?

- What misconceptions do we have about American Indians?

Standards

Virginia Social Studies SOLs

USI.1 The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to

- b) make connections between the past and the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;

Objectives

- Students will be able to explain the connection between American Indian words and names and present-day place names.
- Students will be able to analyze and assess their understanding of stereotypes and prejudice.
- Students will be able to apply their understanding of stereotypes to the medias portrayal of Native Americans.

Materials

Student Materials:

- Paper and writing instrument
- (optional) Computers

Teacher Materials:

- Smartboard, Overhead, chart paper, or white/chalkboard

Procedures/Activities (30 minutes to 1 hour): Stereotypes and Misconceptions

Engage/Explore (5 to 15 minutes): What's in a Name?

- 1) Show the graphic of English translations of Native American place names on a smartboard or have students use individual computers or go to the computer lab.
- 2) Give students time to come up to the board or on their computers to "mouse over" the graphic and explore.
- 3) Discuss the graphic with the students as a teacher-led whole group to monitor for time
 - Explain that this map below comes from a National Geographic blog. They said that these words are translations that reflect the best scholarly opinion on the meaning of the Indian terms.
 - Questions to ask:
 - Did you know that many names of lakes, rivers, mountains, states, cities, towns, and other places across the United States are from American Indian words?
 - Have students indicate knowledge with a thumbs-up, side, or down.
 - Can anyone think of examples of words that might have Native American Indian origins?
 - Which place names do you think these English Translations refer to?

Explain (5 to 10 minutes): Whole-group

- 4) Have students make one large circle in the classroom.
- 5) Also have the word stereotype on the board, overhead, chart paper, or computer waiting to be revealed.
- 6) Once students have formed a circle, ask students to think about what this word means to them.
- 7) Then, have students lead the large group discussion by calling on another student who has their hand raised and has not shared with the large group so that the teacher is not leading the discussion.
 - If there is confusion about what the word means or students get off topic, the teacher can redirect the discussion or close the discussion by explaining that stereotypes are generalizations, assumptions, or conclusions that people make about the characteristics of all members of a group, based on an image (often wrong) about what people in that group are like.

Elaborate (10 to 20 minutes): Snowball Fight!

- 8) Teacher should model how to throw the snowballs for a snowball fight.
- Review respectful behavior and rules for the classroom, such as only aiming at the floor, not people.
- 9) Then have students write on a piece of paper the name of a group that they identify with and an accompanying stereotype that they think people have about their group. Students can write more than one group and/or stereotype.
- 10) Students should crumple their paper up like a snowball and throw it into the middle of the circle.
- 11) Then each student picks up a "snowball" and partners with a small group of 3 to 5 to share and discuss what is written on the paper.

Evaluate (5 to 10 minutes): Report Out!

- 12) Have students return to the large circle to share what they discussed.
- 13) Some probing questions are:
- How did it feel for someone to make assumptions about you based on nothing other than what you look like?
 - Stereotypes and prejudice is when people make assumptions about people before they know them. Is this fair?
 - What is wrong with stereotypes and prejudice?
- 14) Alternate evaluate could be for the students to make a list(s) of statements about stereotypes that might not be true of all American Indians.

Closing/ Engage: Individual investigations at home or in school the following class.

- 15) If assigning for homework, before dismissing from the whole-group discussion, ask students to think about what stereotypes of Native Americans might they see in the media.
- 16) Then assign students to go to watch the videos and reflect on the questions on the webpage <http://msreschsguidetoamericanindians.weebly.com/lesson-1.html>

Assessment

Pre-assessment (Before):

Informal and Formative: Students will share their understandings.

Assessments (During):

Informal and Formative: The whole-group sharing is an informal assessment because it allows the processing of information and then the information is discussed as a group to check for understanding.

Informal and Formative: Teacher will use informal checks for understanding of vocabulary during instruction via method of hand signals (Thumbs Up/Thumbs Down) to determine student understanding.

Informal and Formative: Observation of students' collaboration, comprehension, observations, participation, progress, and understandings in small groups. Anecdotal notes can be recorded if desired.

Formal and Summative: Evaluating students' lists or reflections.

Differentiation

Flexible grouping based on ability, interest, learning profile, or reading comprehension levels is advised. Divide the students into groups of 2 students. Keep in mind special needs, English Language Learners, Special Education, Gifted students and any students with difficult behavior when creating the groups. Determining groups in advance to allow for differentiation in grouping. Lower students, grouped together can work with the teacher.

Process differentiated by student choice by using small and large group discussions, students are able to choose to share or not. The teacher is able to listen to small groups to monitor and ask questions of individual students. Students also are able to choose what small group they want to share with during the Snowball Fight.

Process differentiated by learners' profiles. Students often do not have the chance to move around during class time; this activity engages highly in the Interpersonal and Bodily/Kinesthetic intelligences. I also concluded that this is process because it is also being used by students to form their own understandings rather than by the teacher to deliver content, or information, to the students directly (Tomlinson, 2001).

Accommodation

As the students are exploring, the teacher will:

- assist ESOL students who may have trouble writing or finding the words to express themselves

Addition source/Graphic:

The World Map of Useless Stereotypes. Caution, some words may not be suitable for use in the classroom.
Use with disgression.

<http://niemann.blogs.nytimes.com/2011/07/06/the-world-map-of-useless-stereotypes/>

An additional Activity/Lesson:

Native American Misconceptions

http://www.educationworld.com/a_lesson/00-2/lp2214.shtml