**Lesson Plan: “Re-Imagining Race and Ethnicity in the West”**

**Lesson Plan Title:** American Indian Imagery in the American Southwest Region

**Duration, Class, Grade Level, Number of Students:**

* **Duration**: 1 90-minute class block for the basic lesson implementation. Additional in- and/or out-of-class work time will be needed for students to complete their Story Maps. An additional day may be utilized for an optional field trip to gather images
* **Class**: United States US History class
* **Grade**: 11th grade
* **Number of Students**: 150

**Key Vocabulary:** Stereotype, point of view, context, American Indian, tribe, culture, other vocabulary related to specific tribes in the geographic area chosen, such as pueblo, Navajo, Acoma, maize, kiva, etc.

**Instructional Material:**

Access to the internet and a computer or other digital device

**Key Idea to be Learned:** Popular culture, literature, images, videos, and other media often perpetuate stereotypes about American Indian peoples.

**Enduring Understanding (Big Idea of the Unit):** American Indians are diverse groups of people with a variety of characteristics. Throughout history, different groups have had major political, social, and economic influences on American Indian identity and power.

**Learning Objective:**

* Students will be able to explain common stereotypes about American Indian peoples in popular culture.
* Students will be able to identify the positive and negative impact of common American Indian images on society.
* Students will be able to create a visual representation explaining the message of American Indian portrayals using multiple public images of American Indians from a specific geographic region.

**Standards:**

* College, Career, & Civic Life–C3 Framework for Social Studies State Standards
	+ D2.Geo.2.9-12 - Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
	+ D4.3.9-12 - Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
	+ D1.5.9-12 - Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
	+ D4.6.9-12 - Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**Background:**

This lesson works well as an introductory lesson about American Indian cultures before several commonly taught in U. S. History units, e.g. when addressing European colonists interactions with native peoples in the 15th-, 16th-, 17th-, or 18th centuries, when addressing western expansion following the Civil War, etc. This lesson could be followed by lessons learning about the cultures of specific American Indian peoples in different areas of the United States.

The early steps of this lesson plan could be part of a broader Inquiry-Based Module, with several supporting questions being added and the Story Map assessment serving as the Summative Performance Task.

The teacher will need to be familiar with American Indian imagery found in popular culture prior to the lesson. Information can be found in the Ryan P. Smith article, “Probing the Paradoxes of Native Americans in Pop Culture.” The teacher should also be familiar with the Essential Understandings about American Indians, available from the Smithsonian National Museum of the American Indian at http://www.nmai.si.edu/nk360/understandings.cshtml

**Suggested Procedure:** A brief outline of how this lesson will develop, including active learning techniques.

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| **INQUIRY QUESTION** | What messages do visual portrayals of American Indians convey? |
| **HOMEWORK** | Prior to this lesson, students will have read “Settler Colonialism and the Persistence of Pioneer Myths in Western Monuments, 1890-Present” by Dr. Cynthia Culver Prescott, annotating the article with a focus on references to American Indian imagery in the American West. |
| **ENGAGE** | As students enter the classroom, have them respond briefly to the following prompts to build interest in the topic of American Indian imagery. Have several students share their responses. * When you think of American Indians, what images or words come to mind? (Smithsonian 5)
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| **EXPLORE** | Student groups of four to six will explore images from an online exhibit to explore the ways American Indians are portrayed in modern popular culture.* Ask students to individually find two images that they are drawn to within the online gallery at <https://nmai.si.edu/americans/> . Have students use the Library of Congress questions for analyzing images to analyze the images. <http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf>
* Groups will share their selected images with their group, then decide together which images seems more positive and which seem more negative. Groups will explain why they determined it engendered that type of response in a whole-group discussion.

NOTE: The Smithsonian exhibit, “The Americans,” will only be available through 2022. After that date, teachers will need to provide images or additional website links for students to explore (see Image Resources below). |
| **EXPLAIN** | Ask students to reflect on the article they read for homework the previous night and discuss the following question with their group. Have groups share out their reflections.. * Which aspects of the portrayal of American Indian groups in the West discussed by Dr. Prescott are no longer common in today’s cultural landscape? Which aspects continue to be prevalent?

Students watch a video clip about American Indian stereotypes and discuss how the video.* Play the five minute clip from *Images of Indians: How Hollywood Stereotyped the Native American* <https://youtu.be/_hJFi7SRH7Q> or the clips from Reel Injun at [http://www.pbs.org/independentlens/films/reel-injun/#](http://www.pbs.org/independentlens/films/reel-injun/)
* Engage students in a discussion of how Hollywood’s portrayal of American Indians has affected native communities.
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| **ELABORATE** | Student groups will construct a StoryMap JS or ArcGIS Story Map to share portrayals of American Indians in a specific geographic location, as assigned by the instructor.* Create student groups of four to six students. Students will collaborate to take original photos or find appropriate photos depicting American Indians throughout the assigned geographic region.
	+ Pictures will be taken during a learning excursion OR may be found using various sites on the Internet.
	+ Santa Fe example sources:
		- The Official Travel Site of Santa Fe, New Mexico: <https://santafe.org/Visiting_Santa_Fe/>
		- VisitSantaFe.com Online Information Guide: <http://visitsantafe.com/>
		- City of Santa Fe Tourism Guide: <https://www.santafenm.gov/museums_events_attractions>
		- Krisst, Rima. “Discovering Native American Culture in Santa Fe's Museums - Santa Fe New Mexico Blog.” TOURISM Santa Fe, 28 Mar. 2017, <http://santafe.org/blog/discover_native_american_museums/>
		- New Mexico Tourism Guide: <https://www.newmexico.org/>
		- Santa Fe Chamber of Commerce: <http://www.santafechamber.com/visitor-info.html>
* Students will create a Story Map that that answers the guiding question, “What messages do visual portrayals of American Indians convey?”
* Criteria: The Story Map must include some type of organization format (e.g. geographically, chronologically, by a specific category, etc.), at least 2 relevant images per group member, a description for each image that includes the basic who/what/when/where, and analysis of the image in relation to the guiding question.
* ArcGIS Story Map: <https://storymaps.arcgis.com/en/>
* StoryMap JS: <https://storymap.knightlab.com/>
* Basic information on storytelling with ArcGIS Story Maps is available at <http://storymaps.arcgis.com/en/resources/> and <https://storymaps.arcgis.com/en/app-list/map-tour/tutorial/>
* Basic information on storytelling with StoryMap JS is available at <http://lindseywieck.org/fall_2016_sf/storymapjstutorial.html> and <https://storymaps.arcgis.com/en/app-list/map-tour/tutorial/>
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| **EVALUATE** | Student Story Maps will be accessed using a rubric, with specific criteria to include quantity and quality of images, written communication skills, description of images, analysis of images relevant to the guiding question, and appropriate citations. |

**Extensions:**

Inquiry-based lessons created by the Smithsonian National Museum of the American Indian can serve as extensions to further build student understanding of American Indian cultures. <http://www.nmai.si.edu/nk360/resources.cshtml>

**Resources:** A list of print, electronic, and artifacts that will aid in the preparation and development of this lesson.

* Carroll, Allen. “Story Maps 101.” ArcWatch | A New View of the Arctic, 2018, www.esri.com/arcgis-blog/products/story-maps/uncategorized/story-maps-101/. Accessed July 15, 2018.
* Diamond, Neil. “Reel Injun.” PBS, Public Broadcasting Service, 2010, [www.pbs.org/independentlens/films/reel-injun/](http://www.pbs.org/independentlens/films/reel-injun/). Accessed July 15, 2018.
* O'Brien, Chris and Jason Witmer, directors. *Images of Indians: How Hollywood Stereotyped the Native American*. 2003. https://youtu.be/\_hJFi7SRH7Q. Accessed July 15, 2018.
* Prescott, Cynthia Culver. “Settler Colonialism and the Persistence of Pioneer Myths in Western Monuments, 1890-Present.” *Journal of the West. Special issue on Settler Colonialism and the American West*, ed. Janne Lahti. 56, no. 4 (Fall 2017): 78-89.
* Smith, Ryan P. “Probing the Paradoxes of Native Americans in Pop Culture.” Smithsonian.com, Smithsonian Institution, 22 Jan. 2018, www.smithsonianmag.com/smithsonian-institution/probing-paradoxes-native-americans-pop-culture-180967906/. Accessed July 15, 2018.
* Smithsonian National Museum of the American Indian. “Americans: A Dialogue Toolkit for Educators.” http://nmai.si.edu/sites/1/files/pdf/education/NMAI-Americans-dialogue-toolkit.pdf. Accessed July 15, 2018.
* Smithsonian National Museum of the American Indian. “The Americans” online exhibit website: https://nmai.si.edu/americans/. Accessed July 15, 2018.
* “Teacher’s Guide Analyzing Photographs & Prints.” Library of Congress, www.loc.gov/teachers/usingprimarysources/resources/Analyzing\_Photographs\_and\_Prints.pdf. Accessed July 16, 2018.

**Image Resources:**

* Hirschfelder, Arlene, and Paulette F. Molin. “Stereotyping Native Americans.” Are Negros Closer to Apes Than to Humans? - Letters to the Jim Crow Museum - Jim Crow Museum - Ferris State University, ferris.edu/HTMLS/news/jimcrow/native/homepage.htm. Accessed July 15, 2018.
* Mader, Ron. “Tuesday, January 16, 2018 - ‘Americans’: Exhibition Explores Native Imagery throughout History » Native America Calling.” Native America Calling, 17 Jan. 2018, www.nativeamericacalling.com/tuesday-january-16-2018-americans-exhibition-explores-native-imagery-throughout-history/. Accessed July 16, 2018.
* Miranda, Carolina A. “It's Not Just Chief Wahoo. Why American Indian Images Became Potent, Cartoonish Advertising Symbols.” Los Angeles Times, Los Angeles Times, 29 Jan. 2018, www.latimes.com/entertainment/arts/miranda/la-et-cam-americans-nmai-indians-in-pop-culture-20180122-htmlstory.html. Accessed July 16, 2018.
* O'Barr, William M. “Images of Native Americans in Advertising.” African Studies Review, Cambridge University Press, 30 May 2013, muse.jhu.edu/article/509019. Accessed July 16, 2018.