

BE WHO YOU ARE (NATIVES TODAY)

Grade Level:

K-5

Date:

Subject:

**Social Studies
and Writing**

Teacher:

CCRS AND TEKS

OBJECTIVE (STUDENT FRIENDLY TERMS)

I can learn about important Native Americans figures and their impact on today's world.

MATERIALS NEEDED

- Biographies of Important Native Americans:
 - Deb Haaland (Pueblo of Laguna)
 - Sharice Davids (Ho-Chunk Nation)
 - Wes Studi (Cherokee Nation)
 - Adam Beach (Anishinaabe)
 - Taboo (Shoshone)
 - Winona LaDuke (Cherokee Nation)
 - John Herrington (Chickasaw Nation)
 - Majorie Tallchief (Osage Nation)
 - Bethany Yellowtail (Northern Cheyenne, Crow)
 - Additional biographies provided of Native Youth
- Timeline handout (or any other presentation mode- see extensions and adaptations for additional ideas)
- Poster paper
- Tape
- Post-its

BACK BACKGROUND INFORMATION TEACHERS

Native Americans represent about 3% of the total population of the United States yet only make up 0.03% of politicians represented in the United States government. Additionally, each year, only about 1% of children's books written each year portray a Native American protagonist.

This lesson will help show students the contribution of Native Americans today by highlighting important Native Americans from varying career fields. This lesson will have students participate in a gallery walk of Native Americans and read biographies and highlights of 5 Native Americans. Students will then choose a Native American and create a presentation highlighting the person and their accomplishments to the class.

TEACHER PREP BEFORE LESSON

- Video ready and loaded
- Gallery walk posters (Native American figures with name, picture, and a small blurb.)
- Printed biographies
- Presentation materials



PROCEDURE(S)

TEACHER GUIDE

ANTICIPATORY SET (LAUNCH/HOOK)

To hook students, show a video of “*Kids Meeting a Native American Politician*” (<https://www.youtube.com/watch?v=iY6EIwJxrcE>) – video is five minutes long but you do not have to watch the full video. Video consists of students asking a Native American politician questions and he is responding.

TEACHER WILL HOST A DISCUSSION WITH STUDENTS ABOUT THE VIDEO (SUGGESTED QUESTIONS ARE BELOW).

- What are some of the interesting facts you learned from watching this video?
- What questions do you still have?
- What do you know about Native Americans?
- Do you know any famous Native Americans? If so who?

Once the discussion has ended, tell students that today they are going to be learning about other famous Native Americans. It is important that we recognize and learn about Native Americans today because they are not talked about enough. Most importantly, they are not afraid to be who they are, embrace their Native culture, and are helping pave the way for Native Americans everywhere!



PLAN TO DO

- In order to learn more about some important Native American figures, students are going to participate in a gallery walk.
- See the preparation of materials for the gallery walk below as well as the sample poster that has been attached.
 - Place the created posters around the room. Each poster should have the name of the Native American figure, a picture, and a quick blurb or tagline of what they do (additional information can be added as well). Posters should be spaced so that the students are able to walk around the room.
 - When conducting the gallery walk, have student take some time (30 seconds to 1 minute) to read each poster before they move onto the next poster. For instance with five posters, the gallery walk should take between 3.5 – 5 minutes.
- Once the gallery walk has taken place, have the students choose which Native American figure they will want to learn more about and provide students with the designated biographies.
- Provide students the opportunities for learning about the individual they have chosen. If necessary, elaborate on the students reading and ask questions to monitor their reading to ensure that they students know about the figure is influencing Native Americans today and being true to themselves.

STUDENTS WORK TIME/ INDEPENDENT WORK

Students are going to take some time to figure out how they want to present their person.

The presentation prep time can vary based on the presentation style the students have chosen. The presentation can also be worked on at home as a project that the students turn in at a later time or they can work on it over a couple of days.

CLOSURE

Have the students share their presentations of the people that they learned more about. Ensure that the students have answered how they are influencing Native Americans today and how they are being who they are.

EXTENSIONS/ DIFFERENTIATION

- Adaptations
- Modifications:
- Extensions:

BE YOU WHO ARE (NATIVES TODAY) GUIDED RESEARCH QUESTIONS

USE THE QUESTIONS BELOW TO HELP GUIDE YOU AS YOU LEARN.

1. WHAT IS YOUR PERSON'S NAME AND WHAT DO THEY DO?
2. WHAT INTERESTING FACTS HAVE YOU LEARNED ABOUT YOUR PERSON?
3. WHY ARE THEY AN IMPORTANT NATIVE AMERICAN FIGURE?
4. HOW IS THIS PERSON INFLUENCING OTHER NATIVE AMERICANS TODAY?
5. HOW IS THIS PERSON "BEING WHO THEY ARE?"



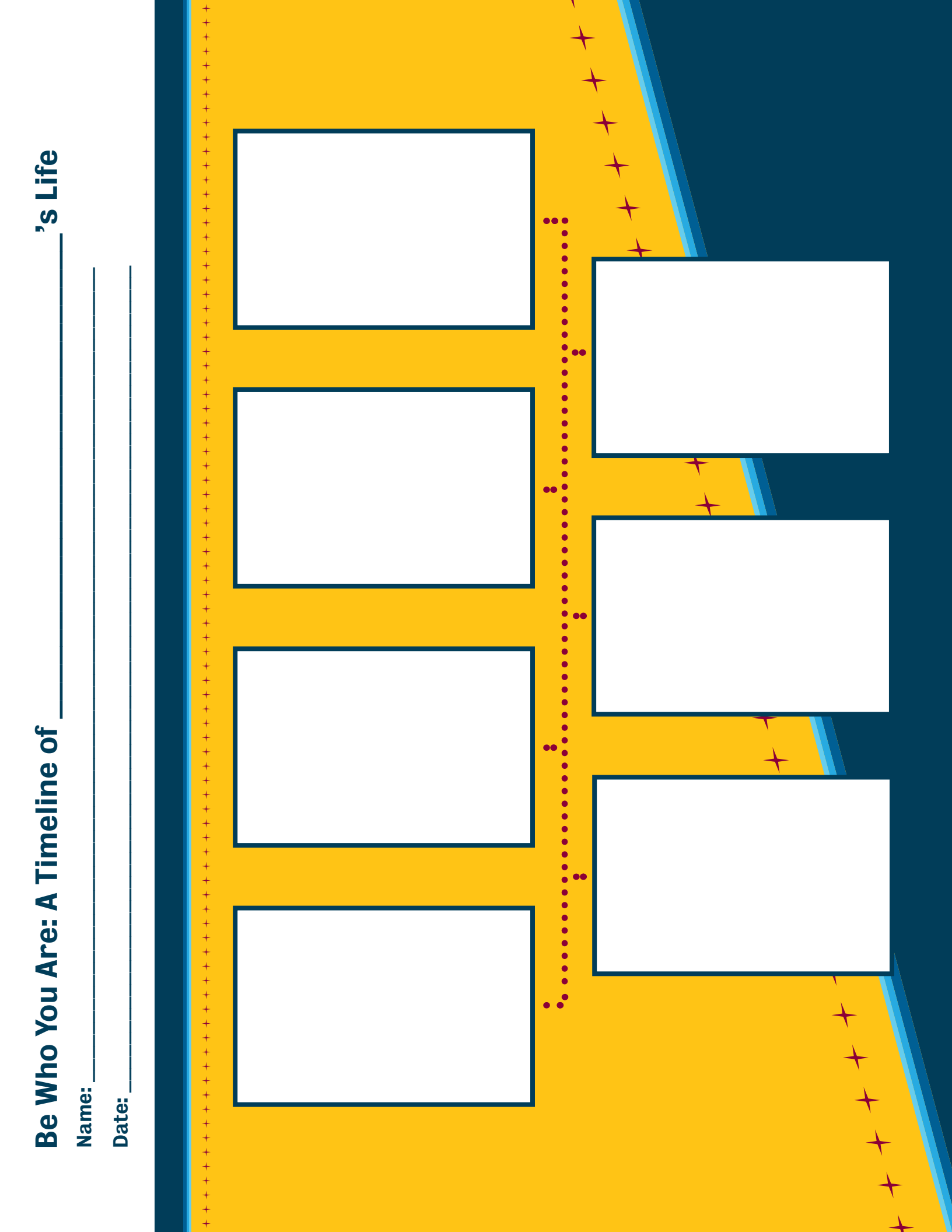
Be Who You Are: A Timeline of _____'s Life

Name: _____

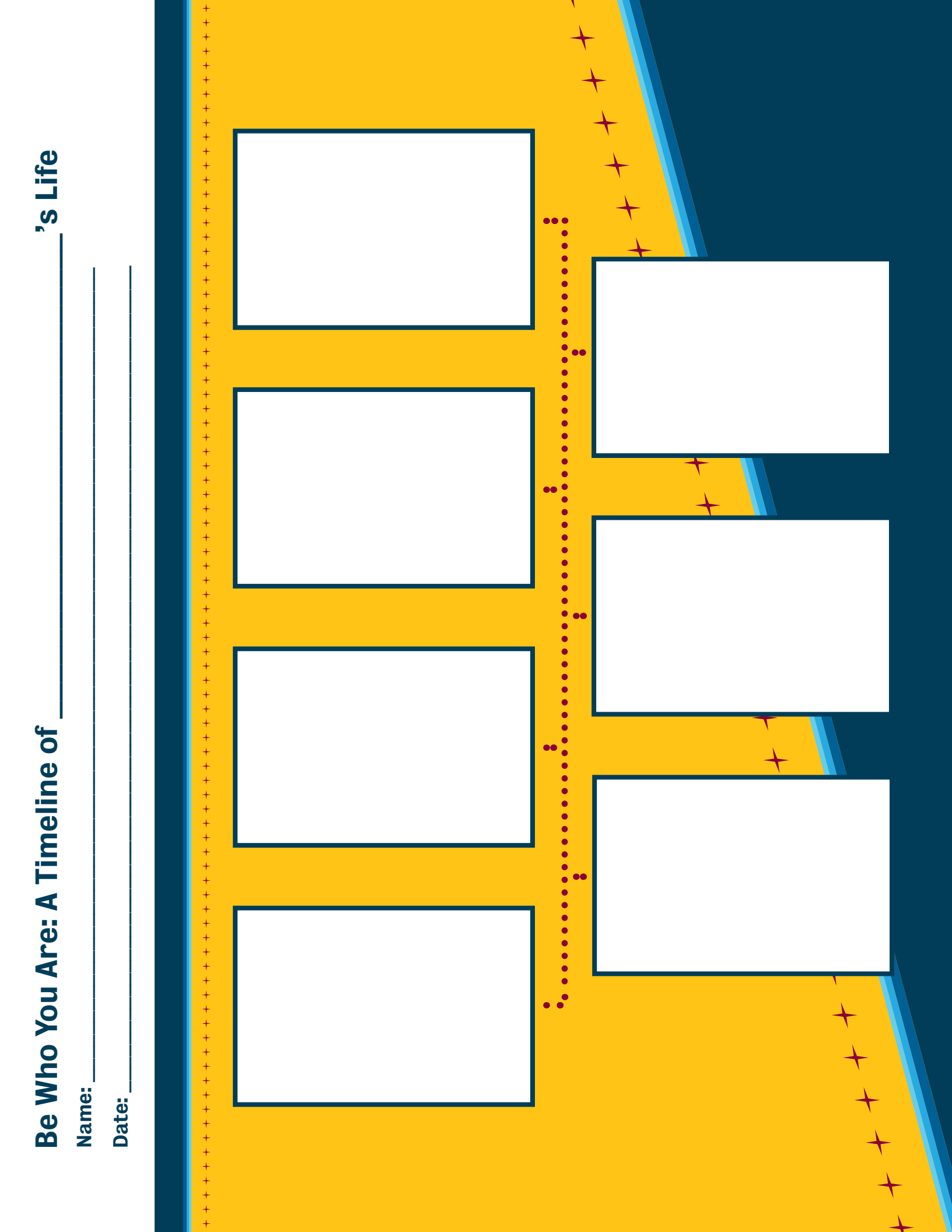
Date: _____



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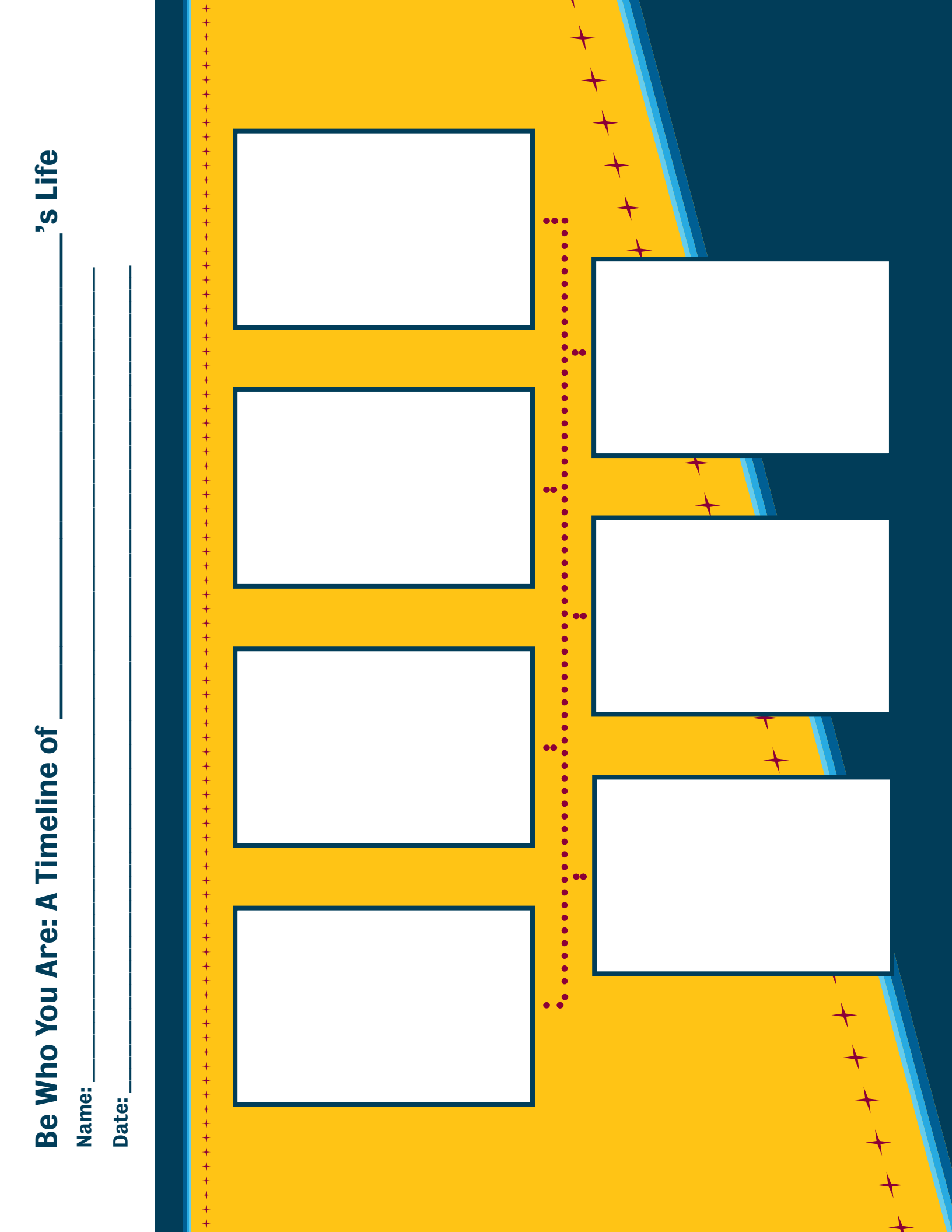
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MAJOR ACCOMPLISHMENTS

Blank writing area for major accomplishments, consisting of 10 horizontal lines.

INTERESTING FACTS ABOUT

Large blank writing area for interesting facts, consisting of 20 horizontal lines.

MY BIOGRAPHY BROCHURE

BY: _____

BIOGRAPHY SUBJECT:

Small blank writing area for the biography subject, consisting of 1 horizontal line.

I CHOSE THIS PERSON BECAUSE:

Large blank writing area for the reason for choosing the person, consisting of 10 horizontal lines.

Deb Haaland is one of the first Native American women elected to office! She is a politician from New Mexico serving in the United States House of Representatives. When she was sworn in, she wore her traditional Native dress to the ceremony, she is from the Pueblo of Laguna.

U.S. Representative

Deb Haaland



THE FUTURE IS INDIGENOUS

Ah Shiyo, I am Eastern Band Cherokee, Osage, and Otoe-Missouria. I love playing Nintendo, dancing with friends, and listening to comedy podcasts. I am from Tulsa, Oklahoma, the traditional lands of the Osage. I see a future where Tribal sovereignty is restored to its fullest, where governments beaten down are revitalized, where we regain our pre-constitutional rights.

TRUMAN PIPESTEM

EASTERN BAND CHEROKEE, OSAGE, & OTOE-MISSOURIA

Join the movement.

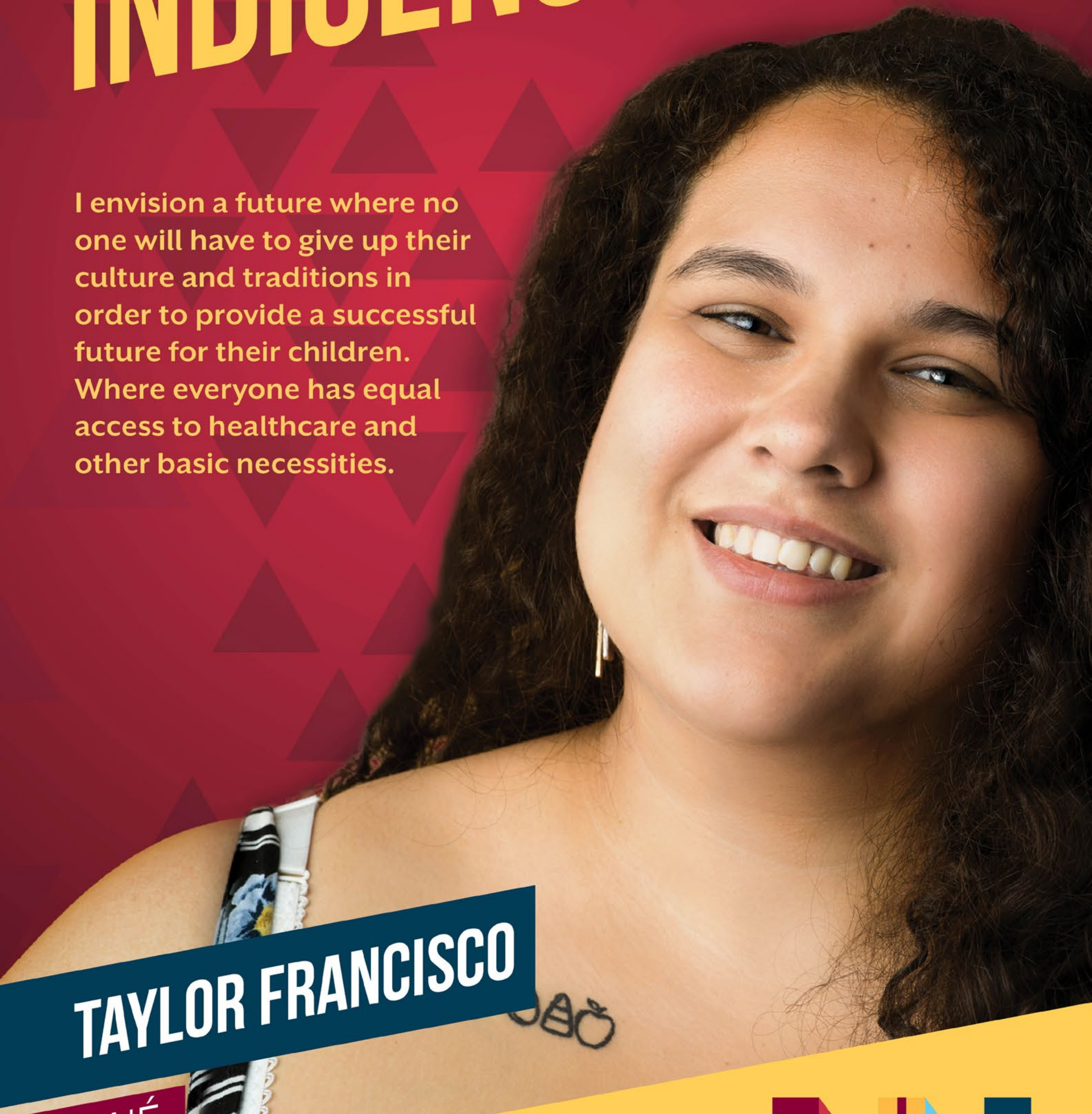
www.IllumiNatives.org/NativeNow



THE FUTURE IS INDIGENOUS



I envision a future where no one will have to give up their culture and traditions in order to provide a successful future for their children. Where everyone has equal access to healthcare and other basic necessities.



TAYLOR FRANCISCO

DINÉ

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THE FUTURE IS INDIGENOUS

I am a son, I am a student, I am an ambassador, I am a mentor to the younger generations, I am a protector, I am a hunter, I am a gatherer, I am a provider, I am Indigenous. I see a future where my kids and my grandchildren still don't have to fight for equality, rights and respect.

KIERAN GARCIA

NEZ PERCE

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THE FUTURE IS INDIGENOUS

Ha-wen! Hon-pen do-ka zhazhe
abreeneh. Alaina Maker
hu-ha-skah zha zhe abreeneh. Hi!
My name is wet moccasins and
my white name is Alaina Maker. I
am Osage and Pawnee. I am from
Pawhuska, Oklahoma, which is
the traditional territory of the
Osage people. I teach Osage and I
go to college. Keeping my people's
language alive is important to me
because it's how we connect to
our culture and our people.
In the future I see
children playing and
talking in our
languages.

LAINIE MAKER

OSAGE & PAWNEE

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THE FUTURE IS INDIGENOUS

I am a student, with a future goal of being a physician. I am a friend, cousin, sister, daughter, and granddaughter. I am the creator of Morning Star Quilts. I love my family, my community, my nation, and my culture. I believe my purpose is to better my nation for my children and future generations to come and to change the systems for those who it was not originally built for. For the future, I see a world where my children and grandchildren have access to quality healthcare, education, jobs, water, and air.

TAMEE LIVERMONT

OGLALA LAKOTA

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THE FUTURE IS INDIGENOUS



In the future, I see our youth speaking their traditional languages, eating foods of their ancestors, and being unapologetically Indigenous. I see a world where our women and girls are protected and loved and where all Indigenous people can safely live and thrive.



KENDRA BECENTI

DINÉ

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THE FUTURE IS INDIGENOUS

I am a collegiate DI athlete who loves my fellow brothers and sisters, my faith, and my culture. I envision a future where Indigenous people have first world problems.

NIIGAN SUNRAY

KIOWA & PONCA

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THE FUTURE IS INDIGENOUS

Hau mitakuyepi. My name is Trenton Old Horse, I am from the Oglala Sioux Tribe on the Pine Ridge Indian Reservation in South Dakota. I am a student, and a worker. I love working with the youth in my community and working to bring the people of my community together. I love who I am, where I come from, my culture, and my people. I envision a future where all Indigenous people have a voice and a place in the world we live in today and no longer have to fight to be visible.



TRENTON OLD HORSE

OGLALA SIOUX TRIBE

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THE FUTURE IS INDIGENOUS

I am A'aniiih and Nakoda from Fort Belknap, Montana. I currently live and work in Las Vegas, Nevada with the Inter-Tribal Council of Nevada and am pursuing my degree in journalism at UNLV. I envision a world where we as Indigenous peoples are in charge of our narrative.



JARRETTE WERK

A'ANIIIH & NAKODA

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THE FUTURE IS INDIGENOUS



My name is Wicanhpi Winyan. I am Pawnee, Dakota, Red Lake Ojibwa, and Cree. I'm from Minnesota near the Lower Sioux reservation, but I live in Skiatook Oklahoma, which is the traditional lands of the Osage. I'm a student pursuing a degree in early childhood education. I love music, my family, my culture, and my people. I see a future where our children can feel happy in their own skin.



WICANHPI WINYAN ECHOHAWK

PAWNEE, DAKOTA, RED LAKE OJIBWE, & CREE

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www.IllumiNatives.org/NativeNow



THE FUTURE IS INDIGENOUS

Boozhoo diinawemaaginiidog, my name is Eddy James Falcon, Jr. I am Anishinaabe, Cree, and Saulteaux from Belcourt, North Dakota on the Turtle Mountain reservation. I value being indigenous. It's my passion to give back and serve my people by instilling pride and emboldening their spirit. I envision a future where Indigenous people are not afraid to succeed and no longer feel radical for wanting basic human rights. Miigwech.



EDDY JAMES FALCON JR.

ANISHINAABE, CREE, & SAULTEAUX

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