



CHANGEMAKERS LESSON PLANS REMOTE LEARNING

Through online discussions and interactions, you and your students will be able to engage in conversation around incredible Native American leaders and Native American contributions that are helping fight Native invisibility.

Your students will have the opportunity to learn about and recognize courageous Native Americans who are fighting invisibility with their crafts and share with others how to continue to make change around that. We know the individuals who are highlighted here and the Native contributions that are shared are only a few of the many courageous voices that exist in our community. Our hope is that by elevating the work of a few, the elevation and voices of others will soon follow, helping change the current narrative that exists in our society about Natives.

INTRODUCTION

OBJECTIVES

- **Students will be able to learn about and reflect on contemporary Native Americans who are fighting invisibility and bringing forth change through their creative voice and art.**
- **Students will be able to learn about and reflect on contemporary Native American women who are fighting invisibility and bringing forth change.**
- **Students will be able to learn about and reflect on contemporary Native Americans who are fighting invisibility and bringing forth change by being innovators in their field and elevating Native voices through their craft.**
- **Students will learn about the Native American contributions from the past that have helped shape our world into what it is today. Students will also learn about Native contributions that are currently shaping our present-day community.**
- **Students will review work that is currently being done by contemporary Native Americans that will have an impact on our future. Students will create a medium that will notify others of this contribution and calls on others to act.**
- **Students will be supplied with the tools and resources to teach others about Native changemakers and Native contributions to the world.**

ABOUT THE LESSON PLANS

We know that current teaching and learning is much different than it has been in the past. Because of COVID-19, remote learning is the new way of teaching. Though not ideal, remote learning has provided teachers and students the opportunity to connect via an online platform and make sure that learning continues. With the spirit of continual learning, the lesson plans are able to be combined into multiple days or adapted in order to meet the needs of the students in your classroom. As their teacher, you know what is best for YOUR students, especially during this difficult time, so feel free to adjust as necessary. These lessons were also created in the hopes that as educators, you cannot only connect with your students virtually, but so you can ensure that they are being fed and nourished by teaching them about Native Americans that are positively impacting their way of being.

COVID-19 has disproportionately impacted communities of color- Native communities have been hit especially hard. Rural reservations, like the Navajo Nation and the Pueblos in New Mexico, have a harder time gaining access to PPE, basic necessities, and running water.

INTRODUCTION CONTINUED

It is important to understand and know that Native Americans are a vibrant and growing population with rich, distinct cultures in the United States. Tribal governments and Native communities have made large strides in revitalizing and teaching traditional languages and cultural practices and remain at the forefront of innovative practices in a variety of areas. However, the invisibility and erasure of Native people in popular culture has had long reaching impacts on Native communities — research has shown that the invisibility of Native peoples impacts the decision-making of those in Congress, evident by chronic underfunding of Tribal infrastructure and health programs.

Invisibility and erasure have been institutionalized and perpetuated by different sectors in society- including the K-12 public education systems. Research has shown that 27 states make no mention of a single Native American in their curriculum and 87% of states fail to mention Native people in a post-1900 context.

IllumiNative, is a Native-led nonprofit that is dedicated to fighting for the visibility of Native people and providing resources to Native and non-Native allies to advocate for systems-wide change and for accurate, authentic, and contemporary representation. The failure of K-12 education systems to teach accurate history about Native peoples or about our contributions and issues in today's society, promotes an inaccurate history of this country and erases the continued importance of Tribal Nations and peoples to the fabric of American society. Through partnerships with organizations like Amplifier, we aim to bring these resources to you and find opportunities to collaborate and learn from each other.

IMPORTANT TERMS FOR LESSONS

Native Invisibility When Native Americans and Indigenous communities are ignored or not taken into account when decisions are being made. It also refers to Native communities being ignored and not present in culture, such as television, books, and media, as though they do not exist.

Changemaker A person, organization, idea, or initiative that is challenging the status quo and is hoping to make something different in order to better the world and society.

Contribution Something that was created in order to help the community or culture advance. Contributions can be ideas, inventions, or even a way of doing things.

Narrative A broadly accepted story that reinforces ideas, norms, issues and expectations in society. It is created by stories passed along between family and friends, by the news media, by entertainment and pop culture, by education and public art, and by policies and much more. It often reinforces stereotypes and the status quo and allows oppressive systems and norms to stay in place.

LESSON 1 CHANGEMAKERS — THE “FIRSTS”

OUTLINE

I. Free Write

- a. Students will write the answer to three questions that are posed. Students can write in their journals, on a shared virtual document (such as Google Doc), or in another mode.

II. Classroom Discussion

- a. Students and teacher will discuss the answers to the questions that were posed.
- b. Teacher will also discuss contemporary Native American figures students are familiar with.

III. Building Background Knowledge — changemakers

- a. Teacher will share importance of knowing contemporary Native figures- review how Native Americans are generally portrayed and taught in schools.

IV. The Firsts

- a. Students will participate in a virtual gallery walk to learn about contemporary Native Americans who are considered the “firsts.”
- b. Students and teacher will discuss findings of the gallery walk and why they are considered changemakers.

V. Reflection over the Firsts

- a. Personal Reflection/Additional study for Presentation.
- b. Breakout Groups.
- c. Additional reflection — find themes/characteristics among the first and apply it to themselves.

LESSON OBJECTIVE

Students will be able to learn about and reflect on contemporary Native American women who are fighting invisibility and bringing forth change.

PART 1: FREE WRITE (5-7 MIN)

Pose the following questions to the students. This can be shown via PP or a digital mode or written on the top of a student handout.

1. What are the names of Native Americans that you are familiar with? What have those individuals done?
2. Do you see Native Americans portrayed in the news and media? Why or why not?
3. Think back through all of the years you have had in school. Did you learn about Native Americans? What did you learn? How were they portrayed?

LESSON 1 CHANGEMAKERS — THE “FIRSTS”

PART 2: CLASSROOM DISCUSSION (5-7 MIN)

The teacher is going to call the students together after their free write and they will have an open discussion about the three questions that were posed. The students will have the opportunity to share their prior knowledge of contemporary Native American women as well as how Native Americans have been portrayed to them as they have been in school. The following questions can be used as a way to help develop discussion questions.

- 1. What are the names of Native Americans that you are familiar with? What have those individuals done?**
Are any of the names you listed alive today?
How did you become familiar with those individuals?
Do you think that you would be familiar with ____ if you ____?
- 2. Do you see Native Americans portrayed in the news and media? Why or why not?**
Who do you see portrayed in the news and the media?
Are Native Americans portrayed in the news very often? Why do you think that is?
When Native Americans are portrayed, is it usually in a positive or negative way?
- 3. Think back through all of the years you have had in school. Did you learn about Native Americans? What did you learn? How were they portrayed?**
When you learned/are learning about Native Americans, are they contemporary figures or are they from the past?
Why do you think that is?
Was it very common for you to learn about Native Americans?

Now that you have had the chance to review the discussion questions and dig deeper into the student’s prior knowledge of Native Americans, tell students that they are going to learn about contemporary Native Americans, individuals who are alive today and are helping rewrite the narratives surrounding Native Americans.

PART 3: BUILDING BACKGROUND KNOWLEDGE — CHANGEMAKERS (7 MIN)

Based on the discussions that we have had, a lot of the prior learning was around Native Americans that were in the past. Most of us were unable to name a lot of contemporary Native Americans. This is because of how Native Americans have been portrayed to us in education and how they are currently portrayed in the media and culture.

Show students [this video](#) on the misrepresentation of Native Americans (video by Teen Vogue).

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Have a short discussion about the video. You can use the following questions to help you engage in discussion.

- What are some moments of the video that made you pause?
- What stood out to you about what you saw? Why?
- How did you feel watching this video? Why do you think you felt that way?
- What are you going to do in the future now that you have seen that video?

After seeing this clip, we all know that the way that Native Americans have been portrayed needs to change. There are some Native Americans today that are working really hard in trying to change that narrative and ensure that Indigenous voices are being heard throughout the country. We consider them changemakers, people who are bringing about change for Native Americans everywhere, by fighting Native invisibility and elevating our voices. Over the next couple of days, we are going to learn of just a few Native changemakers who are on the front lines of bringing about the change.

PART 4: THE FIRSTS (20 MIN)

Today, we are going to learn about Indigenous changemakers that are considered to be the “firsts.” This means that in their field or position, they are first Native Americans to hold that spot. The four individuals that we are going to highlight and dig deeper about are: Congresswoman Deb Haaland, Congresswoman Sharice Davids, Chief Lynn Malerba, and Joy Harjo.

These four Native women are incredible changemakers. Congresswomen Haaland and Davids are the first Native American women to be elected to the House of Representatives. They are helping bring Native American voice to Congress. Chief Marilynn “Lynn” Malerba is the Mohegan Tribe’s eighteenth Chief and the first female Chief in the tribe’s modern history. Joy Harjo is the United States first Native American U.S. Poet Laureate, the official poet of the United States.

To learn more about these incredible First Native Women, we are going to engage in a gallery walk. During this gallery walk, use the attached document to take notes about their accomplishments. Think about why it is so important that they are in their positions and how they are bringing about change for how Natives are being portrayed.

The gallery walk can be in person or virtual. For a virtual gallery walk, you can create online PowerPoints or a document that allows students to explore websites about these important Native Women, as a sort of self-exploration activity.

For an in-person gallery walk, you can print out material or create posters with important information and images. The goal of the gallery walk is to have students take the time to silently explore and learn about these important figures as they would in a gallery. Reflecting on these figures silently first will help them come to their own realizations and reflections which they can

LESSON 1 CHANGEMAKERS — THE “FIRSTS”

then use to help contribute to classroom discussion. The gallery walk will be short and students should only spend about 4 minutes on each person. Time for future reflection and in-depth study will be addressed later on in the lesson.

You can use the following websites to learn about these incredible women and to help you form your gallery walk materials. These are only a few of the resources available for these amazing changemakers.

Congresswoman Deb Haaland

- <https://haaland.house.gov/>
- <https://debforcongress.com/>
- <https://www.theguardian.com/us-news/2018/jul/26/deb-haaland-native-american-woman-first-elected-congress>
- <https://www.indianz.com/News/2017/12/15/deb-haaland-ready-to-fight-as-first-nati.asp>

Congresswoman Sharice Davids

- <https://davids.house.gov/>
- <https://www.nbcnews.com/feature/nbc-out/sharice-davids-lesbian-native-american-makes-political-history-kansas-n933211>
- <https://time.com/5446593/sharice-davids-deb-haaland-first-native-american-woman-congress/>
- <https://tribalcollegejournal.org/sharice-davids-and-the-rise-of-the-native-electorate/>

Chief Lynn Malerba

- <https://www.mohegan.nsn.us/explore/heritage/our-ceremonial-leaders/chief>
- https://www.youtube.com/watch?v=bhhGuE__un4
- <https://allofus.nih.gov/about/who-we-are/tribal-collaboration-working-group-all-us-research-program-advisory-panel/marilynn->
- <https://www.usetinc.org/news/dr-lynn-malerba-chief-mohegan-tribe-of-connecticut-seated-as-new-uset-secretary/>

Joy Harjo

- <https://www.joyharjo.com/>
- <https://www.poetryfoundation.org/poets/joy-harjo>
- <https://poets.org/poet/joy-harjo>
- <https://www.newyorker.com/books/page-turner/joy-harjo-the-poet-laureate-of-american-memory>

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Now that students have had the opportunity to reflect on our changemakers, have a discussion over their findings from the gallery walk. You can use the following questions to help guide discussion and scaffold learning.

- What is an interesting fact that you learned about?
- Why do you find that fact interesting?
- Do you believe that these figures are “changemakers”? Why or why not?
- How are they bringing light to Native voices and fighting Native Invisibility?
- How do you think their unique position makes other Natives feel? Why?

PART 5: REFLECTION OVER THE FIRSTS (15-30 MIN)

Students have had the opportunity to learn a little bit about each changemaker, but now they are going to have the chance to learn about one of these incredible figures more in-depth. Allow students to choose one of the four women to learn more about.

Once changemakers are chosen, students are going to take some time to learn/research their figure. Students should find information that helps answer the following questions:

- Why is this individual a changemaker?
- In what ways are they helping elevate Native voices and fighting Native Invisibility?
- What words or characteristics would you use to describe this individual? Why?

Provide the students with the opportunity to engage in this self-exploration/deep reflection.

Once students have had the opportunity to engage in reflection, place students in groups of four — each exploring a different changemaker. Have students share about their research and answers to the questions that were posed when they were conducting their research.

After the discussion, bring the students together and ask them if they were able to see any common characteristics or themes that their changemakers possessed. Have the students list or name these characteristics aloud while you record their responses.

Now that students have shared themes/characteristics, have them pick one or two characteristics that they share with these changemakers. For instance, I may choose resilience because I know that there are instances where I have displayed resilience. Using the characteristic, have the students think about how they can use this to help bring about change in their own environment similar to the figures we learned about. Students should share that characteristic and plan for action with another student, group, or individual for accountability.

LESSON 2 CHANGEMAKERS — THE CREATIVE VOICE ELEVATORS

OUTLINE

I. Graffiti Wall

- a. Reflect on learning from yesterday by adding to the virtual graffiti wall that will hold all of the contemporary Native leaders that are changemakers.

II. Free Write

- a. Students will write the answer to three questions that are posed. Students can write in their journals, on a shared virtual document (such as Google Doc), or in another mode.

III. Class Discussion

- a. Students and teacher will discuss the answers to the questions that were posed.
- b. The teacher will also explain what today's changemakers will entail by explaining what creatives and voice elevators are.

IV. Silent exploration over Creative Voice Elevators

- a. Students will be introduced to the silent exploration along with guiding questions and self-exploration project.
- b. Students will have the opportunity to study the creative voice elevators that are highlighted.

V. Bring it all Together

- a. Graffiti Wall Addition – students will take their self-exploration and add it to the Graffiti Wall. They will also take the opportunity to see some of everyone else's writings.
- b. Share out – share what you have learned about your changemaker by making a short video on social media.
- c. Extend – they will talk about how they can take actions from the voice elevators and apply it to themselves.

LESSON OBJECTIVES

Students will be able to learn about and reflect on contemporary Native Americans who are fighting invisibility and bringing forth change through their creative voice and art.

PART 1: GRAFFITI WALL (5 MIN)

Review the lesson about changemakers who are considered the firsts as Native American women. Allow the students to have a short discussion about the lesson to share their learnings and takeaways.

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When students and the teacher have had the opportunity to recap the lesson, students and teachers will create a graffiti wall that will capture the learning. Explain that throughout the unit, they are going to create a graffiti wall which will serve as a memento about all of the amazing Native changemakers we are learning about. The graffiti wall can include words, small doodles, or even short phrases that pay homage to the people we have learned about and to remind us about all of the things they have done.

For an in-person graffiti wall, take a large piece of butcher paper or you can even use a chalkboard or whiteboard for students to write on. For virtual learning, you can create a class Google document for everyone to contribute to. You can also have each student create their own individual graffiti wall (document) that they can add to throughout the unit.

Provide students with 3 minutes to add their words, doodles, or phrases to the graffiti wall, reminding them that they are going to use it throughout the week so to be mindful of how the space is being used.

PART 2: FREE WRITE (5-7 MIN)

As students transition from the graffiti wall, have them respond in a free write to the following three questions which can be shared with the students digitally or written on a pre-created writing sheet.

1. Thinking about the changemakers that we learned about yesterday, have your previous conceptions of how Native Americans are portrayed changed in any way? Why or why not?
2. How are you working to bring about change in your environment in order to elevate Native voices and change the Native American narrative?
3. What are some other ways, besides politics and government, people can be changemakers? Why? How do you think this can be done?

PART 3: CLASS DISCUSSION (5-7 MIN)

In the discussion today, we continued to talk about changemakers and how you can make your voice be heard. The teacher is going to call the students together after their free write and they will have an open discussion about the three questions that were posed. The following questions can be used as a way to help develop and scaffold the free write questions to deepen conversation.

1. Thinking about the changemakers that we learned about yesterday, have your previous conceptions of how Native Americans are portrayed changed in any way? Why or why not?
Think about the video that we watched about how Native Americans are portrayed in media and education. Did watching that video and then learning about the changemakers change your view about Native Americans?

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Why do you think your view has/has not changed?

If your view has changed, how has it changed? What are some differences you now see?

- 2. How are you working to bring about change in your environment in order to elevate Native voices and change the Native American narrative?**

Think about the characteristic you shared with our changemaker. What was your action plan?

Have you started on this action plan?

What steps have you taken/need to take in order for this to happen?

- 3. What are some other ways, besides politics and government, people can be changemakers? Why? How do you think this can be done?**

Do you think that people who are changemakers have to be in a position of power? Why or why not?

If people are not in government or politics, can they still be changemakers? Why or why not?

How do you try to elevate your voice and make yourself heard?

In the discussion today, we continued to talk about changemakers and how you can make your voice be heard. We are going to continue to talk about changemakers, but this time, we are going to look at incredible individuals who use their strengths and creativity to help elevate Native Voices and help fight Native Invisibility. Some of the Indigenous voices we will highlight include artists, activists, writers, and even fashion designers.

The changemakers we are going to learn about today is Bethany Yellowtail, the founder of B. Yellowtail and fashion designer who uses their art to uplift Native voices. We will also learn about Suzan Harjo, an advocate for Native American rights and recipient of the Presidential Medal of Freedom. Sierra Ornelas is a Native screenwriter and filmmaker who has produced many of the popular shows that we see today. Steven Paul Judd is a filmmaker and contemporary who elevates Native voices through his thought-provoking works.

PART 4: SILENT EXPLORATION OVER CREATIVE VOICE ELEVATORS (20 MIN)

To learn more about these amazing voice elevators and changemakers, we are going to participate in a self-guided exploration through these incredible figures. During this self-guided exploration, you will look through the resources provided and answer the guided questions on your self-exploration sheet as you learn more about each person.

For the self-guided exploration, feel free to use the self-exploration guided sheets that are included at the end of the lesson plan (page 32) as well as the links that students will use to explore.

As students are engaging in their independent exploration, check in with them and answer any questions that they might have. You can also have students complete their exploration in groups or partners and come together for the share out activity.

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PART 5: BRING IT ALL TOGETHER (10 MIN)

Now that students have had the opportunity to learn about these incredible changemakers, they are going to take what they have learned and share it with others by creating a social media post with video or text to show what they have learned about the changemakers. They can highlight one or all of the individuals, making sure that they are how this person is elevating Native voices and helping end Native invisibility.

Students will take words, characteristics, short phrases and pictures that exude these creative changemakers and add them to the graffiti wall that they had started in the beginning of the lesson. As students add to the graffiti wall, encourage them to take the opportunity to look at the additions of other students and see if they notice any similarities. Are there any words, phrases or pictures that really stand out to them?

Using the words or phrases that have stood out to them from the graffiti wall, students are then going to do a self-reflection using the following questions to help drive their reflection.

- Is the word you chose today similar or different to the word that you chose yesterday when we were exploring changemakers that were the first? Why?
- How will incorporating this word with the action you thought of yesterday, help you elevate Native voices?
- Did the changemakers today change your perspective on how you can be a changemaker? Why or Why not?
- Which changemaker encourages you to fight Native invisibility most? Why? How can you be more like that person?
- What new steps or actions are you going to do in the future to help elevate Native voices?

LESSON 3 CHANGEMAKERS — MAKING US SEEN

OUTLINE

I. Lesson Recap

II. Breakout Discussion

- a. Breakout groups will talk about the three discussion questions that are posed.
- b. Coming together- discuss the questions and any key takeaways from the breakout groups.

III. Changemakers — Making Us Seen

- a. Teacher will share quick highlights/tag line of each person.
- b. Students will get into partners and will research their highlighted person.
- c. Students will then create an informational video about their changemaker.

IV. Class Discussion

- a. Students will come together and share their experience of creating their information video and share what important information they have learned.
- b. Students will also share how they can use characteristics these changemakers have that they can strive to apply as well.

V. Graffiti Wall

- a. Students will add any takeaways or key words they want to add to the graffiti wall.

LESSON OBJECTIVES

Students will be able to learn about and reflect on contemporary Native Americans who are fighting invisibility and bringing forth change by being innovators in their field and elevating Native voices through their craft.

PART 1: LESSON RECAP (3 MIN)

Take the opportunity to review the lessons from the past two days about changemakers. Have students restate the changemakers that they have learned about and what they are known for. Have them consider the different ways they are changemakers and how they are elevating Native voices.

PART 2: BREAKOUT DISCUSSION (10 MIN)

After recapping the lesson, bring students together and pose three questions on the board for the students. Instead of writing their responses to the questions, today students are going to be

LESSON 3 CHANGEMAKERS — MAKING US SEEN

placed into breakout groups to talk through the questions with their peers. Breakout groups should be between 3 and 4 students in order for allow all students with the opportunity to share. Questions can be posted on the board, a PowerPoint, or shared with groups beforehand in order to make discussion flow.

1. Have you heard of any Native Americans that are actors, astronauts, or gold medalists? If so, who? If not, why do you think that is the case?
2. How are Native Americans generally portrayed in Hollywood and the sports world?
3. How do you think that changing the current narrative in Hollywood and the world will impact Native youth?

After students have had the opportunity to answer and discuss their questions with the group, take the opportunity to bring the class together and share some of the responses for the whole class. As students share their responses, record some of the common trends that arise.

PART 3: CHANGEMAKERS — MAKING US SEEN (30 MIN)

The past two days we have learned about so many important Native voice that are helping fight Native invisibility and helping Natives be seen. We are going to continue our study of varying changemakers by looking at a few Natives that are helping us be seen by being innovators in their field and elevating Native voices through their craft. Again, this list is not complete and only highlights a few individuals in our Native community. Today we will hear the stories of Wes Studi, the first Native American to win an Academy Award for acting. We will also hear about Olympic Gold Medalist Billy Mills, NASA Engineer Aaron Yazzie, Astronaut John Herrington, and Athlete and Sports commentator Notah Begay.

In partners, you and your classmate are going to dig more in-depth into the stories of one of these changemakers. As you and your partner research your changemaker, keep in mind that you are going to create an informational video that will help others learn more about your person. Your informational video should be able to tell others who your changemaker is, what they are known for, how they are using their strengths and crafts, and how they are helping elevate Native voices. (If recording a video is not feasible due to technology constraints, the students are able to act out their video live).

LESSON 3 CHANGEMAKERS — MAKING US SEEN

To help students as they are researching their changemaker, you can use the following websites for support.

Wes Studi

- <https://www.imdb.com/name/nm0836071/bio>
- <https://abcnews.go.com/Entertainment/wireStory/wes-studi-make-oscar-history-native-american-actors-66558750>
- <https://www.thenational.ae/arts-culture/film/it-s-about-time-says-wes-studi-the-first-native-american-man-to-win-an-oscar-1.929612>
- <https://www.npr.org/2018/01/18/578575379/wes-studi-on-his-cherokee-nation-childhood-and-how-he-discovered-acting>

Billy Mills

- <https://indianyouth.org/who-we-are/billy-mills/>
- http://www.runningpast.com/billy_mills.htm
- <https://www.olympic.org/news/billy-mills-track-and-field>
- <https://www.teamusa.org/Hall-of-Fame/Hall-of-Fame-Members/Billy-Mills>

Aaron Yazzie

- <https://www.nativebusinessmag.com/nasa-mechanical-engineer-aaron-yazzie-discusses-his-work-on-mars/>
- <https://indiancountrytoday.com/culture/aaron-yazzie-s-focus-is-mars-cYfmmJLVwECS6mCCHgGIQA>
- <https://www.nativeamericacalling.com/friday-january-11-2019-native-in-the-spotlight-aaron-yazzie/>
- <https://www.aaronyazzie.com/about>

John Herrington

- <https://www.nasa.gov/image-feature/astronaut-john-herrington-carried-a-piece-of-native-american-history-to-space/>
- http://www.nativepartnership.org/site/PageServer?pagename=aief_hist_nna_johnherrington
- <https://www.kennedyspacecenter.com/launches-and-events/events-calendar/2020/september/meet-astronaut-john-herrington>
- <https://www.okhistory.org/publications/enc/entry.php?entry=HE024>

Notah Begay

- https://www.youtube.com/watch?v=JZTH_Fbcm6U
- https://stanfordmensgolf.com/stanford_greats/begay.htm
- <http://www.ndnsports.com/q-a-with-notah-begay-iii/>
- <https://www.indianz.com/News/2014/06/25/interview-notay-begay-never-fo.asp>

LESSON 3 CHANGEMAKERS — MAKING US SEEN

Educators can provide the following ideas to support students as they are creating their videos. Students can roleplay an interview or format their video like a commercial or political advertisement that will allow others to learn more about their changemaker. Above all else, students should be creative and use their own artistic license to create their videos. Have them keep plagiarism and citations in mind if using images or clips from other avenues.

PART 4: CLASS DISCUSSION (TIME VARIES)

Take the time to watch students' videos. This can be done over a period of time, showing one video of each person a day or all at once. You can also assign it as work that students can complete outside of class.

After the students have had the opportunity to watch some of their peer's informational videos, have the students reflect on the experience. You can use the following questions to help drive discussion.

- What are some interesting facts you learned about your changemaker?
- How is your changemaker fighting Native invisibility and elevating Native voices?
- How did it feel creating that video knowing that others were going to view it?
- Why did you choose to create your information video in that format?
- If you had to choose one fact for everyone to remember about your changemaker, what would it be? Why?
- How is your changemaker from today similar to the changemakers you studied yesterday and the day prior?
- How is your changemaker from today different from the changemakers you studied yesterday and the day prior?

Towards the end of the discussion, have the students generate a list of characteristics and traits that describe their changemakers. Record the list of characteristics that the students have made.

Tell students that the changemakers that we have learned about the past three days are all unique and incredible. There are so many characteristics that we can use to describe them. One commonality that they all share is that they are visible. They are no longer hidden from the community and are using this to help elevate the voices of other Natives. As you think about yourself and the action plan you created to elevated Native voices, consider what other steps you can take to fight Native invisibility.

LESSON 3 CHANGEMAKERS — MAKING US SEEN

PART 5: GRAFFITI WALL (5 MIN)

The past couple of days we have been adding to our graffiti wall that highlights our changemakers. To help us close out our learning about changemakers, we are going to add our last words, phrases, and doodles to our graffiti wall. We are going to keep this graffiti wall so that we are reminded of all of the inspiring Natives we have learned about and use it to motivate us to change the status quo, to elevate Native voice, and fight invisibility.

Allow students to have the opportunity to both add to the graffiti wall and take the time to review all of the words and phrases that exemplify such powerful and incredible changemakers within our community.

LESSON 4 THE CHANGE — NATIVE CONTRIBUTIONS TO THE PAST

OUTLINE

I. Lesson Recap

- a. Students and teachers will recap the lessons of the changemakers and they will look back at the Graffiti Wall with all of the thoughts, ideas, words, and pictures of amazing Native American changemakers.

II. Free Write

- a. Students will respond to two questions that are centered on past and present Native contributions.
- b. Class discussion on the question responses.

III. Contributions of the past and present

- a. Students are going to learn about past and present the (innovations and learning from food, agriculture and traditional foods, democracy and the U.S. constitution, arts and pop culture, economic impact and the importance of tribes) by completing the guided activity (page 46) and answering the corresponding questions.
- b. Students will complete the graphic organizer (page 51) that will have them reflect on how the contributions from the past and present have helped shape the future.
- c. Students will create a word cloud with visuals and pictures that display all of the contributions from the past and the present.

IV. Virtual Debate

- a. Students are going to participate in a virtual debate in which they debate which contribution has had the greatest impact on our present day.

LESSON OBJECTIVES

Students will learn about the Native American contributions from the past that have helped shape our world into what it is today. Students will also learn about Native contributions that are currently shaping our present-day community.

PART 1: LESSON RECAP (3-5 MIN)

Take the opportunity to recap the learning of the past couple of days, in which students have had the opportunity to learn about a few Native American changemakers. Have the students reflect back on the class graffiti wall they have made. Encourage students to take one of the words, phrases, images from the wall and carry it with them as they continue learning about elevating indigenous voices.

LESSON 4 THE CHANGE — NATIVE CONTRIBUTIONS TO THE PAST

PART 2: FREE WRITE (5-7 MIN)

Have them respond in a free write to the following questions which can be shared with the students digitally or written on a pre-created writing sheet.

Take some time to review the free write questions and provide students with the opportunity to engage in a class discussion. To help develop and deepen the discussion feel free to utilize the additional questions that have been provided.

1. Think back to everything you have learned in school about Native Americans. Did you learn about any contributions they have made today? Why or Why not?

What did you learn about Native Americans during school?

Did your teacher specifically tell you about how the Native Americans way of life, impacted the way we live today?

If they didn't, why do you think that's the case?

Did you learn anything about Native Americans past the year 1800? Why do you think that is?

2. Do you think Native Americans have helped shape the world today? If so, how? If not, why?

Do you see any Native influence in the world around you today? What do you see?

Think about food and agriculture. Do you think that Native Americans influenced our agriculture we use today? How? Why?

Where do you think the concept of democracy came from?

PART 3: CONTRIBUTIONS OF THE PAST AND PRESENT (40 MIN)

Over the past couple of days, we have learned about contemporary Native changemakers that are helping elevate Native voices through their craft, work, and gifts. Today, we are going to elevate the voices of Natives by learning about how they have contributed to making our world what it is today.

To start off, show students [a quick video](#) that lists a few of the Native American contributions to American Society. Have the students discuss some of the contributions they were able to notice and record the students' responses. Tell students that these contributions are only a few of many Native contributions. To dig deeper into even more contributions, students are going to explore on their own. As they dig into their research and continue to explore, have the students use the guided questions and notes to help them (page 46).

Once students have been able to complete their guided questions and notes, have the students complete the accompanying graphic organizer (page 510) in which they list the contribution and the impact it has had on the world. As students complete the graphic organizer, take the

LESSON 5 THE CHANGE — JOIN THE CALL TO CHANGE OUR FUTURE

OUTLINE

I. Recap of The Change and Changemakers

- a. Students will engage in a discussion about the changemakers and contributions that we have learned about so far.

II. Contributions happening now

- a. Students will learn about current contributions that are impacting the future and use the guiding questions (page 54) to guide their self-learning.

III. Call to action

- b. As students are completing the guided questions, they will think of ways that they can bring voice to this contribution.
- c. Students will create a poster, pamphlet, video, etc. that amplifies this contribution and calls others to action.

IV. Unit Reflection

- a. Students will reflect on their learning from the past unit, reflect on themselves, and what they are going to do in the future.

LESSON OBJECTIVES

Students will review work that is currently being done by contemporary Native Americans that will have an impact on our future. Students will create a medium that will notify others of this contribution and calls on others to act.

Students will be supplied with the tools and resources to teach and grow others about Native changemakers and Native contributions to the world.

PART 1: RECAP OF THE CHANGE AND CHANGEMAKERS (5 MIN)

Throughout this unit we have been learning about amazing and inspiring changemakers as well as contributions Natives have made in helping shape our world.

Have the students reflect on their learning by posing the following questions for a class discussion.

- Who are the changemakers we learned about? What are they doing to elevate Native voices and change how Native are being viewed?
- What Native contributions have we learned about? How have these contributions influenced our world?

LESSON 5 THE CHANGE — JOIN THE CALL TO CHANGE OUR FUTURE

PART 2: CONTRIBUTIONS HAPPENING NOW (30 MIN)

After the recap discussion, the teacher will tell students that they are going to continue their learning on Native contributions, but they are going to learn about current contributions that are impacting our future world. These contributions are only a few of the contributions that contemporary Native Americans are making. We will focus on innovations Native Americans are making in the STEM field and Natives leading the fight for conservation and environmentalism.

Divide students into groups of four. Within their group, they are going to study one of the current contributions. The teacher can assign each group a topic. Within their groups, students will look for information about how the contributions are going to impact the future.

Native Innovations in STEM #1 (Focus on Science and Technology)

- <https://blog.nature.org/science/2017/04/17/7-science-innovations-changing-conservation/>
- <https://science.sciencemag.org/content/189/4196/38>
- <https://theconversation.com/how-indigenous-knowledge-advances-modern-science-and-technology-89351>
- <https://nationalpost.com/pmnn/news-pmn/how-indigenous-knowledge-advances-modern-science-and-technology>

Native Innovation in STEM #2 (Focus on Engineering and Math)

- <https://science.sciencemag.org/content/189/4196/38>
- <https://www.usatoday.com/story/news/nation-now/2018/08/09/who-mary-ross-native-american-engineer-google-doodle/944660002/>
- <https://www.intel.com/content/dam/www/public/us/en/documents/white-papers/native-american-stem-whitepaper.pdf>
- <https://sciencemadefun.net/blog/november-e-news-native-american-science/>

Native Fight for Conservation

- <https://www.scientificamerican.com/article/what-conservation-efforts-can-learn-from-indigenous-communities/>
- <https://www.nationalgeographic.com/environment/2018/11/can-indigenous-land-stewardship-protect-biodiversity-/>
- <https://www.jstor.org/stable/3984336>
- <https://www.nwf.org/Our-Work/Our-Lands/Tribal-Lands>

LESSON 5 THE CHANGE — JOIN THE CALL TO CHANGE OUR FUTURE

Native Fight for Environmentalism

- <https://www.businessinsider.com/native-americans-fight-for-environment-and-their-culture-2019-9>
- <https://nexusmedianews.com/eight-native-american-leaders-working-for-climate-justice-69017462d42b?gi=65393e942fad>
- <https://e360.yale.edu/features/how-native-tribes-are-taking-the-lead-on-planning-for-climate-change>
- <https://www.thenation.com/article/archive/first-environmentalists/>

When students have conducted their study, students they are going to participate in a mix and mingle activity (page 54).

If in person, the teacher will play music for 20 seconds while students walk around the room. Once the music stops, students will share the information they discovered about current contributions with their partner. While they are sharing, their partner will record their discussion on their recording sheet. When sharing time is up for partner one, the second partner will begin to share while the other will record. The teacher will play the music again and students will once again walk around the room until the music stops and will find a new partner.

If in a virtual setting, teacher can have students go into breakout groups and assign them a partner to share their information with. After a set amount of time, the teacher can bring the students back together before they are assigned another partner at random.

PART 3: CALL TO ACTION (TIME VARIES)

After the students have been able to learn from their peers about contemporary Native contributions, students will reflect on the following questions- How can I bring voice to this Native contribution? How can I encourage others to join the call to action?

Students will create their own call to action using any type of medium they would like. They can create a poster, informational pamphlet, commercial, video, art piece, etc. The students need to keep in mind that their call to action should encourage others to want to elevate this contribution to others and help bring about action.

If time permits, allow the students to have the opportunities to share their calls to action with others. If not, encourage students to share their call to action and to teach others about contemporary Native contributions that will influence our future.

LESSON 5 THE CHANGE — JOIN THE CALL TO CHANGE OUR FUTURE

PART 4: UNIT REFLECTION AND CLOSE-OUT (5 MIN)

In the past unit, students learned about incredible contemporary Native Americans. They learned about Native congresswomen, Native Olympic gold medalists, Native astronauts, Native actors and designers, and even Native award winners. Make sure students know the individuals highlighted in this unit are only a few of the incredible Native voices that exist and encourage them to explore and find out about other Native changemakers.

Remind students of the Native contributions we studied, and urge them to tell others of these contributions by Native people as they encounter them, whether it be when they are eating traditional Native foods or hear a name that comes from an Indigenous language.

It is up to their generation to help elevate Native voices and fight Native invisibility.

DEB HAALAND

LAGUNA PUEBLO AND JEMEZ PUEBLO

U.S. MEMBER OF CONGRESS



JOY HARJO

MVSKOKE CREEK

U.S. POET LAUREATE



Echo Hawk

SUZAN SHOWN HARJO

CHEYENNE AND HODULGEE MUSCOGEE

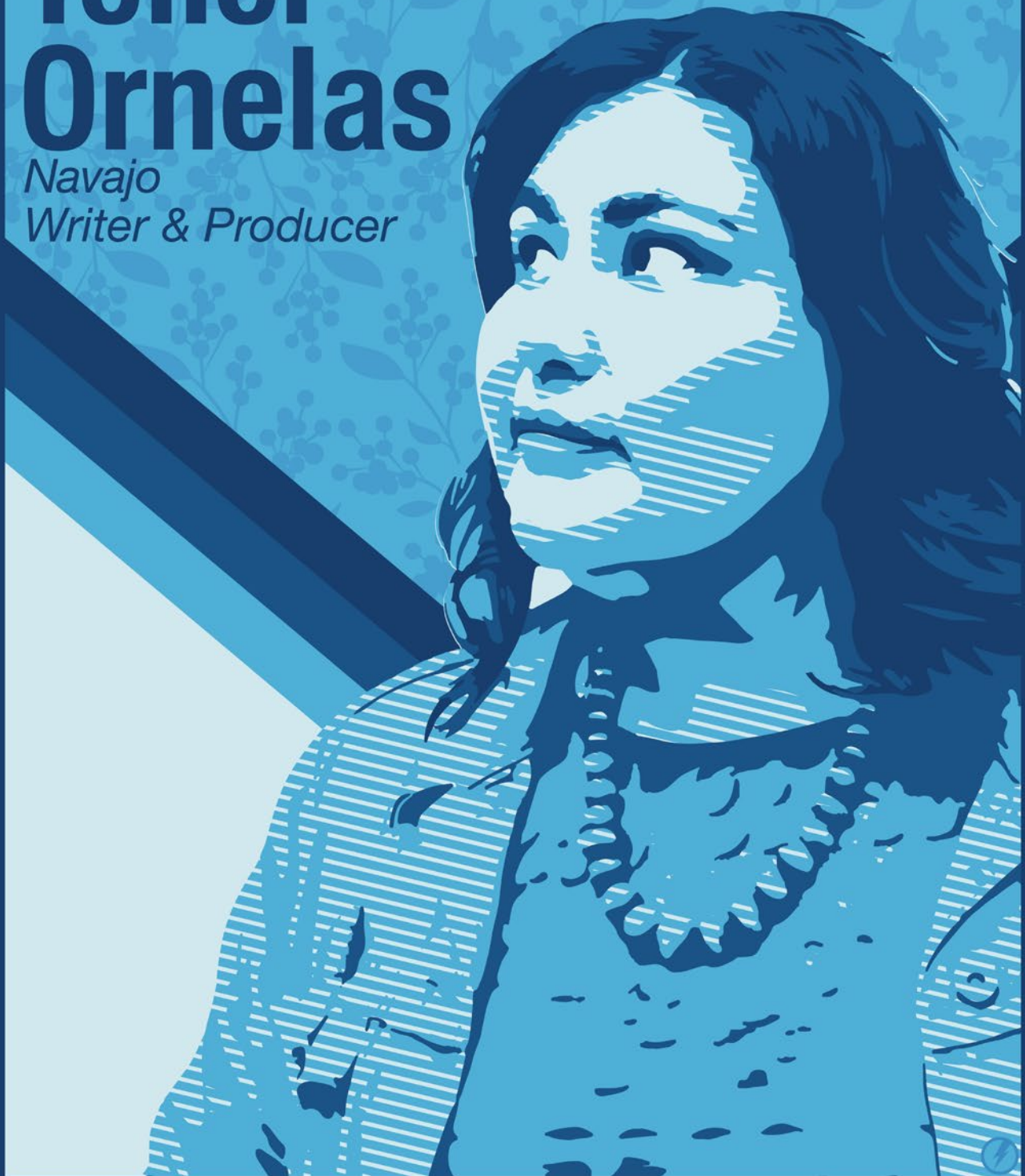
PRESIDENTIAL MEDAL OF FREEDOM AWARDEE



Suzan Shown Harjo

Sierra Teller Ornelas

*Navajo
Writer & Producer*





AARON YAZZIE

✦ ✦ DINÉ (NAVAJO) ✦ ✦

MECHANICAL ENGINEER

AT

NASA JET PROPULSION LABORATORY

BETHANY YELLOWTAIL



NORTHERN CHEYENNE & CROW
FASHION DESIGNER
C.E.O. OF B.YELLOWTAIL

**BILLY
MILLS**



OG LALA LAKOTA

**OLYMPIC GOLD MEDAL IN THE 10,000 METER RUN
1964 TOKYO OLYMPICS**

LESSON 2 MATERIALS

Self-Guided Exploration Guide: Creative Voice Elevators

[Watch this video](#) about Bethany Yellowtail from PopSugar to see how she is celebrating her Native American heritage through her work.

1. How is Bethany Yellowtail celebrating Native Heritage through her work?

2. How is she elevating Native voices through her work?

3. What inspired you from this interview?

[Read this interview and article](#) with Bethany Yellowtail from KCET.

1. What is Bethany Yellowtail's inspiration?

2. What is her work background before founding her own company?

3. What inspires you about Bethany Yellowtail in her fight against Native invisibility?

You can explore all of Bethany Yellowtail's design [on her site!](#))

Use this space to add any additional learnings or research about Bethany Yellowtail.

SUZAN HARJO

[Read this article](#) about **Suzan Harjo** from **Cultural Survival**.

1. What has Suzan Harjo done to support Native communities?
2. Who does she consider her greatest allies? Why?
3. What else do you find important/notable in this article?

2. How is she elevating Native voice and bringing about change?

3. What inspires you about this interview?

Use this space to add any additional learnings or research about Suzan Harjo.

SIERRA ORNELAS

Read this article from **Refinery 29** about how **Sierra Ornelas** is using her platform to help Natives during **COVID-19**.

1. How is Sierra Ornelas using her platform? What is she doing?
2. How is she elevating Native challenges with her work?
3. How/Why is the work she is doing important?

STEVEN PAUL JUDD

[Read this article](#) from **Native Business** about **Steven Paul Judd's work and mission.**

1. How did Steven Paul Judd get his start in art?
2. What inspires him?
3. What do you think is important for others to know about Steven Paul Judd?

Watch [this interview](#) with Steven Paul Judd and also [this video](#) about his art and why Native representation is important.

1. How is Steven Paul Judd using his art to elevate Native voices?

2. How is he bringing about change?

3. What inspires you about his art?

LESSON 4 MATERIALS

Contributions of the Past and Present Guided Notes
Graphic Organizer

CONTRIBUTIONS TO THE PAST AND PRESENT

GUIDED NOTES

Use the following guided notes to help you as you are starting to explore Native American contributions from the past and present.

NATIVE AMERICAN CONTRIBUTIONS RESOURCES

You can use the following websites and videos as you are learning about Native American contributions from the past and the present- these can help serve as a starting point for you.

- https://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs141p2_024206.pdf
- <https://www.history.com/news/native-american-inventions>
- <https://www.thoughtco.com/native-american-inventions-1991632>
- <http://www.nativecircle.com/indian-words.html>
- <https://mexikaresistance.files.wordpress.com/2013/09/american-indian-contributions-to-the-world.pdf>
- <https://www.battlefields.org/learn/head-tilting-history/5-surprising-places-find-native-american-influence-history>
- <https://www.scholastic.com/teachers/articles/teaching-content/native-american-contributions/>

QUESTIONS TO KEEP IN MIND

Use the following questions to help you as you are exploring each of the different contributions

1. What contribution are you researching?
2. What is the background of that contribution? (Give facts- How did Native Americans use this in the past? Was it invented? What was the purpose?)
3. How do we use this contribution today?
4. Why is this contribution important?

NOTE TAKING SPACE

Use the following space to help you organize your research as you explore the different contributions. There is space below to answer the questions for each contribution.

CONTRIBUTION	QUESTIONS
	<ol style="list-style-type: none">1. 2. 3. 4.
	<ol style="list-style-type: none">1. 2. 3. 4.

CONTRIBUTION	QUESTIONS
	<ol style="list-style-type: none"><li data-bbox="597 201 618 228">1.<li data-bbox="597 369 618 396">2.<li data-bbox="597 537 618 564">3.<li data-bbox="597 705 618 732">4.
	<ol style="list-style-type: none"><li data-bbox="597 926 618 953">1.<li data-bbox="597 1094 618 1121">2.<li data-bbox="597 1262 618 1289">3.<li data-bbox="597 1430 618 1457">4.

CONTRIBUTION	QUESTIONS
	<ol style="list-style-type: none">1.2.3.4.
	<ol style="list-style-type: none">1.2.3.4.

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	<ol style="list-style-type: none">1.2.3.4.
	<ol style="list-style-type: none">1.2.3.4.

CONTRIBUTIONS TO THE PAST AND PRESENT

GRAPHIC ORGANIZER

NAME OF CONTRIBUTION	BACKGROUND OF CONTRIBUTION	WHAT INFLUENCE DOES THIS HAVE IN PRESENT DAY?
<p>Example: Sign Language</p>	<p>Sign language is a way of communicating non-verbally. Native Americans used hand motions and sign language to communicate with settlers who came to their land</p>	<p>Modern sign language was based on this non-verbal communication using hand motions and signs. Without Natives, there may not be an effective way for some people to communicate.</p>

NAME OF CONTRIBUTION	BACKGROUND OF CONTRIBUTION	WHAT INFLUENCE DOES THIS HAVE IN PRESENT DAY?
<p>Example: Sign Language</p>	<p>Sign language is a way of communicating non-verbally. Native Americans used hand motions and sign language to communicate with settlers who can't see their land.</p>	<p>Modern sign language was based on this non-verbal communication using hand motions and signs. Without Natives, there may not be an effective way for some people to communicate.</p>

LESSON 5 MATERIALS

Mix and Mingle Recording Sheet

CONTRIBUTIONS TO THE PAST AND PRESENT

MIX AND MINGLE RECORDING SHEET

HOW IS THE CONTRIBUTION IMPACTING THE FUTURE?				
IMPORTANT FACTS ABOUT THIS CONTRIBUTION				
NATIVE CONTRIBUTION				
WHAT FIELD DOES THIS FALL UNDER?				
PARTNER'S NAME				

PARTNER'S NAME	WHAT FIELD DOES THIS FALL UNDER?	NATIVE CONTRIBUTION	IMPORTANT FACTS ABOUT THIS CONTRIBUTION	HOW IS THE CONTRIBUTION IMPACTING THE FUTURE?