



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Lesson Plan on Cultural Diversity:
Recognizing Contemporary American Indians in the United States
3rd- 4th Grade

Objectives

1. Students will recognize cultural diversity in Michigan, through recognition of cultural groups that live in Michigan today and how/why people came to Michigan.
2. Students will understand that there are a large number of distinct American Indian tribes and diverse traditions in the United States, and that American Indians are still part of America today.
3. Students will identify local American Indian peoples and recognize that American Indians are members of the contemporary world, not just part of history.

Standards/GLCEs

3-H3.0.3→ Describe the causal relationships between three events in Michigan's past.

3-H3.0.6→ Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan

3-G1.0.2→ Use thematic maps to identify and describe the physical and human characteristics of Michigan

3-G4.0.2→ Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).

3-G4.0.4→ Use data and current information on the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of Modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

- 4-H3.0.4→ Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present.
- 4-G2.0.2→ Compare human and physical characteristics of a region to which Michigan belongs with those of another region in the United States.
- 4-G4.0.1→ Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

NOTE: Please review resources for lesson ahead of time and select the ones best suited to your specific educational goals and students' abilities.

Introduction- What is Culture Day One (45 minutes to 1.5 hour)

- Outline the idea of “culture” and what it means:
 - Dictionary Definition:
 - “a : the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations
 - *b* : the customary beliefs, social forms, and material traits of a racial, religious, or social group; *also* : the characteristic features of everyday existence (as diversions or a way of life) shared by people in a place or time <popular *culture*> <southern *culture*>
 - *c* : the set of shared attitudes, values, goals, and practices that characterizes an institution or organization <a corporate *culture* focused on the bottom line>
 - *d* : the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic <studying the effect of computers on print *culture*> <changing the *culture* of materialism will take time — Peggy O'Mara>¹

¹ From Merriam Webster online : <http://www.merriam-webster.com/dictionary/culture>
accessed on 05-09-11

- Discuss with class, or in groups:
 - What does this mean or include in more simple terms??
 - language, traditions, beliefs, etc.
 - refer to <http://anthro.palomar.edu/culture/Default.htm> for more info. on the concept of culture
 - The importance of diversity in the United States
 - i.e., how American Indians and Immigrants from all over the world make up the present day population of the U.S. Also, how all the different cultures that came to America shaped the way the U.S. is today.

- Discuss
 - Where does our culture come from??
 - Does everyone in our class or school have the same culture?
 - Culture of school, of home, of the United States, of Michigan, etc.
 - How does culture influence our identities?
 - What are some of the different cultures or cultural groups in Michigan??
 - ★ e.g. French Canadian, American Indian, African American, Latino, Greek, Italian, Polish, East Asian, Middle Eastern etc..
 - refer to the History Channel's Website page on Michigan for background info: <http://www.history.com/topics/michigan/page2>
 - Do all people under one label given by society have the exact same culture??
 - ★ e.g., Northern Italians vs. Southern Italians; Cubans vs. Mexicans or Puerto Ricans; Chinese vs. Japanese; New Immigrants vs. 4th Generation Immigrants; "Americans" from Michigan, California, Texas, Ontario, Guatemala, Bolivia?
 - Does culture stay the same over time?
 - ★ Does it mean the same thing to be a United States citizen as it did in 1776? 1920? 1960? 2000? Now??

- Have students complete "*My Culture*" worksheet, and then discuss with the class (highlighting how everyone's culture is a little different, although "we" as members of a class, school, state, or country share certain things).

Getting Past American Indian Stereotypes

Day Two (45 minutes to 1.5 hour)

➤ Have students make a list or draw pictures of their answer to the question:
When you think of American Indians, what are some of the things you think of?

- Discuss answers with the class as a group

➤ Give students information on American Indians in History and the diversity of American Indian Tribes (research before lesson).

- Suggestions on where to find Information on the number and diversity of tribes:

- <http://www.native-languages.org/states.htm>
- <http://www.census.gov/prod/2006pubs/censr-28.pdf>
- If possible find a book with photos by **Edward Curtis** to visually illustrate the vast differences between tribes. Books on Curtis are available at the Saginaw Chippewa Tribal Library (Open to the public) Chippewa River District Libraries, Central Michigan University Library and other places, including the Ziibiwing Center Gift Shop.
- Haudenosaunee (Iroquois) information
<http://www.nmai.si.edu/education/files/HaudenosauneeGuide.pdf>
- Lakota (Sioux) Information
<http://www.blackhillsbadlands.com/home/artsculture/lakotasiouxculture>
- Tsalagi (Cherokee) Information
http://www.cherokee.org/Landing_Page.aspx?groupID=340
- Kumeyaay Information
<http://www.kumeyaay.info/history/>

- Find Historical Information on the Anishinabek:

- *The Mishomis Book* by Eddie Benton Banai
- <http://www.nativetech.org/clothing/regions/regions.html>
- <http://www.mpm.edu/wirp/ICW-21.html>
- <http://www.mpm.edu/wirp/ICW-151.html>

- Find Contemporary Information on the Anishinabek and other Tribes:

- *Ojibwa* by Gordon Henry and George Cornell
- <http://www.unitedtribesofmichigan.org/links.aspx>
- <http://indiancountrytodaymedianetwork.com/>

- Be sure to discuss differences in lifestyle with the introduction of European peoples, cultures and technologies.
- Compare lands of American Indians then and now, and reasons for the changes in territory:
 - Have students complete worksheet titled “*American Indian Lands Map Comparison*”
- Discuss where tribes are located today, and choose a nearby tribe to give information about:
 - Info. On Michigan Tribes:
<http://www.unitedtribesofmichigan.org/links.aspx>
- Discuss how American Indian culture has changed over time, just like all cultures of the world. American Indians have kept some of their older traditions, adapted some, and created new ones.
 - More recent traditions include Pow-wows
 - <http://www.powwows.com/>
 - The outfits worn by dancers at Pow-wows are called Regalia, NOT Costumes! This clothing is specific to Pow-wows and other dance gatherings, and is not worn everyday.
 - Contemporary American Indians dress in jeans and t-shirts, and other modern clothing just like everyone else!
- Again, have students make a list or draw pictures of their answer to the question:

When you think of American Indians, what are some of the things you think of?

- Discuss answers and the differences in the before and after lists/pictures with the class as a group
- discuss why student perceptions may have changed or stayed the same

Contemporary American Indians- Biography Project Tie-In Research Project

★ As a compliment to the previous lessons, have your students complete a short biography or poster project (using internet resources) on a contemporary American Indian person. The following list includes suggested leaders and notable people:

1. Sherman Alexie- writer and filmmaker
2. Dennis Banks- writer and activist
3. Adam Beach - actor
4. Notah Begay- pro golfer
5. Eddie Benton- Banai- spiritual leader
6. Frank BigBear- artist
7. Joseph Bruchac- writer
8. Leonard Crow Dog- spiritual leader
9. Mary Crow Dog (aka. Mary Brave Bird)- writer and activist
10. Lousie Erdrich- writer
11. Graham Green- actor
12. Gordon Henry Jr.- writer
13. John Herrington- NASA astronaut
14. Winona LaDuke- activist and 2 time Green Party candidate for Vice-president (2000, 1996)
15. Naomi Lang- figure skater
16. Wilma Mankiller- 1st woman Cherokee Principal Chief
17. Leslie Marmon-Silko- writer
18. Jana Mashonee- musician
19. Russell Means- activist, Presidential candidate for the Libertarian party (1988), actor, writer
20. Joe Medicine Crow- historian, 1st Crow Indian to earn a Master's degree
21. Billy Mills- Olympic Gold Medalist
22. N. Scott Momaday- writer
23. Ben Nighthorse Campbell- U.S. House of Representatives
24. Jim Northrup- writer
25. Leonard Peltier- activist and federal prisoner
26. Kevin Red Star- artist
27. Robbie Robertson- musician and music producer
28. Buffy Sainte-Marie- musician and activist
29. Louis Francis Sockalexis- pro baseball player

30. Wes Studi- actor
31. Maria Tallchief- ballerina
32. John Trudell- writer, musician and activist
33. Gerald Vizenor- writer
34. Kateri Walker- actress
35. Cory Witherill- race car driver