

Identifying Stereotypes and Countering Them

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade 4
Suggested Duration:

Stage 1 Desired Results

Established Goals

GLE 4.2.2 Recognize and cite examples of stereotypes in school, community life, and literature.

GLE 4.2.2 Recognize the presence and the effects of bias and stereotypes.

GLE 4.2.4 Cite examples of cross-cultural understanding.

Understandings

- Every person is an individual. Grouping people based on perceived characteristics is stereotyping.
- Our own views influence our understandings of others.
- We should respect the diversity of all cultures.

Essential Questions

- What is stereotyping?
- What is a bias?
- How can a bias for stereotype be identified?
- Is it possible to be unbiased?
- Can a stereotype be positive?
- How do stereotypes affect cross-cultural understanding?

Students will be able to...

- use online resources to create portraits of present-day Montana American Indians.
- learn to evaluate Web site content and recognize online stereotypes.

Students will know...

- ways our own views influence our understanding of others.

Stage 2 Assessment Evidence

Performance Tasks

1. Teachers evaluate students on the accuracy of the information in their reports.
2. Each student evaluates information quality – accuracy, usefulness, fact/fiction.

Stage 3 Learning Plan

Learning Activities:

Discuss Essential Questions with students. Take time to talk about new vocabulary words: Stereotypes, Bias.

Teachers and students read and discuss the “Identifying Biases and Stereotypes in Instructional Materials – Websites and Online Content” section of *Evaluating American Indian materials and Resources for the Classroom*. As an alternative, the teacher may wish to tell/read the techniques.

Brainstorm with students a list of Montana tribes.

Explain to students they will create a written portrait of the life of a present-day member of their selected tribe. Have students use the web sites in the resource section to locate information about the tribes and create their portraits. Remind students to use the “Identifying Biases and Stereotypes in Instructional Materials – Websites and Online Content” to verify the reliability of the sites they use and to avoid stereotypes/bias in their reports.

Ask students to present their reports to the class. Discuss how the Indians depicted in the portraits differ from the images of Native Americans students had before writing their reports.

This grade 4 topic on examples of stereotypes is pivotal. As fifth graders, students will begin to identify stereotypes of Indian people based on perceived group characteristics, and they will be able to identify the misconceptions. Grade 6 students will explore positive and negative stereotypes and the limitations of such stereotypes. They will learn how these negatively impact individual identity. At each grade level, the new lesson depends on previous learnings.

Teacher Resources

Caldwell-Wood, N., and L. Mitten. 1992. “I Is Not for Indian: The Portrayal of Native Americans in Books for Young People.” *Multicultural Review*, 1.2 (April): 26-33.

Hirschfelder, A. *American Indian stereotypes in the World of Children: A Reader and Bibliography*. Metuchen, NJ: Scarecrow Press, 1982

[Evaluating American Indian Textbooks and Other Materials for the Classroom](#). Helena, MT: Montana Office of Public Instruction, 2015.

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Montana Tribal Web sites and Newspapers

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

[Blackfeet Nation](#)

[Glacier Reporter](#): Official publication for the Town of Browning and the Blackfeet Reservation. 406-873-2201-2090, Cut Bank, MT.

[Chippewa Cree Tribe of the Rocky Boy Reservation](#)

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

[Crow Tribe](#)

[Big Horn County News](#). P.O. Box 926 Hardin, MT 59034; 406-665-1008

[Fort Belknap Indian Community](#). Assiniboine/Gros Ventre

[Fort Belknap News](#)

[Fort Peck Tribes](#). Assiniboine, Sioux

Fort Peck Journal. P.O. Box 351, Poplar, MT 59255; 406-768-5366

[Little Shell Tribe](#)

[Northern Cheyenne Tribe](#)

Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-4822

[Confederated Salish & Kootenai Tribes](#)

[Char-Koosta News](#) : (ISSN 0893-8970), P.O. Box 98, Pablo, MT 59855; 406-675-3000

[Indian Country Today](#) (ISSN 1066-5501), 5218 Patrick Road, Verona, NY 13478

[News from Indian Country](#) (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843; 715-634-5226

Student Resources

[Office of Public Instruction Indian Education Division](#)

“Identifying Biases and Stereotypes in Instructional Materials – Websites and Online Content,”

[Evaluating American Indian Textbooks and Other Materials for the Classroom](#). Helena, MT: Montana Office of Public Instruction, 2015.

[Montana Official State Travel Site](#)

This Web site has general information about each reservation) One can search each of the tribes for “People, Location, Economy, Points of Interest” with Internet links to each, as well as finding Attractions, Events, Places to Stay, and Additional Visitor Information.



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Slapin, Beverly, Doris Seal, and Rosemary Gonzales. 2000. *How to Tell the Difference, A Guide to Evaluating Children's Books for Anti-Indian Bias*. Oyate.org.

