

Celebrating Lily Gladstone and her Historical Representation at Major Award Ceremonies: Golden Globes, Screen Actors Guild, Oscars, etc.

Video for Lesson: [Lily Gladstone: Far Out There Video \[13 minutes: 51 seconds\]](#)

Lily Gladstone is making history with her Screen Actors Guild Award for Female Actor in a Leading Role in a Motion Picture, a Golden Globe Award for Best Actress and with her Oscar nomination and, becoming the first Native American to be nominated in the best actress category at the Academy Awards. Other Indigenous actresses have been nominated before, but as a member of the Blackfeet Nation, Gladstone is the first Native American nominated.

The lesson on Indigenous representation at major awards, focusing on Lily Gladstone and the Golden Globes, Screen Actors Guild, and Oscars, etc., can be seamlessly connected to Montana's Indian Education for All and integrated into a broader social studies context.

Montana's Indian Education for All

Incorporate Local Relevance: Emphasize Lily Gladstone's connection to Montana, as she is of Blackfeet and Nez Perce descent. Highlight the importance of recognizing and celebrating the achievements of Indigenous individuals from Montana, aligning with the state's commitment to integrating Indigenous perspectives into education.

Explore Indigenous Cultures: Discuss the cultural aspects of Blackfeet and Nez Perce communities, emphasizing the diversity of Indigenous cultures in Montana. Connect Lily Gladstone's background to broader discussions on the significance of cultural representation in the media.

Historical Context: Integrate historical context into the lesson by discussing the history of Indigenous peoples in Montana. Explore the impact of historical events on their representation in mainstream media and how initiatives like Indian Education for All aim to address historical inaccuracies.

Social Studies Standards

SS.H.6-8.6 understand there are multiple perspectives and interpretations of historical events.

SS.H.6-8.7 analyze how people's perspectives shaped the historical narratives they created.

SS.H.6-8.8 identify limitations and biases in primary and secondary sources, specifically regarding misinformation and stereotypes.

SS.H.9-12.10 analyze perspectives of American Indians in US history.

SS.H.9-12.11 evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes.

English Language Arts Standards

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Cultural Competence: Address social studies standards related to cultural competence by exploring the importance of diverse representation in media. Discuss how accurate portrayals contribute to a more nuanced understanding of different cultures, fostering empathy and breaking down stereotypes.



Objective: Students will investigate the representation of Indigenous individuals at major awards ceremonies, using the example of Lily Gladstone and her achievements at the Screen Actors Guild, the Golden Globes and the Oscars.

Materials

- Access to the internet and reliable sources
- Videos or articles featuring Lily Gladstone's achievements at the Oscars and Golden Globes

Introductory Discussion

Begin by discussing the importance of representation in the media, particularly in major awards ceremonies like the Oscars and Golden Globes.

Introduce Lily Gladstone as an example of Indigenous representation and her notable achievements at the Oscars.

Activity 1: Explore film – Far Out There [13 min:51 sec]

Engage students in a class discussion, encouraging them to support their assessments with evidence.

Include a few discussion questions for using after watching the film.

Where was the film shot?

- Who was the director and why is that important? What is her tribal affiliation?
- What are Lily's tribal affiliations?
- Why do you think it is important for her to go back to her home community to speak with Blackfeet students?
- What was her message to students in the film?
- Why is it important to have Indigenous representation in mainstream media?
- How does her Golden Globe award and Oscar nomination make you feel as a fellow Montanan?

Activity 2: 3-2-1 Writing Prompt

- 3 things you learned from watching the film,
- 2 questions you would like to know more about,
- 1 thing that inspired you.

Activity 3: Explore Filmmaker's Statement

This documentary was produced by Brooke Pepion Swaney, an enrolled citizen of the Blackfeet Nation and a Bitterroot Salish descendent of the Confederated Salish and Kootenai Tribes, and she is a filmmaker from Montana. Have students read Brooke Swaney's filmmaker statement and facilitate a class discussion.

Discussion Prompts:

- Encourage students to consider the author's credentials, the publication platform, and potential bias.
- Discuss their findings as a class and explore the importance of relying on trustworthy sources.

- Ask students to find additional sources that confirm or provide more context to Lily Gladstone's achievements.

Filmmaker Brooke Pepion Swaney profiles independent film actress Lily Gladstone as she prepares for the release of "Killers of the Flower Moon." Drawing from her childhood on the Blackfeet Reservation in Montana and her peripatetic life as a professional actor, Gladstone learns to stand on her own two feet in order to make her voice heard.

When actress Lily Gladstone and I decided to make a short documentary about her as a master in the making, we started getting philosophical, which can happen when you throw two nerdy Blackfeet people together.

In the 1940s, American Psychologist Abraham Maslow came out with a philosophy about the factors that come into play when trying to reach one's goals - a hierarchy of needs. The idea basically states, that in order to reach self-actualization, or the complete realization of potential, many things have to be met first – physiological things like food and shelter, safety, and then intangible things like love and belonging, and self-esteem.

Maslow lifted a lot of his ideas from Niitsitapi teachings when studying with elders on the Blackfeet Nation in 1938. But his view presupposes a Western way of thinking, centering the 'me' rather than the "we". For Lily, "the basis of the Blackfoot hierarchy of need essentially is you need to have self-actualization as the foundation...And how does your purpose, how does your individual gift that is supported, identified, nurtured and encouraged by your community so early in an ideal balanced society...benefit the whole in the continuation of your people."

For Lily, elders identified her gift as an actor and storyteller as a child. Her family encouraged her. Her community supports her. This is something we wanted to share in the film. Same with her motivation to inspire and support the youth, which is why we returned to the rez to share an acting workshop with Browning High School students.

I also wanted to dig into her process as an actor, so the film focused on Lily's craft. We filmed her doing her Alexander technique warm-ups, we filmed mock screen tests, we filmed a Shakespeare monologue. Not all of this made the final edit, but her craft, her work was the goal. This included any auditions or preparations for industry meetings. The red-carpet motif was also an experiment with and a symbol for the industry as it relates to her craft.

At the time of filming, Lily was on call for ADR work for Killers of the Flower Moon, Martin Scorsese's latest film, cast opposite Leonardo DiCaprio. As a filmmaker or anyone who pays attention to film ever, this is huge. Native stories with Native actors are having a serious moment. And for some, it'll be Lily's, "I have arrived" moment.

Pinnacle isn't the right word to describe the current place in Lily Gladstone's acting career. I am sure there is yet so much more to come. And by the same token, I don't think that Lily even thinks of it that way, although mainstream society certainly views Lily's career to this point in this way. It isn't necessarily about an arrival, but a moment in her life, where this firm "groundedness", call it self-actualization, will serve her as things are about to get surreal with the fame machine."

Activity 4: Media literacy and Native American representation

Share this photo and facilitate a brief discussion. Blackfeet actors setting the stage.

[Historic photo of twelve Blackfeet from Browning on their way to Hollywood in 1939.](#)

Utilize the following lesson plan for teaching about media literacy and the portrayal of Native Americans in media.

[Historical Inaccuracy in Movies - Pocahontas and Peter Pan - Grades 7-8](#)

- Guide students in discussing ways to confirm information independently.
- Teach them how to cross-reference information from multiple reliable sources.
- Discuss the importance of critically evaluating information, especially in the age of misinformation.
- Encourage students to apply the skills they've learned to other topics and scenarios.
- Invite students to share any remaining questions or uncertainties they have about the topic.
- Follow-up Questions for Discussion:
 - How did you determine whether a source was trustworthy or not?
 - Why is it important to confirm information from multiple reliable sources?
 - How might bias or perspective influence the way information is presented?
 - How can you apply the skills learned in this lesson to evaluate information in your daily life?

Suggestion: Reference the lesson plan, [Analysis of American Indians as Sports Mascots](#), for a broader discussion about Native American representation in American society.

Extension Activities

Students will critically analyze the information presented, discerning between fact, opinion, and other forms of expression. Students will also learn to evaluate the reliability of sources and explore ways to confirm information through trustworthy channels.

Supporting Videos

SAG Awards speech: [Lily Gladstone SAG Awards Acceptance Speech \[2 minutes: 33 seconds\]](#)

PBS mini-documentary: [Lily Gladstone's Story | Native America: Northwest Stories](#) [4 minutes: 30 seconds]

Interview with Lily: [Lily Gladstone Reveals How It Feels To Be The First Native American Woman To Be Oscar Nominated](#) [4 minutes: 09 seconds]

Local TV news story: [Interest in acting surges at Hardin as Lily Gladstone makes Native American history](#) [2minutes: 42 seconds]

Short videos about the portrayal of American Indians in movies - [Hollywood Indians - Joyce Silverthorne](#)

[Documentary film – Reel Injun: On the Trail of the Hollywood Indian](#)

Supporting Articles

Wikipedia: [List of Indigenous Academy Award winners and nominees](#)

Smithsonian Magazine: [Lily Gladstone Makes History-First Indigenous Person to win Golden Globe for Best Actress](#)

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Indigenous Emmy nominees and winners: <https://www.emmys.com/news/online-originals/nahm>

Indigenous Emmy Winning Shows: <https://www.aptnnews.ca/national-news/prey-reservation-dogs-nominated-for-emmy-awards/>

Indigenous Fashion that Lily Gladstone is wearing: [What Indigenous Designer is Lily Gladstone Wearing](#)