

I Know About Other People

Fast Facts

Curriculum Area: Social Studies

Grade Level(s): Kindergarten – 2nd Grade

Suggested Duration: Several days (lesson could be revisited throughout the year)

Stage 1 Desired Results

Established Goals

Social Studies

(4) The history content standard for kindergarten is that each student will distinguish between past, present, and future time.

(4) The history content standards for first grade are that each student will:

(a) understand how events might be described differently depending on historical contexts and perspectives, including those of tribes in Montana.

(4) The history content standards for second grade are that each student will:

(a) identify how people lived differently in the past than they do today;

(b) understand that there are twelve distinct and unique tribes within Montana whose people contribute to modern life; and

(c) identify different kinds of historical sources, including oral histories of American Indians.

Essential Understandings Regarding Montana Indians

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell. (EU6)

Understandings

- There are stories written by non-Indian people about American Indians.
- There are stories written by American Indian people about their own lives long ago.
- There are stories written by American Indian people about their own lives now.
- There are special stories retold by American Indian people to their children and grandchildren.

Essential Questions

- What is a book used for?
- Who writes stories and books?
- Can stories be only told out loud and not written?
- Who likes to tell you stories?
- What is your favorite story?



Indian Education for All Unit

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- What can a new story tell you?
- Who is an author?
- Why is it important for American Indian people to tell about their own lives (how they lived long ago and how they live now)?

Students will be able to...

- sort books into two categories, using teacher-created sticker codes.
- retell a favorite story written by an American Indian and know the author's name.

Students will know...

- printed material includes books, maps, newspapers, magazines, etc. because each one contains words.
- words tell a story that is true or pretend.
- there are stories that tell about how people used to live long ago not written by American Indian people.
- there are stories told out loud by American Indian people about how their people lived long ago.
- there are stories written in books by American Indian people about how their people lived long ago.
- there are stories written in books by American Indian people about how their people live now.
- American Indian people retell important cultural stories to their children and grandchildren.

Stage 2 Assessment Evidence

Performance Tasks

1. Students will be able to sort books into several categories, depending on individual student developmental level. The categories include (but are not limited to) fiction and books written by Indian authors and books about American Indians' lives long ago and American Indians' lives now.
2. Students will choose and read a story written by an American Indian author.
3. Students will be able to retell an American Indian authored story and share their thoughts about why the story might be important to the tribe.
4. Students will draw and color a story map, story wheel, or book, retelling their own version as they point to objects they drew.

Other Evidence

Students may act out their favorite part of the story or all of it. (Teacher and student support for non-stereotypical Indian actions and language is critical in story dramatizations.)

Stage 3 Learning Plan

Learning Activities

What learning experiences and instruction will enable students to achieve the desired results:

Students and teacher will learn together that stories written and/or retold by American Indian people may be different than stories written and/or retold by non-Indian people. Written stories by American

Indian people show their own way of life long ago and current ways of living. Oral stories retold by American Indian people to their children and grandchildren are important to them. American Indian authored stories can provide a culturally relevant lens for students to learn about American Indian people and their unique cultures, histories, and traditions.

Teacher and students review printed material throughout the classroom (maps, classroom rules, books, charts, etc.).

Classroom discussion between students and teacher: Printed material has letters, pictures, and words.

- Where do books and stories come from?
- Why are they important?
- How can lessons from a story help us?
- Who can tell a story?
- Has someone ever read you a story written by an American Indian?
- Have you ever heard a story told by an American Indian?
- Can American Indian stories be important for you to hear? Why?

If there is a close tribal community, provide time for an elder or storyteller to visit the classroom. The National Museum of the American Indian has several traditional star stories posted on their website and these could be utilized to support oral storytelling traditions. Consider using one of these star stories to hook students' interest before looking at written texts.

The teacher models collecting printed materials in the classroom and then allows students to collect four things in the classroom that are "printed material."

Provide ongoing story time for students to hear different stories written by American Indian authors.

Provide time for students to practice locating where the author's name is on a book.

Provide non-biased discussions to support the importance of American Indian author's stories "told from an Indian perspective." (The teacher will build a developmentally appropriate framework to explain that the stories are told by American Indian people for their own tribe, and sometimes the stories are shared with a broader audience.)

Prepare two selections of books for children.— These selections can also be divided into Indian's lives long ago and Indian's lives now. Utilize the Indian Reading Series for story selection.

From 1972 – 1983 the Northwest Regional Educational Laboratory Indian Reading & Language Development Program produced 140 culturally relevant stories written by local Indian authors and illustrated by Indian artists. The result of this work was a unique supplementary reading and language development program. A teacher's manual was also developed to provide ideas and strategies for incorporating the stories into school reading programs.

Provide several color stickers on book covers which will allow students to sort books by categories decided upon by the teacher; i.e., books about the past and books about the present, books about different tribes, fiction, and non-fiction

Teacher provides time for students to practice sorting books by category (two different colors of stickers).

Teacher will model how to choose a story written by an American Indian author (sticker).

Students will create a story book based on their favorite story (either individual or classroom).

Students will be able to tell why their favorite story is important and what they learned about the meaning of the story or lesson.

Provide appropriate books and areas of "reading" for developmental needs of all students.

Teacher will provide different levels of photographic books, printed books, and picture books to support this lesson and place them in a learning center where all students can revisit the "printed material."

Teacher models how students will sort two different groups of books for the book sorting activities.

Teacher determines the goal of number of books read and sorted depending on the individual student.

Resources

From 1972 – 1983 the Northwest Regional Educational Laboratory Indian Reading & Language Development Program produced the Indian Reading Series, [140 culturally relevant stories](#) written by local American Indian authors and illustrated by American Indian artists.

[American Indians in Children's Literature](#) – This website has a detailed listing of books written by American Indian authors.

[Evaluating American Indian Materials and Resources for the Classroom](#)

[Star Stories from the National Museum of the American Indian](#)