

**Title**

Educational Aspects

**Grade Level**

All levels as adapted by the instructor to meet the needs of their students.

**Theme I**

Identity (sloiciyape)

**Goal**

Students will explore the concept of identity within the framework of their own identity and evolve into exploration of Native American identity and the relevance of that identity to the culture.

**Key Concepts**

1. Who are you?
2. How are identities formed? (individual, tribal, national and international)
3. Membership: how nations, states, tribes, etc. define themselves can become an exclusionary method for certain members.
4. Analyzing individual/collective identities (history). Pasts of the individual, tribe, nation, etc. are complex; examination leads to ability to come to grips with past/present/future. Examinations can be difficult – intended to lead to growth.
5. Level of individual participation. (What is my role as a citizen and how can understanding my identity and that of others within the framework of their culture help me assume my responsibilities of a human being in a healthy world?)

**Theme II**

Experiences of Native Americans in education.

**Goal**

Students will examine the educational experiences of the Native American.

**Key Concepts**

1. Traditional Native American methodology of educating. (Way)
2. Investigation of curriculum design. (How)
3. Philosophical goal. (Why)

**Student Activities**

Identity (3 Tasks)

Student task prompts – Task 1: Identity Chart – Sloiciyape

Task Purpose/Focus: Class Introduction/Ice Breaker

Organizing Question/Issue: Who are you?

Role – You are: You

You must:	<u>Examine</u>	<u>Yourself</u>
	(Access	What?)
And	<u>Determine</u>	<u>“Favorites”/Family Info</u>
	(Interpret	What?)

In order to:	<u>Make</u>	<u>Identity Chart</u>
	(Produce	What?)
And then	<u>Present/Intro Classmate</u>	<u>Class</u>
	(Disseminate	To Whom?)

Instructions

Task 1: Identity Chart – “Who Are You?” Teacher participates

Today each of us is going to introduce ourselves to the class. First you will complete an identity chart and then you will introduce one of your classmates using their identity chart.

1. Take the sheet of paper (8 1/2 x 11) and in the middle of the paper draw a small circle and put your name in the circle. Do not make it real large – you have several other items to put on the page.
2. Next draw a line from the circle out. Make a box and label the box “family”.
3. Draw another line from the circle out. Make a box and label the box “favorite food”
4. See, 2 and 3 above. Make a box and label the box “favorite movie, TV show and music”.
5. See, 2, 3 and 4 above. Make a box and label the box “favorite color”.
6. Go back to each box and fill in “your” information for each.
7. When you complete your identity chart: fold your sheet in half.
8. Each of us will draw out one sheet and introduce the person whose sheet we have drawn by telling the rest of the class about their family and favorites.
9. Teacher begins the introductions.

Student task prompts – Task 2: Identity Chart

Task Purpose/Focus: Identity Chart

Organizing Question/Issue: I am?

Role – You are: You

You must:	<u>Explore</u>	<u>Yourself</u>
	(Access	What?)

And	<u>Identify</u>	<u>Qualities and Characteristics (25)</u>
	(Interpret	What?)

In order to:	<u>Develop</u>	<u>Identity Chart</u>
	(Produce	What?)

And then:	<u>Share</u>	<u>Teacher and Class (?)</u>
	(Disseminate	To Whom?)

Students will use same format as Task 1. Describe yourself using 25 descriptors (adjectives). Teacher models for students if necessary. Each student will share 5 items from their charts.

Class Discussion:

1. Compare/contrast Task 1 with Task 2 – which was easier? Why?
2. What is identity? Do we have more than 1 or 2 identities? How many do we have?
3. How do we acquire our identity?
4. Who is responsible for “my” identity?
5. What factors influence “my” identity?

6. Is identity how we define ourselves or how others define us? Is it the same? Why is identity important?

Student task prompts - Task 3 – Exploring Identity – Cooperative Group Activity

Task Purpose/Focus: Reading Assignments

Organizing Question/Issue: What are labels?

Role – You are: Reader and investigator and group participant

You must: Read Assignments  
(Access What?)

And Compare/Contrast Identity confusion due to labels  
(Interpret What?)

In order to: Model For examining “identity”  
(Produce What?)

And then: Share Class  
(Disseminate To Whom?)

1. Assign groups and define roles of group members: (Reader, Recorder, Reporter)
2. Read: “The Bear That Wasn’t”; “Feathers and Fools”; “Findings One Voice”
3. What problems did the bear encounter?
4. Has there ever been a time in your life that you felt like Bear?
5. What would the world be like if we all behaved like the baby birds in “Feathers and Fools” ?
6. Can such a world ever exist?
7. In “Finding One’s Voice” and in the Connections section there is a statement by James F. Gilligan; read all of the material and discuss the question posed: “How do his comments related to Lester’s description of segregation? What do they suggest about the relationship between respect and self-esteem?” Please discuss within the context of a Lakota meaning of “respect”.
8. Group share with class.

**Developer**

Peri Strain

Peri M. Strain

I. Sloiciyape Identity	<p><b>“All birds, even those of the same species, are not alike, and it is the same with animals and with human beings. The reason WakanTanka does not make two birds, or animals, or human beings exactly alike is because each is placed here by WakanTanka to be an independent individuality and to rely upon itself. “ Shooter (Teton)</b></p> <p><b>“Committing yourself is a way of finding out who you are. A man finds his identity by identifying. A man’s identity is not best thought of as the way in which he is separated from his fellows but the way in which he is united with them.” Robert Terwilliger</b></p>						
Background Information	Essential Question(s)	Key Content Themes	Materials and Resources	Benchmark Activity		Linkages to Standards and Frameworks	Assessment
1.Class Identity	Who Are You?	Class Community	Paper and Directions	Task 1: Identity Chart		National Character Principal 4: Creates a caring school community.	Student participation and completion of Identity Chart
2. Students explore the complexities of “Identity” beginning with an examination of their identity and proceed to an inclusive exploration of labels and stereotyping.	I am .....?	Identity Labels Stereotyping Inner Self	Paper/Directions READ: Young Bear & Theisz, “Standing In The Light” pgs. 106-113  “The Bear That Wasn’t”  “Finding One Voice”  “Feathers and Fools”	Task 2: Identity Chart  Task 3: Cooperative Group Activity		SD Reading Standard: Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.	Completion of Identity Chart Participation in Discussion Cooperative Group Participation Read Assignments
3.Students reflective journal on quotation Continuing activity/requirement	What do Shooter’s and Terwilliger’s quotation mean to you? What are they saying about sloiciyape?	Identity reflection	Journal Shooter Terwilliger	Notebook Journal	SD Reading Standard: Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.		Journal Entry