

Evaluation Skills



Resource lists of recommended resources, for children and teachers.

Mascot Issue

List of not-so-good resources with explanations of "why?"

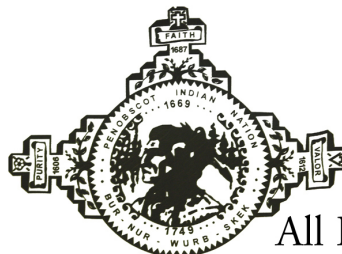


Stereotypes

Your school's Media Specialist has an important job

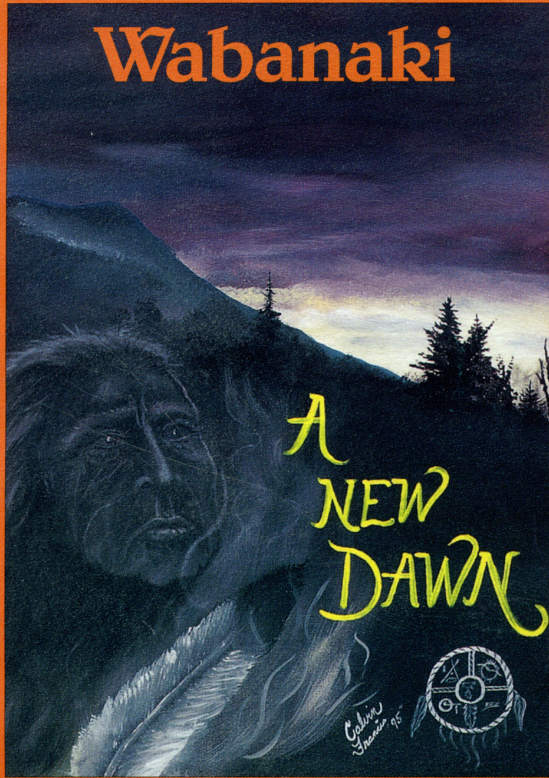


# Stereotype Unit



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# Wabanaki



presented by the  
Maine Indian  
Tribal-State Commission

## Wabanaki A New Dawn

This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

The film “shows the quest for cultural survival by today’s Wabanaki... the Maliseet, Micmac, Passamaquoddy, and Penobscot People.”

## Invisible

This film was commissioned by the Episcopal Diocese of Maine and was produced by Gunnar Hansen, David Westphal, and James Eric Francis of Acadia Film-Video (2004).

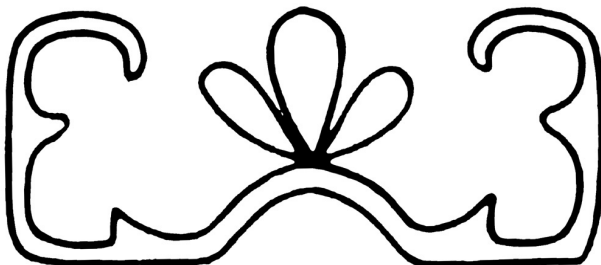
“This film examines some of the history of the relations between the white and Indian communities in Maine.”



# INVISIBLE



It is strongly recommended that the teachers using the Penobscot Nation Curriculum Packet view the films “Wabanaki A New Dawn” and “Invisible.” These films are included within the curriculum packet. High School teachers may also consider the films for their students. The teacher’s guide for Invisible is also included.



## Stereotypes

### **Introduction:**

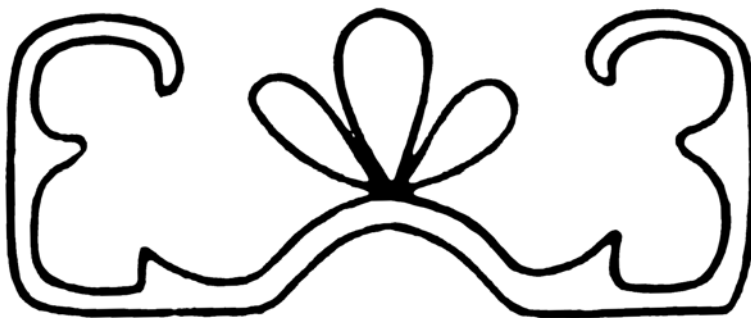
These units were piloted with certain grade level students; they may be adapted to various other grade levels by changing the Performance Indicator, Summative Assessment and Rubric.

When developing the units for this curriculum project, it became apparent that the first unit necessary was a unit on stereotypes. By deconstructing the stereotypical images of Native Americans, students will be aware of their preconceived notions about Maine Native Americans. In addition to having students identify stereotypes that are within our society, it was important to give students the tools to evaluate resources developed in the past that may contain these stereotypes.

We piloted this unit in the Old Town Elementary School Library with fifth grade students. These students learned about Native Americans across the United States and Native Americans in Maine. In addition they learned the valuable skill of resource evaluation.

One fifth grade class developed a smaller lesson during the Thanksgiving season. In this lesson older students taught the kindergarten and first grade students in the school about the Native American perspective on Thanksgiving.

While this unit was being pilot tested, a historic event took place in the Old Town School Department. During the fall of 2005, the Old Town School Board voted unanimously to remove their long standing Indian mascot. The Old Town School Board initiated the removal of the Indian mascot. They approached the Penobscot Nation Chief and Council to inquire their position on the issue of the mascot. The Chief and Council considered the issue and responded to the school board. The vote of the board was in response to the wishes of the Council of the Penobscot Nation to have it removed. The Old Town High School and the middle school have chosen the “coyote” as a mascot. This act by the school board reflects a shifting climate nationwide on the inappropriateness of Indian mascots.



Penobscot Nation’s Cultural and Historic Preservation Department, Indian Island School, 4  
Old Town School Department, and Administration for Native Americans (ANA)  
“Stereotypes” for the “We Teach” Curriculum Development Project 2005.

Unit Title:

# **Stereotypes**

Grade 5-8

Unit Focus:

The focus of this unit was to introduce the concept of stereotypes to students. Although stereotypes about Native Americans were highlighted, the lesson went beyond and looked at stereotypes in general. The unit also gave the students some degree of consciousness toward the society that we live in.

Because this unit was pilot tested in the library of Old Town Elementary School a large focus was the evaluation of Native American resource material.

Big Concepts:

Stereotypes perpetuate dysconscious racism (racism due to ignorance/lack of awareness).  
Stereotypes dehumanize people which leads to racism.

Essential Understanding:

Media bombards us with stereotypes of Native Americans. We need to become aware of them and their dehumanizing effects in our community and our world.

Essential Questions:

1. How do stereotypes take away the uniqueness of people?
2. What examples of stereotypes can you find in Native American resources?

State Content Standards and Performance Indicators:

## **Social Studies**

### History

B. Historical knowledge, concepts, and patterns.

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

Middle Grades 5-8

Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).

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Timeframe/Curriculum Links:

Understanding the information in this unit will help your students with the other units within this curriculum packet. During the Pilot Program, we started this unit in September of 2004 and conducted these activities throughout the entire school year. However, we were limited in the amount of time that we spent with the classes because these activities took place in the Library of Old Town Elementary School. The length of time needed will change according to the time available. Please allow enough time to debrief the students after activities.

You can supplement your learning by using Wabanakis of Maine and the Maritimes section on “How We Look At Others” (B-7 through B-21) by American Friends Service Committee.

Activity #1:

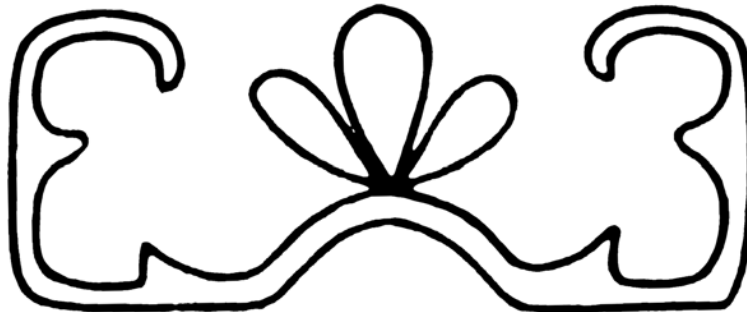
Readings in Social Consciousness.

Beginning in September of 2004, the librarian at Old Town Elementary School read to the students “picture books” that depict a variety of socio-economic and cultural characters and settings. These readings took place in the Library and were used to introduce students to stereotyping and some events that shape the society we live in today.

These readings preceded specific lessons about Native Americans. They are meant as suggestions; this is not a “must cover all” list. Some things that we wanted to touch on were the immigrant population, slavery, the Great Depression, geography, Native Americans and the view of some groups within literature.

The following includes a reading schedule and a list of books used in the Pilot Project for this unit. These are just suggestions.

Try to read appropriate books during holiday times. Also, reading books in historical order is helpful to students.



Activity #1 Readings in Social Consciousness continued

Library Lil

Author: Suzanne Williams

The book introduced students to the concept of stereotyping of librarians and motorcyclists.

The Adventures of Tom Sawyer

Adapted by: Monica Kulling

Used this text as preparation for viewing a stage production at the University of Maine, and introduced Indian and slave characterization as not being positive and how Mark Twain was sending messages to adults.

Scrambled States of America

Author: Laurie Keller

This book helped student learned U.S. geography and how to use a map.

The Great Pumpkin Switch

Author: Meagan McDonald

This fictional book takes place during depression and involves a World War II Veteran.

Silent Movie

Author: Avi

This text focused on immigrants and the conditions they had to live in and the struggles of being in an unfamiliar land and not knowing the language.

The President and Mom's Apple Pie

Author: Michael Garland

This text introduces children to different ethnic foods in the U.S. through the story of immigrants and their role as restaurateurs.

The Thanksgiving Door

Author: Debbie Atwell

Modern day thanksgiving story of an ethnic family who runs a restaurant and befriends an elderly couple; through sharing of customs, the family and elderly couple become friends.

This activity integrates library catalog skills and introduces availability of Native American materials in the library.

First Feud

Author: Lynn Plourde

This book is a mythic tale about a feud between the Atlantic Ocean and Mt Katahdin. It highlights the relationship between Mt. Katahdin, the Atlantic Ocean and the Penobscot River that connects the two. The story is about misunderstandings and how they develop.

The Great Ball Game

Translated by: Joseph Bruchac

Introduction to Native American literature in the Northeast with Native American games as a substitute to war. The book describes value of each individual regardless of size/abilities.

Her Seven Brothers

Author: Paul Goble

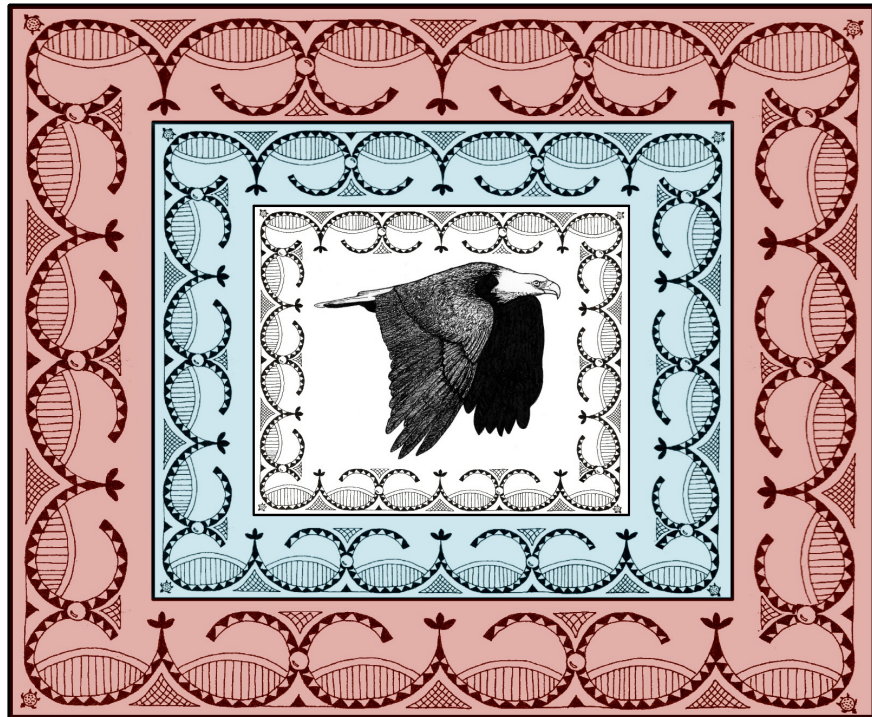
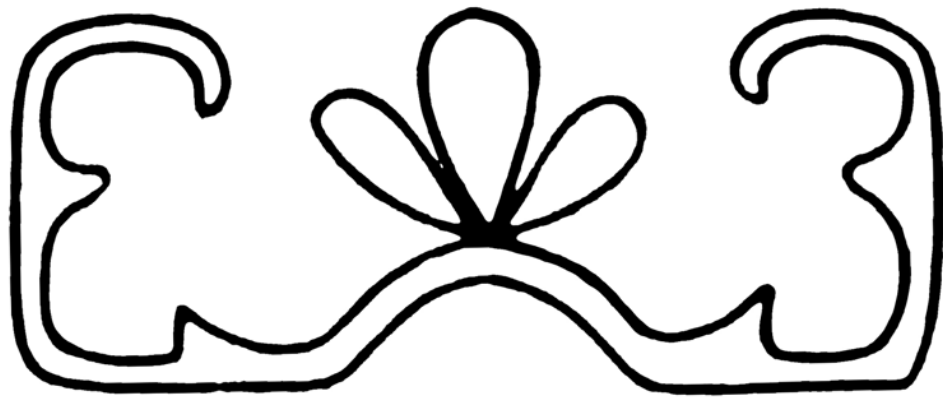
This is a mythical Cheyenne Plains Indians tale about how the seven brothers constellation was formed. Introduces the significance of the number seven to some Native American cultures, and where it is found in nature.

Wabanakis of Maine and the Maritimes

American Friends Service Committee

In Reading C-1 to C-26 of Wabanakis of Maine and the Maritimes students were introduced to Gluskap, Wabanaki Cultural Hero, who is found in many Wabanaki oral traditions.

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Activity #2: Students will choose an award winning book.

**Grade 5  
Caldecott and Newbery Scavenger Hunt**

1. Name a Newbery book that is in the Dewey section for history.  
Title:  
Author:  
Call #:
2. Is it an HONOR book or an AWARD book?
3. Name a Newbery book that is a biography about a writer.  
Title:  
Author:  
Call #:  
Who is the book about?
4. How many videos do we have that are based on Newbery books?
5. How many picture books are Newbery Honor books?
6. What book by Lois Lowry won a Newbery Award?  
Title:  
Call #:
7. When did she win the award?
8. Name the Caldecott Honor book by Kevin Henkes:  
Title:  
Call #:
9. How many copies of Blueberries for Sal by Robert McCloskey does our library have?
10. Which Caldecott Honor book is in our chapter book section?  
Title:  
Call #:
11. Was The Polar Express a Medal winner or an Honor book?
12. When did Make Way for Ducklings win the Caldecott Medal?
13. Snowflake Bentley is in the picture book section AND in the non-fiction section. What is the non-fiction call number for this book?
14. Name a book with the call number: E KEA
15. Who is the author of this book?

This activity should be adapted to the materials found in your particular library. One of the goals here is to have students realize that “Sign of the Beaver” by Elizabeth George Speare is a Newbery award winning book. Also we wanted to highlight some Maine based books.



### Activity #3: Scavenger Hunt

This activity was designed around an activity that the Old Town Elementary Library already had in place that required students to use the library resource and search for a particular subject. For the pilot project students were asked to search for Native American and Penobscot material in the library. This activity and scavenger hunt sheet was designed with the Old Town Elementary Library in mind. Librarian/Media Specialist should use their inventory to craft a similar scavenger hunt directed to materials in their library/catalog.

Students should complete an activity similar to the following in the library before beginning their classroom study of Native Americans. These questions should direct them to materials in your library. Having students work in groups of 2 is most effective.

#### **Grade 5 Spectrum Scavenger Hunt**

Partners \_\_\_\_\_ Teacher \_\_\_\_\_

1. How many books in our library were written, retold, or adapted by Joseph Bruchac? \_\_\_\_\_
2. What book tells of Navajo men helping in World War II?  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
3. List two different spellings for the Wabanaki Cultural Hero:  
\_\_\_\_\_
4. Name a poetry book that has Native American poems in it.  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
5. Select a state. Name a book that is about a Native American tribe in that state. (Hint: Not all states will have a book about Native Americans- try a different state.)  
State: \_\_\_\_\_ Tribe: \_\_\_\_\_  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
6. What Osage person was a dancer? \_\_\_\_\_  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
7. Name a book that describes the natural resource Native Americans use to make maple sugar. Natural Resource \_\_\_\_\_  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
8. Name a chapter book about the Penobscot Reservation.
9. What reference book by Fanny Hardy Eckstorm describes place names in Maine?  
Call # \_\_\_\_\_ Title: \_\_\_\_\_

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10. What is the first part of the call number for most of our non-fiction books about Native Americans? \_\_\_\_\_
11. What is the first part of the call number for most of our non-fiction books about Abenaki peoples? \_\_\_\_\_
12. Find one of our books that describes a powwow.  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
13. Name a folklore book about the Pueblo people.  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
14. What video gives the history of the Maine's four Indian tribes?  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
15. What is the name of the story by Elizabeth George Speare about the Native American people?  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
16. What Indian from Oklahoma was an Olympic gold medal winner?  
\_\_\_\_\_
17. Name a picture book about the Wampanoag Indians.  
Call # \_\_\_\_\_ Title: \_\_\_\_\_  
Author: \_\_\_\_\_
18. Name one of our books about a battle between the United States Cavalry and the Sioux Indians.  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
19. Which book by Bruce McMillan describes an Alaskan Indian boy fishing for salmon?  
Call # \_\_\_\_\_ Title: \_\_\_\_\_
20. Andrew Haslam describes two products made by the Aleutians in his book, Arctic Peoples. What are they?  
\_\_\_\_\_ and \_\_\_\_\_

Keep in mind this activity is designed to enable the students to become familiar with the library and the resources available to them. Try to incorporate all mediums into this activity. Ultimately you want to have a mix of general Native American content and some Penobscot specific resources. Don't focus on culturally appropriateness or accuracy at this point. The goal of this activity is to compile all Native American materials within your library. The books compiled in this exercise are known as your *Spectrum Catalog*.

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#### Activity #4: Studying Traditional Native American Cultures

During the Pilot Program of this unit the Old Town Elementary School fifth grade classes were studying traditional *Native American Cultures*. We used this as an opportunity to teach students about Native American stereotypes. One of the common misperceptions about Native American cultures is that all tribes are the same. Individual tribal identity isn't considered when some people think about what a Native American is. Sometimes tribes are defined by region, such as Southwest, Northwest, Northeast, Plains, and Southeast. This regionalized view, although better, still does not look at the specific tribes and the uniqueness they possess.

Another problem when studying Native Americans is that they are "stuck in the past." An historic snapshot of the tribes are used. This leads students to think that Native American cultures have not adapted to the changing conditions around them. This leads some to believe Native Americans still live in teepees, hunt buffalo, or wear buck skins if this is what they did historically.

In this activity, students study the tribes from across the United States and find things that are unique to that particular culture. This study will take time into account. Students will look at what that culture was like before the influence of Europeans and also how those particular tribes live today.

Students are encouraged to use resources that are included in this unit packet.

Keep in mind that some texts on Native Americans are not fully accurate and may have stereotypical imagery in them. Please consult the list provided before recommending a book for research purposes.

The Penobscot Nation Cultural and Historic Preservation Department has compiled a list of tribes that can be accessed via the internet.

Please note that it is best to consult with each tribe about their history and culture. When available, the list provided contains the "official website" of the tribe(s) listed. The Penobscot Nation website is [www.penobscotnation.org](http://www.penobscotnation.org). Some official websites have little information about history and culture, so other links could be used.

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island School, 12 Old Town School Department, and Administration for Native Americans (ANA) "Stereotypes" for the "We Teach" Curriculum Development Project 2005.

## Tribal Websites

There are over 500 Nations in the United States. This is just a small list of some of the more researched Native American tribes. Please do not stop at this list. Encourage more research.

- Navajo- [www.navajo.org](http://www.navajo.org)
- Dakotas- <http://www.mnsu.edu/emuseum/cultural/northamerica/sioux.html>
- <http://www.mnsu.edu/emuseum/cultural/northamerica>  
Contains information on many tribes.
- Nez Perce- [www.nezperce.org](http://www.nezperce.org)
- Seminoles- [www.seminoletribe.com](http://www.seminoletribe.com)
- Passamaquoddy- [www.wabanaki.com](http://www.wabanaki.com) or [www.Passamaquoddy.com](http://www.Passamaquoddy.com)
- Pueblo- [www.puebloindian.com](http://www.puebloindian.com)
- Delaware- [www.delawaretribeofindians.nsn.us](http://www.delawaretribeofindians.nsn.us)
- Ojibwa- [www.kbic-nsn.gov](http://www.kbic-nsn.gov)
- Apache- [www.wmat.nsn.us](http://www.wmat.nsn.us)
- Hopi- [www.hopi.nsn.us](http://www.hopi.nsn.us)
- Cherokee- [www.cherokee-nc.com](http://www.cherokee-nc.com)
- Arapaho- [www.nanations.com/arrap](http://www.nanations.com/arrap)
- Cheyenne- [www.cheyenneindian.com](http://www.cheyenneindian.com)
- Zuni- [www.crystalinks.com/zuni.html](http://www.crystalinks.com/zuni.html)
- Iroquois Tribes (6 Nations)- [www.tuscaroras.com/pages/history/six\\_nations.html](http://www.tuscaroras.com/pages/history/six_nations.html)
- Coeur D' Alene- [www.cdatribe-nsn.gov](http://www.cdatribe-nsn.gov)
- Pequot- [www.foxwoods.com](http://www.foxwoods.com)
- Mississippi Band of Choctaw- [www.choctaw.org](http://www.choctaw.org)
- Houlton Band of Maliseet- [www.maliseets.com](http://www.maliseets.com)
- Shoshone- [www.shoshoneindian.com](http://www.shoshoneindian.com)

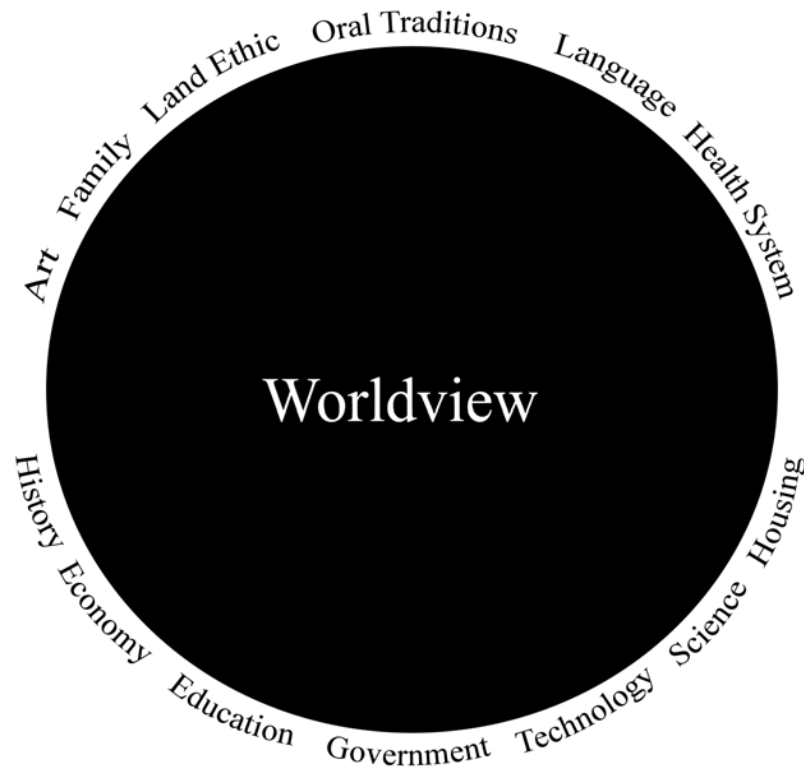
The above sites are specific to the tribe listed above. There are also sites that act as “web links” for further research. Sites that are helpful for younger researchers are:

- <http://www.native-languages.org>
- [www.Indians.org](http://www.Indians.org)

Working in groups, the students should pick a tribe to research. Students should use the “All Cultures Chart” to begin their research. The “All Cultures Chart” has 13 elements that all cultures have. All cultures have Art, Family, Land Ethic, Oral Traditions, Language, Health System, History, Economy, Education, Government, Technology, Science, and Housing. This chart will help students guide their research. Teachers should remind students that they must consider time periods when doing their research. For example, The Cherokee Nation isn’t the same today as they were before European contact.

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## All Cultures Chart

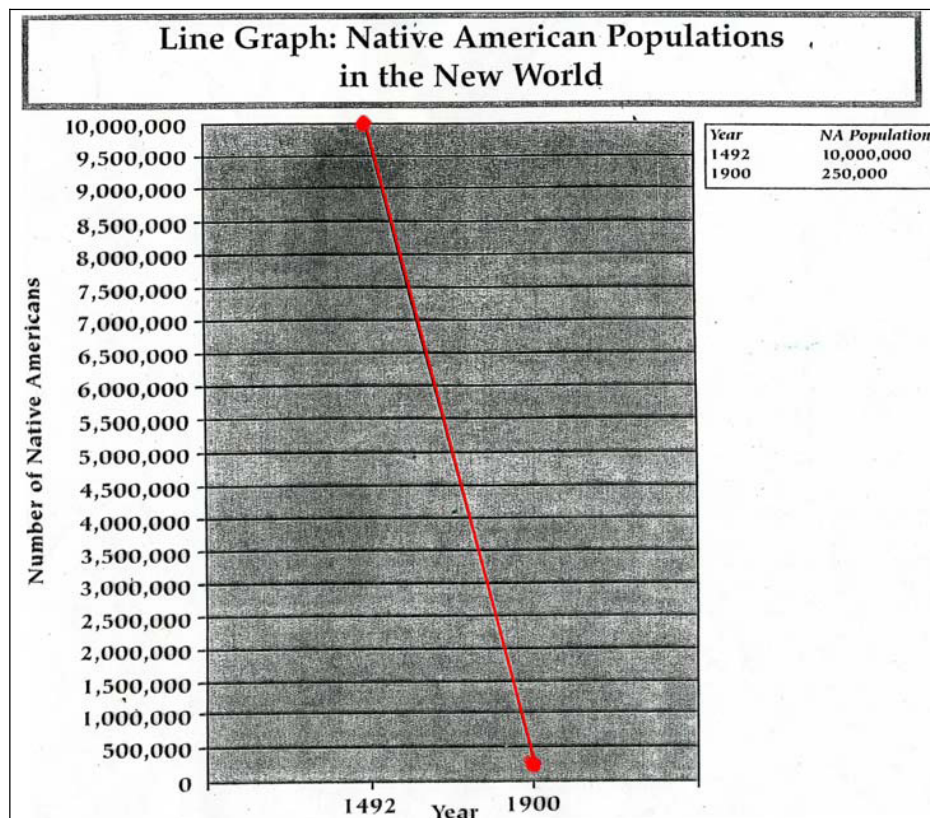


All cultures chart is reproduced from the Wabanaki Studies Commission's Final Report (2005).

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During the Pilot Project, students compiled their information onto posters that hung in the library. Each fifth grade class had students put information onto the posters. The information grew day by day.

Working in the same groups from their classroom study of traditional tribes, students complete this activity. First, they are asked to list (done as a group on chart paper) what changes the Native American tribes experienced as a result of European contact. Use this chart to demonstrate the effect of disease (taken from Learning About the Settlement of the Americans with Graphic Organizers by Linda Wirkner). Also use the “Great Dying” panel from the Penobscot Nation Cultural and Historic Preservation Department’s Penobscot in the Military Unit. Then have students complete the following page.



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Tribal Changes

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Tribe: \_\_\_\_\_

State(s) of pre-contact location: \_\_\_\_\_

Location Today (if different): \_\_\_\_\_

**PART I:**

**Use the World Book Encyclopedia.** (Teacher's Note: You may want to discuss how information in World Book may be different from information from a web site created by a Native American Tribe.)

Describe at least 2 things that changed for the tribe you researched after European contact:

What	When	Source

**PART II:**

**Use a website.** (Teacher's Note: You may want to print the pages for the students to use.)

What is the contemporary name of your tribe's reservation?

\_\_\_\_\_

Where is their reservation? \_\_\_\_\_

Is this the pre-contact location of this tribe? \_\_\_\_\_

**PART III:**

**Use Spectrum Catalog**

Name one book that gives a story or information about your tribe SINCE European contact. Find the book if possible. Add at least one more way your tribe has changed to the table above.

Title:

Author:

Call #:

## Evaluation Criteria for Tribal Changes

### Lesson Format:

1. Students work in pairs to complete the worksheet – 2 weeks.
2. Students add their info to large chart similar to below– students from each class add to same chart so one chart for each tribe with info from students from each grade 5 class.

Tribe:
State(s) of traditional location:
Name of tribe’s reservation:
Location of reservation:
Changes since European contact:
Sources:
Student names:

### Evaluation (based on partner worksheets):

<u>Performance Indicator</u>	<u>Does Not Meet</u>	<u>Partially Meets</u>	<u>Meets</u>	<u>Exceeds</u>
B2 History Students will develop historic knowledge of major events, people and enduring themes in the US, Maine and throughout world history.	Student cannot identify any of the following: -name of reservation -current location -any changes -sources	Student identifies only 2 of the following: -name of reservation OR -current location OR -1 change OR - 1 source used	Student identifies all of the following: -name of reservation -current location -3 changes -all sources used	Student “meets the standard” and is able to make connections to other ethnic groups or identifies similarities between 3 or more tribes.

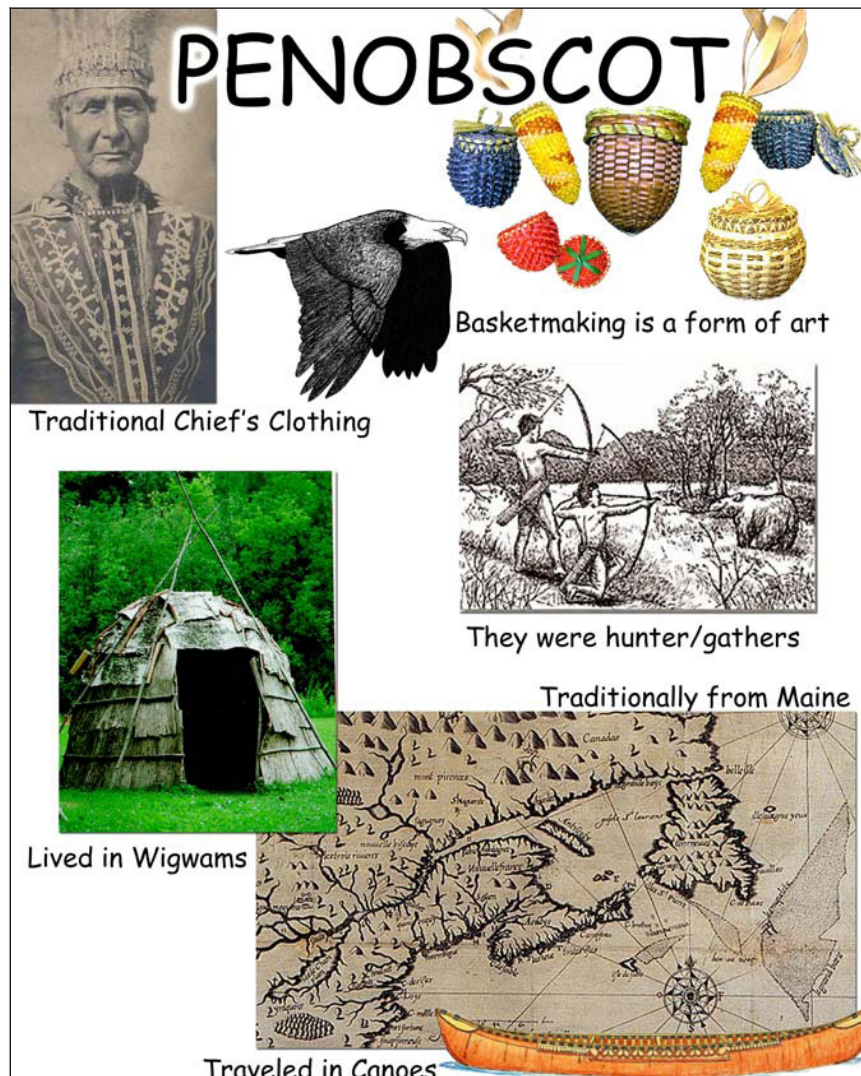
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After the students have finished their research on a particular tribe, they will share that information with the class by creating a poster that shows images of some **traditional** elements of that culture. The student can draw, sketch, or cut and paste photos to create a collage. At a minimum the poster should include the following:

- Tribal Name (In big letters on the top)
- Housing
- Art
- A map showing location
- How did they obtain food (agriculture, hunter/gatherer: subsistence)
- Clothing styles and material
- Transportation

Students should label the elements in their poster.



Penobscot Nation's Cultural and Historic Preservation Department, Indian Island School, 18 Old Town School Department, and Administration for Native Americans (ANA) "Stereotypes" for the "We Teach" Curriculum Development Project 2005.

### Formative Assessment:

In the Pilot Project, the Penobscot Nation was not an option for the students to choose. After the students finished their research, James Eric Francis, the Penobscot Nation Tribal Historian came into the school and did a presentation on the culture of the Penobscot Nation. To substitute this presentation teachers can show the PowerPoint presentation that was created for “The River” unit included in the Penobscot Nation Cultural and Historic Preservation Department’s Curriculum Packet.

Once the posters have been created and the presentation has been shown about the Penobscot Nation, lead a discussion on the differences between each culture. Example: Navajo lived in homes call a hogan and Penobscot people lived in wigwams.

Teacher’s Note: Remind the students that the presentations and posters are an historical snapshot of the people.

When students have shown the differences between the tribes, have them reflect back on the changes that the tribes they researched encountered. They should use their *Tribal Changes* worksheets during this discussion.

## Activity # 5:Stereotyping Activities

This stereotyping activity was designed to expose students to images that may or may not be Penobscot. The idea is to have students recognize that although an image may not look “Indian,” that it may be Native American and that even though an image has Native American content it doesn’t mean that it is Penobscot.

### **Stereotyping Activities**

#### Part 1:

Materials Needed:

One slip of paper per student.

Each slip has one of the following symbols:

Star	★
Moon	☾
Sun	☀

Put symbols on board.

Distribute one slip to each student. Students sit with others of same symbol.

Have students think about one of their own strengths and one weakness.

Solicit a “strength” from one member of each group and a weakness from one member.

Also note one physical characteristic and one item of clothing from each group.

List the above noted attributes on the board. Tell students that all people in that group have the same attributes. Let them disagree and explain why. During the pilot project this activity got a variety of responses. One young girl was very skilled at drawing and we attributed that skill to all the people in her group.

This activity was a difficult one for students and it should be noted that there needs to be a sufficient amount of time to debrief the students about the activity. It is not recommended that the students leave the class without talking about what all of this means. One strategy that we employed was to use the research they had been doing with other tribes. We compared housing, art, or some other attributes and asked if “all” Native Americans shared those qualities. It was clear that they got that concept. Not all Native Americans lived in teepees, just like not all “moons” are skilled artists.

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Identify this tendency to assign the same attribute to groups of people is STEREOTYPING.

Explain how this has been done to Native Americans. Have an open discussion with the students about the stereotypes about Native Americans.

- “They live in teepees.”
- “They ride horses.”
- “They wear headdresses.”
- “They are alcoholics”
- “They are lazy”
- “They are poor” (Although not ALL Natives are poor, the reality is that Native Americans are in the lowest socioeconomic groups, “the poorest” of people in the United States.)
- “They are savages”

Ask the students:

1. What do you call a Male Native American? (Chief, Warrior, Brave, etc)
2. What do you call a Female Native American? (Squaw, Indian Princess)
3. What do you call a baby Native American? (Papoose)

Talk about how each doesn't refer to all Native Americans. Stress that each tribe has a unique language that identifies each of these persons and doesn't include any of the above terms. Usually the image of Native Americans is something from the past and not current. These terms also keep us from seeing Native Americans as men, women, and children.

## Part 2:

Materials Needed:

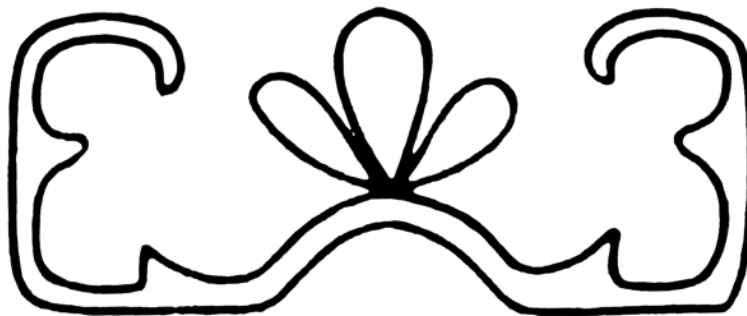
*Stereotype Collages* (included in this curriculum packet) of Native American images:

Homes  
Paddlers  
Art  
Headdresses  
Occupations  
People  
Chiefs

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island School, 21 Old Town School Department, and Administration for Native Americans (ANA) “Stereotypes” for the “We Teach” Curriculum Development Project 2005.

Students attempt to identify which images are of Penobscot people or other Native Americans.

1. Identifying Students Current Level of Stereotyping or “What Can We Learn from Pictures?”
  - a. Use collage of photographs (could be done on overhead or PowerPoint) and ask:
    - i. Which picture shows Penobscot people paddling? (the answer is Both)
    - ii. Which picture shows a Penobscot person? (1,2,3, and 4)
    - iii. Which picture shows a Penobscot Home? (1,2,4, and 5 do) (#3 shows a Plains style teepee, and number 2 belongs to a Penobscot but is a Plains style teepee, not traditional to Penobscot.)
    - iv. Which of these headdresses shows a traditional Penobscot Headdress? (#1 and #4 are traditional Penobscot Headdresses; however, the other photos are of Penobscots wearing non-traditional headdresses.)
    - v. Which of these pictures shows Penobscots at work? (They all do, much like everyone, Native Americans in Maine, have had jobs as lumberjacks, factory workers, and also traditional Native American basket making jobs, and as “Indian Entertainers.”)
    - vi. Which one of these is a Penobscot Chief or Vice Chief? (They all are, Barry Dana, Wally Pehrson, Saul Neptune, Anne-Irene Pardilla, and Joe Attean.) (have students explain their answers, be the “devil’s advocate” and try to challenge them)
  - b. Discuss:
    - i. Traditional and Contemporary Occupations
    - ii. Traditional and Contemporary Homes
    - iii. The difference of headdresses uses by Penobscots
    - iv. The image of what a Chief
  - c. Show images of Native American designs. Ask “Which design is Wabanaki?” (#1,#2, and #7 are Wabanaki designs)



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### Summative Assessment

This assessment was designed to determine if students can use the knowledge they acquired in this unit and apply it to the task of evaluating some resource material.

The following letter can be found in this packet and can be reproduced as a student handout.

Dear Librarian,

You have been asked to help evaluate the books in the Old Town Elementary School Library. Please look very carefully at the book you have chosen. Decide if it contains stereotypes. Decide if this book is a good one to keep on the shelves. Be able to state why this is a good book or why it is not a good book.

Use the following check list to help you:

A. Look at the illustrations:

- a. Do they show all Native people looking alike?
- b. Are animals used to represent people?
- c. Do they show Native people threatening non-Native people?
- d. Do they show Native people in a variety of occupations?
- e. How are the non-Native people reacting toward the Native people? Afraid? Friendly?
- f. Are the clothing styles, homes, tools, activities accurate for the specific tribe portrayed?
- g. If there is dancing or a ceremony, is it explained?

B. Look at the vocabulary:

- a. Does it suggest the Native people have ceased to exist?
- b. Is the time the story takes place clear?
- c. Does it include words like “papoose” “brave” “squaw” “savage”?
- d. Does it include words like “sneaking” “lurking” “uncivilized”?
- e. How is “massacre” or “battle” used?

C. Look at the story:

- a. Are Native people portrayed with dignity?
- b. Are Native people portrayed as communicating well verbally, not in grunts or poor English?
- c. Are Native people associated mostly with violence? Does the story perpetuate the imagery of Indians as being warlike, savages or scalpers?
- d. Does it describe any conflicts and give reasons for it?
- e. How are the characters developed? Are Native American people less developed than non-Native people?
- f. Does it show that “playing Indian” is a way to learn more about Native people?
- g. Are Native women shown as having no important part in life?
- h. Does it confuse the past (traditional) and present (contemporary)?
- i. Are those who kill or hurt Native people portrayed as heroes?
- j. Does it make you think the European – explorers or settlers – had a rights to North America when they arrived?
- k. Do they recognize that the Native people were already living here?

Any other comments about this book?

Should this book be used by your students? Why or why not?

(Can you think of ANY way it COULD be used by students or teachers??)

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<u>Performance Indicator</u>	<u>Does Not Meet</u>	<u>Partially Meets</u>	<u>Meets</u>	<u>Exceeds</u>
B2 History Students will develop historic knowledge of major events, people and enduring themes in the US, Maine and throughout world history.	Students cannot cite one example of a stereotype in a form of media or state why the source should or should not be used in the library; or student cannot cite one example of a stereotype in a form of media or state why the source should or should not be used in the library.	Student can cite one example of a stereotype in a form of media or states why the source should or should not be used in the library; or student can cite one example of a lack of stereotype in a form of media or states why the source should or should not be used in the library.	Student can cite more than one example of a stereotype in a form of media and state why the source should or should not be used in the library; or student can cite more than one example of lack of stereotype in a form of media and states why the source should or should not be used in the library.	Student can cite more than one example of a stereotype in 2 different forms of media and state why the resource should or should not be used in the library; or student can cite more than one example of a lack of stereotypes in 2 different forms of media and states why the source should or should not be used in the library.

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