

"Indian Stereotypes" – Concept Definition – Teacher's Guide

MLR (proposed revised)

- English/Language Arts. MEDIA. F – Students identify the various purposes, techniques, and/or effects used to communicate aural, visual, and written information found in print and non-print media.
- Social Studies. HISTORY. E2 – Students understand the historic influence of the concepts of unity and diversity on Maine, the United States, and selected areas of the world.
- Essential Understandings: Unequal power relationships have led to historical injustices, stereotyping, prejudice, racism, and genocide of Wabanaki people. *Why and how do ethnic groups become de-humanized by racism?*

Frame: Middle School or above, one class period to introduce, years to complete

Materials:

- Copies of the blank blank *Stereotype Concept Definition* map (number will depend on the teaching method selected)
- A media "grabber" of some kind
- Student copies of *Indian Stereotypes* classification lists (download from <http://www.leasttern.com/Wabanaki/WabanakiStereotype/>).
- Teacher copy of *Rationale for Stereotyping*, available from White Earth Tribal & Community College (<http://www.d.umn.edu/~abergstr/ailo/stereotypes.html>.)

Lesson:

1. Precede this lesson with a "grabber" to capture the interest of the students. This might be a selection from *Invisible*, one of the slide shows of stereotype images available in the Hands-on Stereotypes Box (<http://www.leasttern.com/Wabanaki/WabanakiStereotype/>), the short video *Understanding "Indian" Stereotypes*, a children's book to read aloud (see a list of titles in the Inventory for the Hands-on Box, also available online), or an anticipation guide (available online at <http://www.leasttern.com/Wabanaki/WabanakiStereotype/>).
2. Project, draw on the board or easel page, or distribute the blank *Stereotype Concept Definition* map.
3. Individually, as a class, or in groups, have students brainstorm to complete the first column, "An Indian is or does..."
4. In a way that is comfortable for the teacher, **share and discuss** this listing, referring to specific examples.
5. Focus discussion on non-examples, a harder list to generate. These should include people known to the students, general descriptors (a teacher, a neighbor, an artist,

- a writer, a politician) and facts refuting some of the stereotypes (Indians live in houses, Indians wear everyday clothes, etc.)
6. Discuss the differences between the two lists. Ask: Where did this first list come from? Does it apply to ALL Indians? Does it all describe ANY Indian?
 7. Create a consensus **definition** of Indian Stereotype.
 8. Address the **So What?** with the essential question: Why should we be concerned about Indian stereotypes today, in this school? Brainstorm ideas for the final section of the organizer.
 9. Display this chart prominently during the remainder of the unit or year. Add to the So What? section as ideas and insights are developed by the students.

Related Lessons:

- Read *The Heart of a Chief* by Joseph Bruchac
- Complete an activity using the materials in the Hands-on Stereotypes Box
- Additional lessons and activities can be found at <http://www.leasttern.com/Wabanaki/WabanakiStereotype/>.
- The Concept Definition map activity can be repeated with many other concepts, such as Sovereignty, Propaganda, and Bullying

"Indian Stereotypes" – Concept Definition

Name _____

Stereotype of "Indian"		
Examples: Indians are or do...	Definition of stereotype...	Non-Examples: Indians are or do...
So what?		