Setting the Record Straight
By: Kelsey Verhoff

Grade Level: 9-10 (can be adjusted for other grades)

Time: Approximately 50 minutes or 1-2 day lesson plan

Standards/Objectives

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
- **W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- **Diversity 10 DI.6-8.10** I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture. [Link](https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf)

Hook (or Pre-Activity)

Students will be asked as a class or work together in small groups and see what current knowledge they have on Native American currently, in order to transition into the activity, using the following questions:

- What have you seen/learned about Native Americans from media (social media, movies/tv shows, books etc.)?
- What have you learned about Native Americans in school?

If students work in small groups, after their discussions each group will share with the class what they discussed. After having a discussion as a class, students will then be asked to briefly research and define the following topics/terms:

- Trail of Tears
- Assimilation
- Residential Schools (American Indian Boarding Schools)
- Indian Adoption Program
- Indian Child Welfare Act
Some ideas to implement this activity can have students continue working in their own groups, and each
group be in charge of one topic/term and after a certain period of time. Then, each group will share what
they have learned with the class. The teacher can also lead the class in researching each term/topic
together.

After having a discussion as a class about what they have learned, students will watch the following video:

How the US stole thousands of Native American Children

After the video, students will discuss the video together as a class or in small groups. Here are some
questions that can be used to facilitate discussion:
- How did learning this information make you feel?
- What information presented in this video was new for you?

Activity

Students will go to the Big Read Traveling Stanzas Website. Students will select the “Emerge” tab at the
bottom of the webpage. Students will use the arrows to scroll through the tabs until they find,
“Declaration on the Rights of Indigenous People.”

The teacher (or students independently) will read the document. The teacher will then model the Emerge
Poetry activity, but selecting a portion of the text to clip. The teacher will then select words that are
interesting, important, or standout. These words will become highlighted as the new, original poem from
the text.

Students will work independently, to clip a section of the document and will select words to make their
original poems.

Post-Activity

Watch: Nahko And Medicine For The People - Love Letters To God:
https://www.youtube.com/watch?v=E-OGkYNc0Ls

Final class/group discussion questions:
- Why is it important that we study/talk about this?
- How do we make sure that something like this does not happen again?