

Lesson Plan on Chief Garry

Context:

This lesson plan was created for 10th grade high school students in an English or history class that meets for 90 minutes 5 times a week. This lesson will focus on the Spokane tribe and Chief Garry. Within this lesson, students will have the chance to gain knowledge about the Spokane Tribe's culture and heritage. There will be a lecture and assessment of knowledge for each student. This lesson is designed for students possess minimal background knowledge on the focal topics.

Objectives:

Students Will- Gain a greater appreciation for Native populations and the history that contributes to the contemporary Native American student experience. They will learn valuable information about the history of the Spokane tribe, which will enhance their cultural knowledge, and ideally they will take that information and incorporate it into their daily lives through the way that they approach interactions with Native students and individuals.

Teacher Will- Communicate the importance of this subject matter with students and foster a more developed appreciation for Spokane culture. Additionally, advance the progressive mindset of one who accepts all people regardless of background and advocates for the inclusion of diverse demographics in the classroom. This will result in higher levels of inclusion amongst the student population.

Common Core Standards Addressed-

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Methods:

We will begin by having a short introduction to the idea with several open-ended questions. Dealing with preconceived notions about tribal peoples, we feel that this will expose potential biases and show students how their knowledge may be inaccurate or misinformed. Ideally students will become captivated through this process and will be intrigued enough to progress throughout our lesson with genuine interest, hoping to become more educated. This will lead into a presentation through which we give students authentic and important information

Material:

Whiteboard pen

Computer

Paper

Homework handout

Projector

Outline:Warm-Up Activity(10 to 20 minutes)

As a class the students will participate in a discussion on the following questions:

What is community? What types of communities are you a part of? What do you know about the Spokane Tribe? The Reservation?

This will in part start the discussion on the Spokane Tribe, opening the students minds to any facts that they already know and preparing them for what they will learn within the lecture given.

Lecture on Chief Garry (15 to 20 minutes)

Lecture on Chief Garry, will begin with a video. Provided bellow, the lecture will then veer into a powerpoint on Chief Garry and background on Native American reservations.

Video:

https://www.youtube.com/watch?v=_Fg1RxBX7KY

PowerPoint:

<https://docs.google.com/presentation/d/1GwFckQFw8bfheoi-PtVz-cluop-oOkAk4vLpWhAhJjc/edit?usp=sharing>

Discussion (10 to 20 minutes)

The students will be given 5 to 10 minutes to discuss the questions written on the whiteboard, which will be:

What did you learn about Chief Garry from the video and lecture? Did anything surprise you and if so, what?

Who might you compare Chief Garry to today (a famous person, someone you know, etc.?) On what basis?

Homework Explanation (2 to 5 minutes)

The students will be given a homework slip, before leaving for the day. The paper will explain the homework that needs to be completed at home. The students will research another important person in the Spokane Tribe. They should locate the individual and record at least 5 facts about their life. This should be completed before class to in order to spark discussion for the next class period.

Evaluation:

The students will be evaluated on their participation. There will be daily participation points, as in pass fail. They will be graded on involvement or lack thereof. This can look like participating in the class discussion and individual knowledge. With this model, students will feel encouraged to remain engaged in class discussion, knowing that it will directly correlate to higher grades and a more thorough understanding of the content and material. We'll give them a weekly participation grade for speaking in class discussion or otherwise showing signs of an honest effort with classwork.

For this particular lesson and assignment, students will be evaluated in the same sense. Based on their group contributions and the extent to which they become familiar with the material, as well as completing things like the homework.

Homework Slip

Please research an important person to the Spokane Tribe. First find the individual and then fill out the information below. Be prepared to discuss in the next class.

Name:

Background on Individual:

Fact One:

Fact Two:

Fact Three:

Fact Four:

Fact Five:

Notes (Extra Credit):