

## TPS Professional Development Activity Template

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**School or Institution:** Akomawt Educational Initiative

**Projected Date for Implementation:** January 2019

<b>Title of Activity</b>	<b>Visibly Invisible. Pop culture Media’s Effect on America’s Attitude Toward Native Peoples</b>
<b>Overview</b>	This activity is an examination of Native American imagery in popular media. Through the study of Edward Curtis’ photography which became some of the most iconic imagery of Native America for non-Native medias. The activity will examine intent vs. impact on Native peoples and their issues through popular American non-Native media and the effect it has on America’s views of its Native population.
<b>Essential or Investigative Question</b>	How does popular historical media about Native peoples influence how we think about them today?
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b> (List those that are applicable):</p> <ul style="list-style-type: none"> <li>• Grades 6-8</li> <li>• Grades 9-12</li> <li>• College</li> <li>• Adult learners</li> </ul> <p><b>This activity is best suited for educators of the following content areas</b> (List those that are applicable):</p> <ul style="list-style-type: none"> <li>• Social Studies/ Social Sciences</li> <li>• Other: Native American Studies</li> </ul>



<b>Time Required</b>	Two 20 minute analysis sections each followed by two 10 minute small group discussions/analysis and 20 minutes of reporting out of small groups and 30-40 minutes of large group circle discussion/reflection. Total length: 2 hours
<b>Goal</b>	Develop skills with primary source images, critical thinking in history, examine implicit bias as it applies to Native peoples, and avoid common pitfalls when engaging Native American content and understanding Implicit Bias.
<b>Standards</b>	<p>Standards addressed by this activity from the ISTE Standards for Teachers</p> <ul style="list-style-type: none"> <li>• 1a- Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.</li> <li>• 3a - Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.</li> <li>• 3b - Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.</li> <li>• 6a - Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</li> <li>• 7a - Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.</li> </ul>
<b>Objectives</b>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Access teaching tools and primary sources from loc.gov/teachers.</li> <li>• Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).</li> <li>• Access primary sources and teaching resources from loc.gov for instructional use.</li> <li>• Analyze a set of related primary sources in order to identify multiple perspectives.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Demonstrate how primary sources can support inquiry-based learning and historical thinking.</li> </ul>
<b>Digital Resources</b>	<ul style="list-style-type: none"> <li>• <b>Primary sources from loc.gov:</b> <ul style="list-style-type: none"> <li>○ The Edward Curtis Collection</li> <li>○ Edward Curtis</li> <li>○ <a href="https://www.loc.gov/collections/edward-s-curtis/about-this-collection/">https://www.loc.gov/collections/edward-s-curtis/about-this-collection/</a></li> <li>○ Native American Political Cartoons</li> </ul> </li> <li>• <b>Other resources:</b> Curtis photography examples <ul style="list-style-type: none"> <li>○ In Camp – Edward Curtis Collection</li> <li>○ <a href="https://www.loc.gov/item/90710184/">https://www.loc.gov/item/90710184/</a></li> <li>○ The march of the Sioux – Edward Curtis Collection</li> <li>○ <a href="https://www.loc.gov/item/92511251/">https://www.loc.gov/item/92511251/</a></li> <li>○ Night medicine men – Edward Curtis Collection</li> <li>○ <a href="https://www.loc.gov/item/90710185/">https://www.loc.gov/item/90710185/</a></li> <li>○ Picket Pin – Edward Curtis Collection</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <a href="https://www.loc.gov/item/94514447/">https://www.loc.gov/item/94514447/</a></li> <li>• <b>Other resources:</b> Native American political cartoons <ul style="list-style-type: none"> <li>○ "Move on!" Has the Native American no rights that the naturalized American is bound to respect? / / Th. Nast.</li> <li>○ <a href="https://www.loc.gov/item/2001696066/">https://www.loc.gov/item/2001696066/</a></li> <li>○ Thanksgiving in ye olde Plymouth Colony</li> <li>○ <a href="https://www.loc.gov/resource/ds.03749/">https://www.loc.gov/resource/ds.03749/</a></li> <li>○ End of the big talk at Washington</li> <li>○ <a href="https://www.loc.gov/item/2001696538/">https://www.loc.gov/item/2001696538/</a></li> <li>○ Consistency</li> <li>○ <a href="https://www.loc.gov/item/2002720413/">https://www.loc.gov/item/2002720413/</a></li> </ul> </li> </ul>
<b>Classroom Materials</b>	Screen and projector with PowerPoint capabilities, primary source worksheets, printed images for small group activities, large paper pad with adhesion (two per group) to hang on wall for small group activities to make notes, markers, printed versions of Edward Curtis photos and Native American political cartoons for small group activity.

<p><b>Preparation</b></p>	<ul style="list-style-type: none"> <li>• Room should be set in a large circle with chairs all in view of projector screen</li> <li>• No tables as students will work in small groups</li> <li>• Prepare and print primary source worksheet for Curtis photographs and primary source worksheet for political cartoons</li> <li>• Large paper for each group station to write notes on</li> <li>• Create stations for each group around the room with one printed Edward Curtis photo and one printed Native American political cartoon for each group.</li> <li>• Read and understand the Library of Congress resource: Teachers Guide to Analyzing Photos and Prints (<a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Photographs.pdf">http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Photographs.pdf</a>)</li> <li>• Read and understand the Library of Congress resource: Analyzing Political Cartoons (<a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Political-Cartoons.pdf">http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Political-Cartoons.pdf</a>)</li> </ul>
<p><b>Procedure</b></p>	<ul style="list-style-type: none"> <li>• Activity begins with all students in a large circle in view of projector screen</li> <li>• First analysis is large group analysis</li> <li>• Choose and analyze an Edward Curtis photograph depicting Native life at the time</li> <li>• Describe picture. Using the LOC Primary Source Worksheet ask participants to make observations about the photo, reflect on those observations by recording any hypotheses about the photo and write down questions that come up.</li> <li>• Report out: What do these pictures tell you about Native peoples? What do they not tell you? How do these photos affect how you feel about Native peoples.</li> <li>• After initial analysis, provide background information (name, date, tribe, motivation for photos, posing)</li> <li>• Ask group if this changes their perceptions</li> <li>• Open discussion about Edward Curtis photo (20 minutes for first activity)</li> <li>• Stay in large group and move analyzing political cartoons</li> <li>• Choose and analyze a Native American political cartoon.</li> <li>• Describe cartoon. Using the LOC Primary Source Worksheet ask participants to make observations about the cartoon, reflect on those observations by recording any hypotheses about the photo and write down questions that come up.</li> <li>• Report out: What do these pictures tell you about the attitudes of Americans toward Native American peoples? What do they not tell you? How do these photos reflect the perception Americans have about Native Americans?</li> <li>• After initial analysis, provide background information (date of cartoon, issue cartoon addresses, what was going on in the country at the time, motivation for cartoon)</li> <li>• Open discussion on Native American political cartoons (20 minutes for second activity)</li> <li>• Break into small groups (5-6 per group)</li> <li>• Analyze another Edward Curtis photograph in small groups</li> <li>• Groups will use the large pad to describe the photo, observe, reflect and question as they did with the LOC Primary Source worksheet working as a group on the large paper and scribing with markers (10 minutes for this analysis)</li> <li>• While staying in small groups analysis will move to one of the political cartoons</li> <li>• Each group will then analyze their political cartoon</li> <li>• Description, observations, reflections and questions again scribed on large paper (10 minutes for this activity)</li> </ul>

	<ul style="list-style-type: none"> <li>• Report out: Each group will report out on their Edward Curtis photo</li> <li>• Background info for each photo given as they are presented</li> <li>• Report out: Each group will report out on their political cartoon</li> <li>• Background info for each cartoon given as they are presented. (20 minutes for this activity)</li> <li>• Move back to large group (return chairs to circle)</li> <li>• Define “Implicit Bias”, describe how it applies to the activity</li> <li>• Large group circle discussion on observations, reflections and questions that have arisen as a result of the small group analyses and implicit bias discussion. Each person has a chance to speak.</li> <li>• Guiding questions: How do these photos/cartoons affect how you view Native America? How do the cartoons reflect the American view of Native America? Is it positive or negative and why? Does the intent of the content reflect its impact? How do we minimize implicit bias? (30 minutes)</li> </ul>
<b>Assessment/ Reflection</b>	Learners will reflect during large circle discussion on how media has shaped their view of Native America in history, the emergence of stereotypes and how to improve interacting with Native American content in the classroom.

*Please submit final version in Word format so that the lesson plan can be vetted for publication.*