

**Subject:** English

**Grade:** 10

**Unit:** The Absolutely True Diary of a Part-Time Indian

**Lesson Title:** Native American Stereotypes and the Correlation with Sports

**Time:** 75 minutes

**Materials:**

-The Absolutely True Diary of a Part-Time Indian

-computer to play video clip, "Savage Country: American Indian Sports Mascots"

-pencils

-paper

-handout: "NCAA Takes Aim At Indian Mascots"

**Learning Objectives:**

-students will look critically at Native American sports names and mascots, and how they perpetuate racial stereotypes

-debate for and against the use of Native American names and mascots in sports

-learn how writing can be used as an effective means of activism

	<b>Teacher is Doing:</b>	<b>Students are Doing:</b>
15 minutes	-hand out quizzes & walk around the room as students write their quiz	-writing quiz
8 minutes	-ask students what the word stereotype means. Then, have students write about a time where they felt they were being stereotyped, or when they had stereotyped others  <i>Stereotype: an assumption of the usual/typical/expected way a group of people act</i> <i>e.g. all teenagers are trouble-makers</i>  <i>e.g. all Natives are alcoholics</i>	-participating in class discussion; afterwards, they will write their short responses on stereotyping
5 minutes	-think, pair, share in groups of four to share what students have written	-discussing ideas with one another
5 minutes	-ask students to volunteer to share some of their personal responses with the rest of the class	-sharing their responses and/or listening attentively to others
5 minutes	-ask students to take out the novel and turn to page 56  -ask students to volunteer to start reading from page 56 to the end of the chapter. The teacher will then trigger a discussion on Junior's comment on the Indian mascot in Reardan  Key questions:  -why is Junior so offended?	-following along in the book, others will volunteer to read  -partaking in class discussion

		-Should he be?	
	10 minutes	-play a ten minute video clip on Indian mascots and tell students to write notes on what they find important or interesting	-watching the video clip and writing down notes
	5 minutes	***if time permits -have students silently read the handout given to them	-some students will read, others will be listening
	5 minutes	-Ask students about what they have read  -ask for examples of sports that use Indian names or have Indian mascots as their logo	-listening and answering questions
	5 minutes	-split the class into two groups: one in favor of Indian mascots, and one against. The teacher will explain that each group will work collectively to argue for their side	-students will get into their groups
	15 minutes	-walk around the classroom to make sure students are on task and creating points for the debate	-working together to think critically and write down points
	20 minutes	-act as a mediator as students have their debate  **this may have to be carried over to next class  **pgs 77-100 for homework	-each side will have a chance to debate their point  Rules:  -every person on each side must speak at least once  -rebuttals are allowed  -must respect everyone's opinion  -no talking over anyone