

Lesson 2: Our Native Neighbors

LESSON INTRODUCTION

Time Frame: One 60-90 min. Lesson *or* Two 40-60 min. Lessons

Materials:

- Projector and computer with access to the internet
- White/chalk board
- Google Slides [Presentation](#) with [Prezi](#) Video
- Print out:
 - page 1 from the [Greeting Card Activity](#) on card stock - 1 per student (*page 2 is optional for younger grades*)
 - Page 1 of [What Does it Mean?](#) Worksheet (*This worksheet is designed to be customized to fit the appropriate vocabulary level of your students. See [NOTE](#) for further instructions*)
 - Bracelet [Beading Guide](#)
- Coloring utensils
- Writing utensil
- Binder paper
- **Bracelet materials:**
 - [Stretchy string](#)
 - [Pony Beads](#) and optional [Letter Beads](#) (make sure the size of the holes fit over your string!)
 - Bead design worksheet
 - Paper plates

The following lesson aims to provide students with a contemporary portrayal of Native Americans connecting their ancestral traditions to modern times. Students should be able to build on their understanding of respect, reciprocity and relationships with Native peoples.

Expressive Outcomes:

I know I can identify ways to show 3 R's towards my land and community.

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I know I can explain what modern Native people are doing today in my community.

Teacher Background:

Indigenous people are still here! It is important to see the Native community as they are today, and not as relics of the past. It is true that many Native peoples try to stay deeply connected to their past, and strive to strengthen what ties they have left to it, including connections to culture, language, family and land. However, there are many circumstances that affect Native identity in the contemporary world. As an educator responsible for teaching about Native communities, here are some crucial things to remember:

1. Focus on contemporary Indigenous leaders, changemakers, and current events to affirm Indigenous students, challenge erasure and stereotypes, and highlight the strengths and struggles of Indigenous peoples today.
2. In need of healing from many injurious historical events, Native people across Tribes have united to create powerful movements. This has spurred much inter-Tribal sharing of cultural norms and goals. This sharing of ideas is called **Pan-Indianism** and has a part in forming individual Native identity. However, there is not just one Native culture. Many contemporary Native peoples are learning to differentiate between the traditions, beliefs and symbols unique to their own Tribes and those that unite all Native American communities in the United States and across the globe.
 - a. Try to focus on local communities as opposed to grouping Native Americans together as a singular race. Understand when a movement comes from a specific Tribe, or from the banding of many tribes (such as the occupation of Alcatraz Island on Ohlone Island in San Francisco, CA).
3. Do not ask a Native person what percentage of Native blood they have! This is an incredibly controversial piece of Native identity. **“Blood quantum”** is a colonial invention by the federal government to ensure that the Native population constantly reduces in size. No matter what you may observe certain tribes requiring of their members, understand that blood quantum imposes an immense amount of pressure on Native people to have children within their community. This requirement has placed an extra amount of strain on numerous families whose children have lost tribal affiliation due to not having “enough” Native blood.

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4. Historical trauma is biologically passed down from parent to child. The major traumatic events surrounding displacement and genocide of California Natives, specifically, have had significant effects on Native communities today. Yet, despite the barriers Native peoples face on a daily basis as a result of historical trauma, many Tribes are successfully rebuilding their Nations and supporting the health of their people. Educators can ensure the continuation of healing by celebrating the strengths of Native peoples today and challenging your own assumptions about what it means to be “smart” or to have “good values.” Remember that dominant culture expects most education to occur inside the classroom; on the contrary, many Native peoples learn by working alongside their elders and mentors, by listening to stories, by attending cultural events, and by being an active member in their Tribal government or community.
5. Educational policies have been intimately linked with the problematic goal of assimilation. As a result, many Native Americans’ identities are regularly questioned and even challenged. Always keep in mind that most Native American families were forced to assimilate or face hateful treatment or worse, death. Many Native children were told to hide their Native identities so that they wouldn’t have to experience the same treatment. For those who successfully held onto their traditional ways, oftentimes they would not live long enough to pass that information on to their children or grandchildren. Today, though, there are many positive opportunities for Native peoples to reconnect with their culture. Remember to make space for students to explore their own multifaceted identities, and avoid placing students on one end of a cultural spectrum. Native identities will always vary greatly between traditional and assimilated ideals.

For a more in-depth look at Native Identity, check out Section 1 of our [Seeing Our Native Students Educator’s Guide!](#)

ENGAGE

Review of the 3 R’s in the Classroom (5-10 minutes)

1. **SHOW Slide 3** of the 3 R’s: *respect, reciprocity and relationships*.
2. Ask students to get out a piece of paper and fold it so there are 3 columns.
3. Instruct them to write each word at the top of each column.

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4. Directly underneath each word, to the best of their memory, write down the definitions of each word.
5. Invite volunteers to come up to the white board and write down one of their answers for the class to see.
6. Ask the class if there is anything they would like to remove or add to any of the definitions. Have the students correct their personal definitions to match class definitions.
7. Once everyone is happy with the definitions for the 3 R's, focus on *respect* and ask students to brainstorm ways that respect is shared **in the classroom**.
8. Repeat the process for *reciprocity* and *relationships*.
9. See example below:

respect definiton	reciprocity definiton	relationships definiton
Brainstorm ideas on how <i>respect</i> is used and maintained in the classroom	Brainstorm ideas on how <i>reciprocity</i> is practiced in the classroom	Brainstorm ideas on how positive <i>relationships</i> are established in the classroom

10. **SAY:** “Today we’re going to learn about one local Native educator and beadwork expert. Her name is Rose Hammock and we’re going to watch a video about her and her work. As we learn more about her story, try to think about how we can connect the 3 R’s to our land and Indigenous community.

EXPLORE

Rose Hammock Introduction (10-20 minutes)

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1. **PLAY** the [YouTube](#) video on January 2022's North Bay Spirit Award recipient, Rose Hammock
2. **Follow-up DISCUSSION:**
 - a. Which three tribal groups does Rose come from?
 - i. Write on the board *Pomo, Wailaki* and *Maidu*
 - b. With which Nation is she an enrolled tribal member of?
 - i. Write on the board *Round Valley Indian Tribes, Covelo, CA*
 1. Covelo is located about 2 hours North of Santa Rosa in Mendocino County.
 - c. How does Rose demonstrate the 3 R's in her actions?
 - i. Native representation (respect), building community (relationships), sharing knowledge with youth (reciprocity)
 - d. What other values do you think are important to Rose?
 - i. Gratitude, appreciation, friendship, dedication, integrity, leadership, tradition, love of learning, humility

EXPLAIN

Who is Rose Hammock? (15-30 minutes)

NOTE: *Students will only receive the first page of the "What Does It Mean" worksheet after you've chosen which words you want to use! All of the words on the second page are mentioned in Rose's presentation - choose which 5 you want to incorporate into the vocabulary bubbles on the left and then scramble their corresponding definitions into the bubbles on the right. If you would like to use all 10 vocabulary words, simply duplicate the first page. You will not be able to edit the document until you "Make A Copy."*

1. **HAND OUT** page 1 of [What Does It Mean?](#) Worksheet
 - a. **SAY**, "Rose made a special presentation for you! In it she shares with us a little bit more about who she is."
 - b. "As you watch, listen for the words on this vocabulary sheet and see if you can match them to their definitions based on what Rose is talking about (the "context")."
 - c. **READ** as a class the vocabulary words and the definitions
2. **PLAY** Rose Hammock's [Prezi](#) Recording

3. **DISCUSS:**

- a. The vocabulary word definitions and the context that they were used in.
- b. What about Rose’s personal identity can you relate to? That are different?
- c. *If time allows*, this could be a great place to do the *Interact with Rose!* Extra Activity described below.

ELABORATE

The Gift of Beading (15-25 minutes)

1. **INTRODUCE** the activity on **Slide 6:**

- a. “Rose would like to give all of you an opportunity to try beading out for yourself!”

2. **HAND OUT** the Bracelet [Beading Guide](#)

3. **INSTRUCT** students to use this guide to plan out their bracelet:

- a. **SAY** “Rose gives much of the jewelry she makes away as gifts for people she cares about. How do you think making a gift for someone is an example of *respect? Reciprocity?* Building positive *relationships?*
 - i. *Thinking about others preferences (respect), passing it forward (reciprocity), showing that you care (building positive relationships)*
- b. “Think about someone you would like to make a bracelet for. Then think about what colors you will use. Will your bracelet have a pattern? Will you include a message?
 - i. If students choose to use letter beads to include messages on their bracelets, encourage them to choose meaningful words such as the 3 R’s or other important values to the receiver of the gift.

4. Once they’ve put some thought into their bracelets, give each student:

- a. A paper plate
- b. 20-30 beads of their choosing
- c. String (Make sure the string is long enough to tie the ends together!)

EVALUATE

Greeting Cards (15-30 minutes)

This activity is designed to assess students' ability to practice the 3 R's.

1. **HAND OUT** the [Greeting Card Activity](#) to each student.
2. **PROJECT Slide 7** (page 2)
3. **INTRODUCE** the activity:
 - a. “Now we’re going to make special cards for the receivers of the gifts you made.”
 - b. “On the inside of the cards, I’d like you to copy these sentences and finish them with your own thoughts.”
 - i. *If you are adapting this lesson for younger students, you may wish to print out page 2 for students to complete the prompts.*
4. **READ** through the prompts together as a class.
5. **Other INSTRUCTIONS:**
 - a. Once students have finished writing their message on the inside of the card, allow them to color/decorate the outside as they’d like.
 - b. Give students the option of using the premade card or designing their own on a blank piece of cardstock.
 - c. Use a sticker/stamp/sharpie to mark completion by the end salutations (“Love/From/Sincerely...”) before allowing them to take home.

ADDITIONAL ACTIVITIES

1. Interact with Rose!
 - a. **Give students a few minutes** to write down 2-3 *questions* and 2-3 *comments* for Rose.
 - i. They can take out a piece of binder paper to turn in for you to copy into an email for us, or
 - ii. Create a [Jamboard](#) where kids can post their questions/comments and share the Jamboard with [us](#)!
 - iii. [Contact](#) information for Redbud Resource Group can be found on our website!
2. Learn about other local Native experts in your area and invite them to speak in

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your classroom! Better yet, plan a field trip!

- a. Search Google for local basketweavers, beaders, cultural burners, TEK-holders, Native foods chefs, museum curators, Native artists, activists, Native-led organizations, etc.

VOCABULARY

Native: the first inhabitants of this land (*note that Native and Indigenous are synonymous and always capitalized when referring to people*)

proud: a feeling of being good and worthy

tradition: a way of doing something that has been passed down

culture: a way of life of a group of people

unique: being the only one of its kind

community: a group of people who come together for a common purpose

diverse: different from each other

extension: something that adds on to something else

basketry: the craft of weaving materials together to make baskets

generation: a group of people born around the same time

STANDARDS

Common Core:

CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A

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Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

CA Indian Essential Understandings:

Essential Understanding 1: *Great Diversity Among Tribes*

There is great diversity among the 150+ tribes of California in their languages, cultures,

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histories & governments. Each tribe has a distinct and unique cultural heritage that contributes to modern California.

Essential Understanding 2: *Diversity Among Identity*

There is great diversity among individual American Indians as identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic American Indian.

Essential Understanding 3: *Native Traditional Beliefs*

The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is as valid as written histories. These histories pre-date the “discovery” of North America.

Native Knowledge 360° Essential Understandings about American Indians:

Essential Understanding 4: *Individual Development and Identity*

American Indian individual development and identity is tied to culture and the forces that have influenced and changed culture over time. Unique social structures, such as clan systems, rites of passage, and protocols for nurturing and developing individual roles in tribal society, characterize each American Indian culture. American Indian cultures have always been dynamic and adaptive in response to interactions with others.

- For American Indians, identity development takes place in a cultural context, and the process differs from one American Indian culture to another. American Indian identity is shaped by the family, peers, social norms, and institutions inside and outside a community or culture.
- Today, Native identity is shaped by many complex social, political, historical, and cultural factors.
- In the late 20th and early 21st centuries, many American Indian communities have sought to revitalize and reclaim their languages and cultures.

CASEL Competencies (Late Elementary):

Self Awareness

1.A.2. Students understand how some aspects of their personal and social identity can change over time and be shaped by themselves, others, and their experiences. Students show confidence and pride in their identity without needing to feel superior to others.

1.C.2. Students articulate their beliefs about topics that are important to them, their family, and their learning community.

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1.H.2. Students are more accurate in their perceptions and gain confidence in their own thoughts and well-founded opinions but are open to trying and listening to new and different ideas.

Self Management

2.C.2. Students describe different types of adversity and what they can learn from others' stories of overcoming difficult experiences, resilience, and remaining hopeful in the face of challenges (e.g., current and historical characters).

2.H.2. Students practice managing their own time, organizing their materials, and gathering what is needed for a task or activity.

Social Awareness

3.A.2. Students identify opinions versus facts about people and groups who are similar and different from themselves. Students name specific strengths and assets of individuals from diverse groups.

3.C.2. Students recognize healthy and safe boundaries in interactions with others in their family, learning community, and beyond. Students identify strategies to build and maintain trust.

3.F.2. Students can work cooperatively in a diverse group of peers. Students identify their own basic rights and the rights of others. Students begin to understand how bias, prejudice, stereotypes, and racism can play a role in how people act and make decisions. Students can give examples of how these issues can disrupt or harm groups in our society.

3.B.2. Students name ways people's identities and experiences may lead to different emotional reactions. Students show curiosity about and strive to take the perspective of others based on what they know about that person or group. Students show empathy and compassion for others.

3.G.2. Students explore the importance and power of community participation and service. Students collaborate with others to identify ways to contribute productively to their learning community.

3.E.2. Students demonstrate acceptance and inclusion of those who are different from themselves and value the contributions of the members of a diverse group.

Relationship Skills

4.C.2. Students identify characteristics of friends and types and levels of friendship. Students identify why they are grateful for the people in their lives and proactively show gratitude in different ways.

4.D.2. Students celebrate differences in other cultures. Students identify and demonstrate strategies to show respect for other cultures.

Responsible Decision-Making

5.A.2. Students understand the importance of curiosity and practice staying open minded when meeting diverse groups of people or in new situations.

SOURCES

- Watch the [Press Democrat feature](#) on Rose Hammock-North Bay Spirit Award recipient
- Read more about Rose in the [Press Democrat](#)

Other useful resources to become familiar with:

- [History of the Round Valley Indian Tribes](#)
- [Seeing Our Native Students](#) Educator's Guide
- [CA Indian Essential Understandings](#)
- [Native Knowledge 360 Essential Understandings](#)
- [List of Tribal Nations by County](#)