



Module #6

MISS INDIAN AMERICA

(8th grade Lesson plan)

LESSON PLAN DEVELOPED BY: Alberta Oldman – Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8-4- Craft and Structure
CCSS.ELA-LITERACY.W.8.1 - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.1.A - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.1.B - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.1.C - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.1.D - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.3 - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.3.B - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.3.C - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.3.D - Text Types and Purposes
CCSS.ELA-LITERACY.W.8.3.E - Text Types and Purposes
CCSS.ELA-LITERACY.SL.8.1 - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8.1.A - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8.1.C - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8.1.D - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8.2 - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8.3 - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8.4 - Presentation of Knowledge and Ideas
CCSS.ELA-LITERACY.SL.8.5 - Presentation of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards (2014) Grade 8

(See Standard Definition at end of lesson)

WY Standards 2: SS8.2.1, 8.2.2, 8.2.4

WY Standards 3: SS8.3.5

WY Standards 4: SS8.4.1, SS8.4.3, SS8.4.4



Wyoming State Language Arts Standards (2012) Grade 8

Writing

Speaking & Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

DURATION OF LESSON:

5 days- 45 minute class periods

MATERIALS REQUIRED:

Chromebook, iPad, or computer

“Vocabulary” Handout

“Note Taking” Handout

“Vote for Me” Handout

“Compare and Contrast” Handout

Sticky notes

“Crossword” Handout

KEY VOCABULARY:

Demeaning –

Interracial –

Humanitarian –

Humble –

Hatred –

Discrimination -

Coronation –

Brotherhood –

Bigotry –

Racist –

DESCRIPTOR OF LESSON:

Students will be introduced to a unique historical event known as the Miss Indian America (MIA) pageant that originated in Sheridan, Wyoming in the 1950's. First, the students will gain an understanding about how the MIA pageant was initiated and what it entailed for the future between two ethnic groups (beginning). Second, the reason why the yearly pageant continued from 1953-1991 (middle). Finally, the result during the years the pageant was a very popular event (end). They will also become familiar with important figures who played a role in the efforts to end discrimination in Sheridan, WY and the hopes that this event would foster the relationships between Native American Indians and Non-native communities throughout the Nation.

LEARNING OBJECTIVES:

1. *Day 1 Learning Target:* I can identify the reason why the town of Sheridan, WY started the Miss Indian America Pageant.
Day 1 Assessment: Exit ticket response (sticky note) – combat discrimination.
2. *Day 2 Learning Target:* I can define the given vocabulary words that are mentioned in the video to help me understand the intentions of the overall message for the MIA documentary.
Day 2 Assessment: The completed vocabulary handout with an 80% or better.
3. *Day 3 Learning Target:* I can recall important information and people that were mentioned in the video.
Day 3 Assessment: The completed crossword puzzle handout with a score of 90% or better.
4. *Day 4 Learning Target:* I can write a short 3-5 minute campaign speech to be elected as an officer for a club/organization of my choice at my school.
Day 4 Assessment: The hand written speech assess by the school district adopted writing rubric with a 70% or better score.
5. *Day 5 Learning Targets:* I can compare and contrast the two specific parade floats in the video using a Venn diagram. I can write a short opinionated response to the proposed question asked at the end of the video focusing on writing skills.
Day 5 Assessment: I completed the Venn diagram and adopted district writing form of assessment with a score of 70% or better.

LESSON INTRODUCTION:

Teacher: Say, *"Today we are going to be learning about a unique historical event that was started in our great State of Wyoming in the 1950's.*

NOTE TO TEACHER: ASK BOLD QUESTIONS BUT DO NOT GIVE ANSWERS TO THE QUESTIONS THAT ARE INCLUDED. THE FIRST PART OF THE LESSON IS TO GET STUDENTS TO START THINKING ABOUT HOW ALL THE FOLLOWING QUESTIONS CORRELATE WITH EACH OTHER.

Teacher: Ask, ***What is the definition for ‘discrimination’?*** (5 minutes) Definition: the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex Allow students to respond in whole group discussion. After students demonstrate an understanding of the definition for *discrimination*, using the think-pair-share method, have students pair up and share a time when they felt they were discriminated against or witnessed discrimination firsthand. Write the definition on the whiteboard or use the technology in the classroom. Ask students if there are any volunteers who would like to share their experience or witnessed.

Next, ask the class, ***What is the Miss America Pageant? Where and When did it originate? What is the purpose of the pageant?*** (5 minutes) Allow the class to discuss as whole group. Student responses should reflect any of the following information: It was established in 1921 by local Atlantic City businessmen, as Miss America fulfills her role during her time, she is continually active in charitable and community service events, she educates the diverse American population on issues that society faces, and finally, she encourages young women to achieve their dreams.

Finally, ask the class, ***What is the Miss Indian America Pageant? Where and When did it originate? and What is the purpose of the pageant?*** (5 minutes) Allow the class to discuss as whole group. Student responses should reflect any of the following information: It was established in Sheridan, WY in 1953 after a Native American Indian woman named Lucy Yellowmule won the Queen of the rodeo nomination by the people in the rodeo grandstand in 1951. After her win, it was the beginning of a public relations campaign to address the ‘discrimination’ issue that was present not only in Sheridan, WY but throughout the nation.

Teacher: Say, ***Now that we have had class discussion about ‘discrimination’, the Miss America Pageant, and the Miss Indian America Pageant, who is willing to share their thought about what the lessons in this unit will cover?*** Wait for volunteers to share their educated guess. The three topic questions should provide some background information about what the unit/lessons will contain in regards to content.

Teacher: Say, ***Today, we will watch a video titled, ‘No Indians or Dogs Allowed? Sheridan, Wyoming and the Miss Indian America Pageant’. In this video, you will be introduced to a unique historical event known as the Miss Indian America (MIA) pageant that originated in Sheridan, Wyoming in the 1950’s and will also become familiar with important figures who played a role in the efforts to end discrimination in Sheridan, WY and how the originators hoped that their actions would have an affect on the rest of the nation,***

Teacher: Say, ***Before I start the video, I would like to inform you ahead time what assignments/activities we will be doing in this lesson. We will be completing a crossword worksheet that accompanies the video, define vocabulary terms that were used in the video that you may not be familiar with, write a 3-5 campaign speech, complete a Venn diagram that compares and contrasts two floats in the parade. Finally, we will wrap up the unit with a lesson with a short answer response that answers a question asked by one of the former MIA title holders. I will go into more detail as each one approaches.***



STEP BY STEP PROCEDURE:

Day 1: Introduction

- Step 1: Introduce the lesson using the dialogue above.
- Step 2: Read the *Day 1 Learning Target*: I can identify the reason why the town of Sheridan, WY started the Miss Indian America Pageant.
- Step 3: Play the video titled “No Indians or Dogs Allowed? Sheridan, Wyoming and the Miss Indian America Pageant” <http://windriveredu.org>, or <http://wyomingpbs.org/learningmedia>
- Step 4: Hand out a sticky note to each student during video. This will be used for the Exit ticket question.
- Step 5: Have class discussion if time allows.
- Step 6: *Day One Assessment*: Allow 3 minutes before class is dismissed and have students write their name and date on sticky note. Ask the following question to see if the students met the day 1 learning target.

In 1953, Sheridan, WY started the Miss Indian America Pageant to
_____.

Day 2: Video, Note-taking, and Vocabulary

- Step 1: Read the *Day 2 Learning Target*: I can define the given vocabulary words that are mentioned in the video to help me understand the intentions of the overall message for the MIA documentary.
- Step 2: Distribute the “Vocabulary” and “Note Taking” worksheets. Read the vocabulary terms. Have students listen to how the terms are used in context. Have students look over the note-taking handout and read the headings that they may use to guide them in the note-taking process.
- Step 3: If necessary, rewatch the video titled “No Indians or Dogs Allowed? Sheridan, Wyoming and the Miss Indian America Pageant” <http://windriveredu.org>, or <http://wyomingpbs.org/learningmedia>
- Step 4: *Day 2 Assessment*: Using Chromebooks/laptops/desktops or dictionaries, have students define all the vocabulary terms. Use the completed vocabulary handout to see if the students met the learning target for day 2 based on the score of an 80% or better.

Day 3: Crossword Puzzle

Step 1: Read the *Day 3 Learning Target*: I can recall important information and people that were mentioned in the video.

Step 2: Distribute the “Crossword Puzzle” and read all the clues to the class.

Step 3: Have students find a partner that they can work with.

Step 4: Tell the students they may want to use the video, their notes or the additional resource packet to assist them in completing the assignment.

Step 5: *Day 3 Assessment*: Use the completed crossword puzzle handout to see if the student(s) met the day 3 learning target based on the score of a 90% or better.

Day 4: Write a 3-5 minute Campaign Speech

Step 1: Read the *Day 4 Learning Target*: I can write a short 3-5 minute campaign speech to be elected as an officer for a club/organization of my choice at my school.

Step 2: Pass out the ‘Vote for Me’ campaign handout. Read the directions to the class.

Step 3: Allow 15 minutes for students to write a rough draft of their short speech.

Step 4: Have students pick a partner and have them edit and revise each other’s speech. (5 minutes)

Step 5: Have students rewrite the final draft of their speech. (10-15 minutes)

Step 6: Depending on time remaining of class, ask if any of the students are willing to read out their speech out loud to the class.

Step 7: *Day 4 Assessment*: Use the school district adopted writing rubric to assess the handwritten final draft of the speech to see if the student met the day 4 learning target with a 70% or better.

Day 5: Compare and Contrast using a Venn diagram & Short Response based on Personal Opinion

(The two parade floats that are going to be viewed for this lesson can be viewed at these times on the video, Miss Indian America float **1:15** and the Cowboy and Indian themed float at **12:20**)

Step 1: Read the two *Day 5 Learning Targets*: I can compare and contrast the two specific floats in the video using a Venn diagram and I can write a short opinionated response to the proposed question asked at the end of the video focusing on writing skills.



Step 2: Pass out the “Compare and Contrast” handout and read the directions for each assignment to the class.

Step 3: Using the times given above, show the students the two floats.

Step 4: Have students work on assignments individually. Place emphasis that the short response will be assessed on their writing skills NOT on their opinion.

Step 5: Day 5 Assessment. *Use the completed Venn diagram and adopted school district writing form* of assessment to determine if the student met the day 5 learning target with a score of 70% or better.

REVIEW:

Teacher has the option to select any areas to check for understanding for the entire unit.

EVALUATION:

Each day has a Learning Target that focuses on what the students should learn from lesson that day. Also included are the forms of assessments that will/can be used to see if the students met the daily target.

ADDITIONAL RESOURCES:

Miss America, “Our History”

<http://missamerica.org/our-history/>

“Miss Indian America History Article”

<https://gregorynickerson.com/missindianamerica/>

Your Dictionary, “Writing a School Election Speech”

<http://grammar.yourdictionary.com/style-and-usage/writing-a-school-election-speech.html>



Miss Indian America

Vocabulary Handout

Name _____ Date _____

Directions: Using available resources in the classroom, define the following words that were mentioned in the video.

Demeaning –

Coronation –

Humanitarian –

Brotherhood –

Humble –

Bigotry –

Hatred –

Racist –

Discrimination –

Interracial –



Miss Indian America

Note-taking Handout

Name _____ Date _____

Directions: Use this sheet to take notes as you watch the *'No Indians or Dogs Allowed? Sheridan, Wyoming and the Miss Indian America Pageant'* video. Although there are headings that are provided for possible notes, you may write down any information you feel is relevant to you.

People

Dates

Facts

Other



Miss Indian America

'Vote for Me' Campaign Speech

Name _____ Date _____

Directions: You will be writing a short 3-5 minute campaign speech like the Miss Indian America contestants do when they are seeking to be crowned with the popular title. You have the choice of what school sponsored organization/club officer you would like to be elected for. In your speech, remember that you are trying to *persuade* your fellow classmates to vote for you and you may want to begin with brainstorming ideas, topics, characteristics, successes, etc., the list is endless. Most importantly, as a student you know what the student body would like to change or modify.

5 min - brainstorm

15 min - rough draft

5 min - partner read and edit

15 min - final copy

5 min - volunteer to read your speech if time allows



Miss Indian America

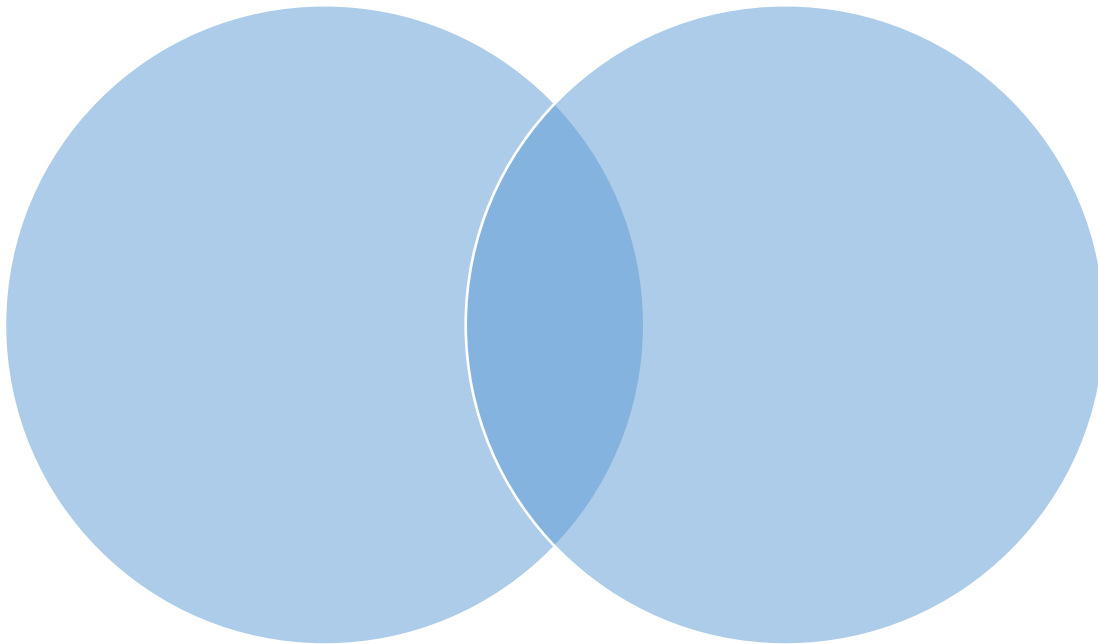
Compare and Contrast

Name _____ Date _____

Directions: Use the Venn diagram to compare and contrast the two parade floats, Miss Indian America float **1:15** and the Cowboy and Indian themed float at **12:20**. The **bold numbers** are the specific times that the floats can be viewed.

Miss Indian America Float

Cowboy & Indians Float





Short Response Question

Directions: At the end of the video, a former Miss Indian America contestant asked a question about the ‘Cowboy and Indian’ parade float (12:20). She asked if the float was “making in fun of us?” or “was it because they love us?” and would like to know. In your opinion, write a short response to her question. NOTE: credit will be based on writing skills, not your opinion. Use the back of this paper for your written response. (To hear her question go to video and it can located at 12:30)



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8-4

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Text Types and Purposes:

CCSS.ELA-LITERACY.W.8.1

- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1.A

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1.B

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.C

- Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.1.D

- Provide a concluding statement or section that follows from and supports the argument as presented.

CCSS.ELA-LITERACY.W.8.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.3.B

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8.3.C

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CCSS.ELA-LITERACY.W.8.3.D

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8.3.E

- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Comprehension and Collaboration**CCSS.ELA-LITERACY.SL.8.1**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.A

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.C

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.3

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas**CCSS.ELA-LITERACY.SL.8.4**

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2014) Grade 8

Content Standard 1 -

Citizenship, Government, and Democracy

- Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Content Standard 2 -

Culture and Cultural Diversity

- Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies

SS8.2.1

Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.

SS8.2.2

Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.

SS8.2.4

Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).

Content Standard 3 -

Production, Distribution, and Consumption

-Students describe the influence of economic factors on societies and make decisions based on economic principles.

SS8.3.5

Describe how values and beliefs influence individual, family, and business decisions (microeconomics)

Content Standard 4 -

Time, Continuity, and Change

-Students analyze events, people, problems, and ideas within their historical contexts.

SS8.4.1

Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).



SS8.4.3

Analyze the way people and/or groups react to current events; suggest alternative ways such events may have played out.

SS8.4.4

Identify historical interactions between and among individuals, groups, and/or institution (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).

Language Arts – 8th Grade 2012

Reading Standards for Literature

Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Establish and maintain a formal style.
 - d. Provide a concluding statement or section that follows from and supports the argument as presented.
2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - b. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - c. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - d. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking & Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - c. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.