



Native American Mascots: How do we show respect to communities near and far?

Time Frame: 3-4 class periods	Author: Mary Ellen Daneels, West Chicago Community High School, mdaneels@d94.org
Proven Practices <ul style="list-style-type: none">✓ Instruction on government institutions✓ Use of current & controversial issues✓ Simulations of democratic processes✓ Service Learning (ideas provided)	
<u>ILSSS Social Studies Standards</u> <p>SS.IS.1.6-8: Create essential questions to help guide an inquiry about a topic.</p> <p>SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p>SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p> <p>SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights</p> <p>SS.CV.6.6-8.MdC: Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.</p> <p>SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<u>CCSS/ELA History/Social Studies Standards</u> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
Essential Question: How do we show respect for communities near and far?	
Supporting Questions <ol style="list-style-type: none">1. What does the term “redskin” mean to diverse groups?2. What arguments do people use to defend the use of Native American mascots?3. What arguments do people use to oppose the use of Native American mascots?	
<u>Resources Required</u> <p>Photograph by Hannah Foslien/Getty Images: People march in protest against the mascot for the Washington Redskins before the team's game against the Minnesota Vikings on November 2nd, 2014, in Minneapolis, Minnesota. Available at https://psmag.com/ideas/dear-alyssa-milano-please-stop-selling-racist-clothes</p>	



Zoom In adapted from Making Thinking Visible (2011). Ron Ritchhart, Mark Church, Karin Morrison. Available online at

http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/12/VT_ZoomIn.pdf

The Question Formulation Technique. The Right Question Institute. Available at

<http://rightquestion.org/>

Adidas wants to change Native American mascots, offers help to schools by Associated Press, adapted by Newsela staff 11/08/2015. Available at <https://newsela.com/read/adidas-mascots/id/12872/quiz/0/>

The Daily Republican newspaper in Winona, Minnesota from Sept. 24, 1863.

Statement Sort by Mary Ellen Daneels available online at <https://tinyurl.com/NAstatementsort>

Anastasia, Laura. Are Native American MASCOTS RACIST? Junior Scholastic; Sep 1, 2014; 117, 1; Research Library Prep pg. 20

PowerPoint by Mary Ellen Daneels available online at <https://tinyurl.com/PPTMascots>

Philosophical Chairs <https://www.scholastic.com/teachers/lesson-plans/teaching-content/philosophical-chairs-discussion/>

Mascot Inquiry Guide: <https://tinyurl.com/MascotInquiryGuide>

Recommended Procedures

1. Use the “Zoom In” protocol to slowly reveal the *Hannah Foslien* photograph. For ideas of how to reveal the photograph for student analysis, see the powerpoint provided.
2. After the full photograph is revealed, have students look deeply at the photograph and write down three things that they observe in the photograph.
3. Have students share in small groups what they observed in the photograph.
4. Have students from each group share what they learned from the observations of others. Is there something they did not notice that another pointed out to them? Did someone frame an observation differently?
5. Have students form small groups of 4 students. Use the Questions Formulation Technique by Santana and Rothstein from the rightquestion.org to have students generate questions they have based on the quote (Q Focus)
6. Have students prioritize their questions based on which would most likely help them understand what is happening in the photograph.
7. Have small groups share out their priority questions with the rationale to the class. Document on the board/ google doc/smartboard/ etc.



8. Give students the prompt, “Is the use of Native American mascots respectful of that community?” Have students respond on a notecard or post-it note with either: Strong Yes/ Agree/ Neutral/ Disagree/ Strong No. Have them briefly explain why (slide 7) and post to a spectrum you have created in the room to document student positions at the start of the inquiry.
9. Handout article, “Adidas wants to change Native American mascots, offers help to schools.” and inquiry guide. Have participants identify the questions from the class QFT that are answered in the piece. Have class share out answers.
10. Show primary source image on slide 13 of ppt or using [a handout](#). Have the class use primary and secondary sources provided to respond to the supporting question, “Why does the term “redskin” mean to diverse groups?”
11. Pass out statement sort to class. As a class, read aloud each statement and have them sort per the instructions provided on the top of the worksheet.
12. Pass out the article, “Are Native American MASCOTS RACIST?” Do a whole class read aloud.
13. Have students in pairs read the article again, annotating where the ideas from the statement source appear in the article.
14. Have students put all materials away except for the inquiry guide. Using their memory, have participants complete the t chart on the back of the guide with at least three claims on each side. Then have students share in small groups, adding information to their t chart.
15. Have students pick a statement from the sort that best reflects their perspective on the issue or write their own unique statement. Then, have students revisit their original post-it notes and revise as needed.
16. Conduct a Philosophical Chairs discussion with the prompt, “The use of Native American Mascots shows respect to the Native American community and should be continued.” or another prompt of your choice.
17. Have students write a paragraph summarizing their position on the issue, addressing claims and counterclaims. Teachers could use tools such as google classroom & blackboard.com to promote on-line deliberation.

Possible Informed Action

- Students can write an elected official advocating their position on the use of Native American Mascots.
- Students can write letters to the editor or craft an editorial cartoon on the issue.
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Differentiation

- Advanced students may not use statement sort and curate further sources on the issue.
- For classes that need more literacy support, the teacher can model steps 9 and 13 with the whole class.
- Deliberation can occur without the primary source analysis; using only the simplified statements.



Possible Assessments

- In-class deliberation
- Vote
- Blog
- Letter to an elected official
- Letter to the editor or political cartoon

Other Considerations

If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.

- [Conducting a Civil Conversation in the Classroom by CRFC](#)
- [Contracting by Facing History and Ourselves](#)