

# Minnesota Writing Project

## Demonstration Lesson Template

**Title:** Writing with Native American Voice

**Grade appropriate:** 9-12

**Approximate Length of time to complete lesson/unit:**

One 55 minute period

**Learning objectives and significance of lesson:**

Use imagery in writing.

Read closely to extract Native American writing elements from a poem.

Make connections between genres of writing.

To constructively discuss stereotypes in writing and reading materials.

**Brief summary/outline:**

**(Is this lesson an intro? middle? end? All or part of a unit? Does it scaffold a certain learning?)**

This is the second day of a five day unit on Native American literature. Students begin the unit defining and listing elements of Oral tradition, Myth and Storytelling. They also discuss stereotypes of Native Americans and the reasons for those stereotypes. This lesson comes the second day and the class revisits their discussion on oral tradition, myth and storytelling in the Native American cultures and then read a poem entitled “Male rain, Female rain and Awakening” by Agnes Tso. They will read through it once quietly, then a male and female student read through it aloud for the class and we then discuss the elements of the poem. There is definite stereotyping in the poem, which can be addressed in the discussion leading to the views of gender and how they relate to the nature they represent. The students then will take out the elements with in the poem, and create a poem modeled after this piece. They will write their poem for homework and return the following day with a completed piece to share in small group. They should then have time to discuss and revise their poem to fit the elements of the assignment if needed.

**Related Resources:**

- Hundley, Melanie. Georgia Department of Education. Native American Voices.  
<http://www.glc.k12.ga.us/BuilderV03/LPTools/LPShared/lpdisplay.asp?LPID=5743>

**Possible extensions or adaptations for different purposes/student needs:**

- Show several poems from various tribes that give different views on nature and gender.
- Write your own poem to share and model the activity.
- Teach the unit later in the year after more critical thinking discussions have come about, instead of at the beginning.
- Include more visual art to develop discussion using a critical response model.

**For additional information, contact:**

**Jennifer Lundin: [jlundin@braham.k12.mn.us](mailto:jlundin@braham.k12.mn.us)**