

## 5th Grade Week @ Glance: Indigenous Intersectionality: Genderization, Colonization, & Representation

### Curriculum Overview:

During this week-long curriculum, students will discuss foundational characteristics of gender, analyzing masculinity, femininity, and androgyny. They will engage with interactive resources to examine gender throughout other cultures, and how it has impacted our society today. They will learn about the ways colonization played an important role in the narrative for gender normativity, and how heteronormativity became a norm in the U.S. Students will watch a kid-friendly documentary about a girl who dreams of leading the boy-only Hula troop and a teacher who empowers her through traditional culture. They will then engage in learning about decolonization, and the importance of positive representation of the LGBTQ+ community through a two-spirit doctor and his practice. At the end of the week, students will be empowered to create an information graphic highlighting the important contributions of chosen two-spirit heroes, and will close out the week with a reflective sharing circle.

	Day 0	Day 1	Day 2	Day 3	Day 4	Day 5
Student friendly objective	I can define important LGBTQ+ terminology.	<p>I can communicate and notice aspects of gender identity.</p> <p>I will examine masculinity, femininity, and androgyny and my biases about each.</p> <p>I can define heteronormativity and recognize social/gender norms in culture.</p>	<p>I can make comparisons from kane/wahine/mahu to masculinity/femininity/androgyny</p> <p>I can effectively collaborate with my peers to reflect and discuss key content from the media.</p> <p>I will examine relationships and histories between Hawaiian culture and U.S Culture.</p>	<p>I can define colonization, xenophobia &amp; cultural assimilation.</p> <p>I can define two-spirit and their roles in Indigenous societies.</p> <p>I can infer that cultural assimilation meant colonizers created cisgender, white-centered, heteronormative expectations of social construction.</p>	<p>I will learn about decolonization and how I can contribute to social justice.</p> <p>I will reflect on the importance of positive representation of marginalized communities.</p>	<p>I will learn about two-spirit heroes We'Wha, Osh-Tisch, and Ma-Nee Chacaby, and Sharice Davids.</p> <p>I will reflect back on an original thought and analyze how it changed.</p> <p>I will watch a video of a talking circle to support two-spirit</p>

						people and families, and then engage in a class talking circle.
Materials	<a href="#">Lesson Plan</a> No slides for this lesson <a href="#">Amaze Org Video: Gender Identity</a> <a href="#">Gender Identity Kahoot</a> <a href="#">LGBTQ+ Acronym Kahoot</a>	<a href="#">Lesson Plan</a> <a href="#">Slides (2-15)</a> <a href="#">Object Sort</a> <a href="#">4Cs worksheet</a> <a href="#">Identity Questionnaire</a> <a href="#">Exit Slip / Quote Reflection</a>	<a href="#">Lesson Plan</a> <a href="#">Slides (16-23)</a> <a href="#">Place in the Middle: Documentary</a> <a href="#">Talk &amp; Switch Activity Questions</a> (cut out ahead of class time)	<a href="#">Lesson Plan</a> <a href="#">Slides (24-36)</a> <a href="#">Mahu Clip</a> <a href="#">Fact Freeze Tag: Two-Spirit</a> <a href="#">Colonization article</a> (optional)	<a href="#">Lesson Plan</a> <a href="#">Slides (37-45)</a> <a href="#">15 Ways We Can Decolonize worksheet</a> <a href="#">Two-Spirit Cree Doctor While you Watch worksheet</a> <a href="#">Movement Heart Worksheet</a> (extension)	<a href="#">Lesson Plan</a> <a href="#">Slides (46-53)</a> <a href="#">Clip- What You See</a> Back to Day 1 reflection <a href="#">Two-Spirit Hero Articles &amp; Bio Worksheet</a> <a href="#">Sharing Circle-Clip</a>
Lesson Overview/Outline	In this lesson, students will obtain knowledge of key terminology and concepts related to gender & orientation.	Students will use prior knowledge to sort objects by perceived gender norms and reflect on their biases related to societal norms of masculinity, femininity, and androgyny. Students will understand that biases come from family, peers, school, and media.	Students will watch a documentary about a girl who performs in a boy's hula troop in Hawaii. They will talk with peers and reflect on a variety of questions related to the film, and analyze how	Students will gain exposure to the impact two-spirit people had in their communities, what life was like for Indigenous peoples prior to colonization.	Students will learn about decolonization and the importance of a land acknowledgement. They will make connections between decolonization and social justice. Students will then	Students will read text about a chosen two-spirit hero and complete a project to teach their peers. They will then watch a sharing circle facilitated by

		By the end of the lesson, they will be able to define a variety of terms related to gender.	gender impacted in her experience.		see an example of positive representation from a two-spirit doctor who treats the TGNC community in Canada, and uses his work to validate the community and rituals.	Dr. Makokis to bring the local two-spirit community together for support and connection. The week will close with a class sharing circle through reflection of what was meaningful or empowering from the week (or video.)
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Professional Development for Educators & Community:

[LGBT Training: Two-Spirit Focused](#) (1-hour informative training led by two-spirit individual)

[First-hand Two Spirit Experience](#)

[8 Things to Know about Two Spirit People](#)

[Resources for Decolonizing in the Classroom](#) (10 tips to decolonize your classrooms)

[Two-Spirit: Center for American Progress](#)

[Two-Spirit People: Sex, Gender & Sexuality in Historic and Contemporary Native America](#) (slides)

[UN Department & Economic Social Affairs - Indigenous Peoples](#)