

**Draft Lesson Plan Template for the
NMU Information Literacy and Leadership Institute**

The Information Literacy and Leadership Institute's primary goals are to provide U.P. educators with the tools to incorporate primary source literacy and critical information literacy into their teaching and to facilitate working with archival materials of local and regional interest. Each participant will be asked to create a lesson plan which incorporates the literacies discussed using the historical and Archives content that are discussed during the Institute. The lesson plans will be included on a website that will provide tools to map NMU's archival materials to Michigan K-12 Standards for English Language Arts, History/Social Studies, and technical subjects.

Title of Lesson: Red Power in the Upper Peninsula

Subject Area: US History

Grade Level: 10th grade

Approximate Time to Do Lesson: 2 days

Lesson Overview: To introduce the Red Power Movement and provide students an opportunity to explore the impact of the Red Power Movement within the Upper Peninsula through the use of the Nishnawbe News.

Standards Addressed: 8.3.4: Civil Rights Expanded: – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians.

Modifications for Diverse Learning Needs: Student note sheet provided. Teacher could provide accommodated readings with big ideas highlighted or use of text reader. In addition, when students are picking articles out of the Nishnawbe News, you could direct students to specific articles instead of having them pick.

Lesson Objectives: Build understanding of the Red Power Movement and its connection to the Civil Rights Movement and make connections to impacts the movement had on the livelihood of Native Americans.

Lesson Procedures:

- Day 1
 - *Opening:* Have students make predictions about what the Red Power Movement is about. Use a think-pair-share approach to open the discussion. (slide 2)

- *Build Understanding:*
 - 15-20 minutes: Direct students to the linked article on slide 3 (The radical history of the Red Power movement's fight for Native American sovereignty). Have students read the article and fill in the Guided Reading chart found in the student notes.
 - 5 minutes: Use a think-pair-share with partners to check knowledge of what was read. Students should add any information they were missing
 - 5-10 minutes: Class discussion of the article. The teacher should fill in the chart on the board or over a projector so that students have a visual representation of the information.
 - Extend discussion to the Seeds of Change slide. What types of things were gained out of the movement? (pride, sovereignty, self-determination - discuss what these mean)
- *Creating Meaning:* students should use what they have learned to create a definition (in their own words) of the Red Power Movement. Again use a think-pair-share with partners to discuss their definitions.
- *Introduce the Nishnawbe News:* Have students use the remaining time in class to explore the newspaper linked on slide 6. Encourage students to find as many examples as possible relating to the Red Power Movement. They should jot these ideas down in their notebook and save them for tomorrow
- *Homework (day 1) -Exit Ticket:* How is the Red Power Movement similar and different to the Civil Rights Movement? -
- Day 2
 - Collect Exit Tickets and direct students to get out their notes from yesterday.
 - Slide 9 - Students can work with their partner to build a list of things gained from the Red Power Movement.
 - Group research:
 - In groups of 3 students will each pick one of the following impacts: increased pride, sovereignty, or self-determination (all 3 must be used).
 - They will have 20 minutes to use the Nishnawbe News link (slide 11) to find an article that represents their assigned impact and fill in the Investigation Into the Red Power Movement - Primary Source Research.
 - 15 minutes - Groups reconvene and share information. Each group member will share their article with a deep explanation and help members fill in their article information on the note sheet.

- Class Discussion - have groups share what they found for each article and fill in the chart found on slide 13 (either on the board or projected).
- Day 2 Assessment: Individually answer: In what ways did the Red Power Movement impact life for Native Americans?

Assessment

- Day 1: Exit Ticket - How is the Red Power Movement similar and different to the Civil Rights Movement?
- Day 2: Final Reflections - In what ways did the Red Power Movement impact life for Native Americans?

Supporting Materials:

- Slides - Red Power Movement
- Student note sheet
- Slides - Assessment Printouts
- Article - The radical history of the Red Power movement's fight for Native American sovereignty
- [*The Nishnawbe News November 1971*], in the Collection of "The Nishnawbe News" newspaper, MSS-266, Central Upper Peninsula and Northern Michigan University Archives, Northern Michigan University.



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