

Lesson 1: Myaamiaki - A Living People with a History

Intended grade level(s) / age(s): Grade 4

Big Idea / Central concept: Though the Myaamia people were forcibly removed from this land by settlers who came later, they are a contemporary people with a living culture.

Essential Questions:

- What role does land play in the Myaamia people identity and how did the forced removal impact their connection to it?
- What does it mean to protect your people or home? How do we protect what's important to us today?
- How does understanding Myaamia history help us appreciate the continuity of their culture?

OH State Arts Standard(s):

- 4.3RE Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
- 4.1CO Explore artists and works of art that impact the history and culture of Ohio.

OH State Social Studies Standard(s):

- 2. Primary and secondary sources can be used to create historical narratives.
- 3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.
- 9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

OH State Socio-Emotional Learning Standard(s):

- C1: Recognize, identify and empathize with the feelings and perspective of others
 - C1. 3.b Demonstrate empathetic reactions in response to others' feelings and emotions
- C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures

- o C3. 1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true
- o C3. 2.b Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other

Artists to be Discussed/Shared:

- Megan Sekulich – Myaamia artist and designer whose work sometimes incorporates or extends traditional narratives, entities, and ribbonwork motifs often using contemporary materials and aesthetics.
- Scott Shoemaker – Contemporary Myaamia artist, curator, and landscape architect dedicated to reviving the Miami customary art of ribbonwork as well as language and cultural revitalization.

Key Vocabulary:

- Contemporary – part of the present day, current, modern
- Appreciation – learning and honoring a culture different from your own
- Appropriation – taking something from another culture without permission
- Revitalization – the act of restoring something, bringing something back to life
- Aya - ‘hello’ - ay-AH
- Hoci - ‘hey!’ (attention getter) - h-OH-ch-ey
- Neewe - ‘thank you’ - ney-wey

Learning Objectives:

- Students will be able to describe the historical events that led to the forced removal of the Myaamia people from their land (4.1CO)
- Students will identify key aspects of contemporary Myaamia culture (4.1CO)
- Students will be able to differentiate between cultural appropriation and cultural appreciation by analyzing examples from the Myaamia people, while also discussing how to engage with other cultures in respectful ways (4.3RE)
- Students will recognize the significance of Myaamia art forms such as ribbonwork (4.3RE)

Creative/Participatory Activities:

- Introduction to Myaamia History
 - Video: The Coming Out Story (in Myaamia-Peewaalia 'Miami-Illinois' language and in English)
 - Students will watch the video and discuss the similarities and differences between what they see and hear as well as what they understand/notice.
- Forced Removal
 - Activity: Map Comparison (turn and talk)

- Students will compare and contrast a standard map of the state of Ohio with a Myaamionki map; the maps will be used to introduce the map of the forced removal route.
- Revitalization
 - Activity: Ribbonwork vs Ribbonwork-inspired works (incorporate contemporary artists?)
 - Students will be reinforcing their knowledge of cultural appropriation vs cultural appreciation.
- Wrap-Up
 - Activity: side-to-side (content review)
 - Students will be practicing what they have learned during the lesson through this hands-on activity
 - What Myaamia words do you want to know? (make a list so they can play a fun bingo game next time!)
 - This gets the students excited about the Myaamia-Peewaalia 'Miami-Illinois' language and will help us prep for the language bingo activity that will be the opener for lesson #2.
 - What questions do you have about what we learned today?
 - Write down any questions you don't know the answers to and ask Kristina/Andy so you can give students the answers during the second lesson.

Materials:

We will provide:

- [slideshow](#)

Students need:

- Themselves!

Lesson Sequence

Opening Activity/Discussion/Video (20 minutes)

The teachers will pull up the presentation on the screen and begin the class by talking about what they are doing in the classroom and what the students will be learning.

Mini Script: "Aya, everyone! Hello! My name is Rachel and my name is Asiya and we are here to teach you a little bit about Myaamia culture. Have you heard of Myaamia culture or the Myaamia people before? What can you tell us about them?"

Students will then engage in open discussion with the teachers so the teachers can gauge how much the students already know about Myaamia history and culture and can tailor some aspects of the presentation to keep it engaging for all of the students.

After this discussion takes place, the teachers will formally introduce themselves so the students can get to know them better. After the teachers have introduced themselves, they move to the next slide on the presentation which has a video of the Myaamia Coming Out Story told in the Myaamia-Peewaalia 'Miami-Illinois' language.

Mini Script: "To introduce you to the history of the Myaamia people, we are going to have you watch a video about their Coming Out Story. In this video, the narrator tells the story in the Myaamia-Peewaalia 'Miami-Illinois' language and in English. How many of you speak English? (student raise hands) How many of you speak the Miami-Illinois language? (students raise hands). Sometimes when someone speaks a different language it's hard to understand them because you don't know what they're saying. In this video, there is an image that will be rolling on the right side of the video that you can focus on to try to understand what the story is about. Let's focus on that when the narrator is speaking in the Miami-Illinois language and then build off of our observations when he tells the story again in English."

Participatory Activity #1 (3 minutes)

Students will then engage in a short whole class discussion where they discuss the similarities and differences between what they saw and heard as well as what they understood/noticed in each of the two videos.

Participatory Activity #2 / Presentation / Tutorial (15 minutes)

The teachers will move on to the next slide in the presentation which has a picture of the Riverine/Myaamionki map and a standard USA map. Students will participate in a modified version of the [Map Comparison Activity](#) where they turn and talk with a partner, discussing the similarities and differences between the two maps. After the turn and talk activity, some of the students will have the opportunity to share their insights with the whole class (for about 2-3 minutes) and the teachers can guide the discussion if needed using these questions:

- Based on the differences found, what does this tell you about the Myaamia Tribe and what is important and unimportant to them? (Highlight the prominence of rivers, the lack of US State boundaries)
- Note how the Mississippi and Ohio rivers create natural borders
- Lake Michigan and Lake Erie are partially shown on the riverine map - can you identify them without their familiar names?

After the class discussion, the teachers will introduce the map of forced removal (the route that the Myaamia Tribe took from their tribal homelands to their headquarters in Miami, Oklahoma) via the next slide on the presentation and will briefly discuss the questions written on the slide with the class to introduce students to the concept of forced removal.

Creative/Participatory Activity #3 (5-10 minutes)

The teachers will go to the next slide in the presentation and introduce the vocabulary words “appreciation,” “appropriation,” and “contemporary” before moving on to the next slide and presenting examples of ribbonwork and ribbonwork-inspired works by contemporary Myaamia (and non-Myaamia) artists. See [Ribbonwork vs Inspired Activity Plan](#) for further instructions. As a class, students will guess (by raising their hand, shouting out or moving to one side of the room or the other) which artworks are ribbonwork or ribbonwork-inspired before the teachers give them the correct answer. This activity introduces students to the significance of cultural appreciation as well as some contemporary, practicing Myaamia artists in an engaging way.

Content Wrap-Up/Reflection/Closure (15 minutes)

To review the lesson content, students will participate in the [Side-to-Side Activity](#). On each of the remaining slides in the presentation, there will be one question and two possible answers. When the teachers present one of the slides, teachers will ask the question/read it out loud and students will choose which wall/side of the classroom goes best with the answer to the question. Make sure to remind students to use “walking feet” and to be gentle and careful. After this activity is completed, ask students which Myaamia words they want to know (i.e the word for “flamingo,” etc) and write them down on the slide in the space provided or on a piece of paper. If they would like, the teachers can tell them that they are doing this so students can play a fun bingo game next time (for lesson 2) that immerses them further/helps them practice more vocabulary in the Myaamia-Peewaalia 'Miami-Illinois' language.

Assessment

	Excellent	Satisfactory	Needs Attention	Assessment Method
Students will be able to recognize the history of Myaamia people and how it has impacted Myaamia culture.	Shows a strong understanding of why the forced removal of the Myaamia citizens occurred, and can describe the ways in which revitalization is occurring in Myaamia culture today.	Understands why the forced removal of the Myaamia citizens occurred; may have difficulty describing some examples of revitalization occurring in Myaamia culture today.	Is unable to articulate why the forced removal of the Myaamia citizens occurred; has difficulty describing examples of revitalization occurring in Myaamia culture today.	participation/engagement in turn and talk activities and class discussions
Students will identify key aspects of	Identifies multiple key aspects of contemporary Myaamia culture	Identifies a few aspects of Myaamia culture, but explanations	Struggles to identify any aspects of Myaamia culture	Ribbonwork activity &

contemporary Myaamia culture.	(language revitalization, ribbon work, community practices, traditional knowledge) with clear and detailed explanations of each.	are less detailed or may miss some parts.	and provides little information.	Discussion Participation
Students will correctly identify all presented examples of cultural appropriation and appreciation.	Students correctly identify each ribbonwork or ribbonwork-inspired piece in the activity. They also show respect and understanding of Myaamia culture.	Students correctly identify most ribbonwork or ribbonwork-inspired pieces in the activity. They also show respect and understanding of Myaamia culture.	Students do not participate in or have trouble correctly identifying ribbonwork vs ribbonwork-inspired pieces in the activity. They may also show disrespect toward Myaamia culture.	Participation in ribbonwork vs ribbonwork-inspired activity

Acknowledgments

[Map Comparison Activity](#)

[Ribbonwork vs. Ribbonwork-Inspired Activity](#)

[Side-to-Side Myaamia History Review Activity](#)