

Colville Tribal Curriculum Template

Teacher *(Person Completing the Lesson)*: Kamea Pino				
Type of Classroom *(Circle one Below)*:				
General Ed X	Special Ed/Self Contained	Inclusion	Resource Room	
Grade Level *(Circle one Below)*:				
K-3	3-6	7-8	9-12 X	College
Topic Category *(Circle one Below):				
Culture X	Language X	History X	Tribal Gov.	Other:
Subject: Thunder's Hair				
Learning Outcomes:				
1: Understand Cultural Values of hair				
2: Basic knowledge of trauma boarding schools caused to Indigenous People				
3: Basic Knowledge of Contemporary Native Hair related issues				
4: Be able to utilize/recognize language vocab.				
Core Standards:				
Standard 1: SEL-S4 —Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.				
Standard 2: ESE Standard 3: Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.				
Standard 3: HS-LS4 Biological Evolution: Unity and Diversity				
Standard 4: SEL-S1 Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports				
Content Area and Topic:				
This curriculum is to bring awareness and to explain the significance of Indigenous hair. Recently, a little boy in Oklahoma was harassed by a teacher				

and forced to cut his hair, thus the creation of Thunder's Hair. Many of our CCT students also face bullying not only in schools but in public as well for wearing their hair long. We hope that this will help educate students and staff to be more culturally aware of this important topic.

Objectives:

Objective 1: Students must be able to think critically about how boarding schools played a huge part in misinterpretation of hair in Indigenous culture.

- Be aware of the goals and mission of boarding schools
- Cutting of hair when arriving at boarding schools

Objective 2: Understanding of the significance of hair to CCT membership

- How it contributes to cultural values and traditions
- Plants that were used to take care of hair
- Hair is a form of tribal sovereignty
 - Boarding schools cut hair because it was associated with "savage nature" of natives

Objective 3: Students must have a concept or be aware of current native topics associated with hair.

- Students who cut of Native boys hair- OKC
- Lakota Family enrage after secretary of school cuts Native girls hair- NB
- NY kid forceable cuts Native Boys Hair- NY
- Etc.

Objective 4: Be able to recognize and utilize language.

- Form of indigeneity to reclaim the traditional and cultural values of hair.
- Learn basic language terms (Audiobook)

Preparation:

20 Min

- Teachers Notes on Powerpoint
- Background on boarding schools
- Familiarize oneself on language words

Lesson Materials:

- Powerpoint- Boarding Schools, Cultural Significance, Plants used
- Teachers notes- Walk thru of each slide step by step
- KWL/ Knowledge Box- Pre- Activity to get the students to think critically about topic

- Thunder's Hair Book
- Thunder's Hair Audio Book
- Braiding activity

Were elders consulted? Who?

Ernie k'saws Brooks.- Plants/plant names

Resources:

<https://www.indianz.com/News/2021/05/17/lakota-couple-sues-school-district-for-hair-cutting-incident/>
<https://www.koco.com/article/oklahoma-del-city-native-american-hair/39479112>
<https://www.syracuse.com/news/2021/10/when-a-cny-kid-forcibly-cuts-a-native-american-students-hair-its-a-teaching-moment-for-a-school-district.html>
<https://www.washingtonpost.com/education/2018/12/04/teacher-called-native-american-teen-bloody-indian-cut-anothers-braid-students-say/>
<https://www.theindigenousfoundation.org/articles/us-residential-schools>
<https://calendar.eji.org/racial-injustice/mar/03>
<https://boardingschoolhealing.org/wp-content/uploads/2021/09/NABS-Newsletter-2020-7-1-spreads.pdf>
<https://boardingschoolhealing.org/education/us-indian-boarding-school-history/#:~:text=There%20were%20more%20than%20350,they%20spoke%20their%20native%20languages.>

Summary of Tasks/Actions:

- Teachers will look over designated material to familiarize themselves and read over the teacher notes if deciding to use the powerpoint.
- Present and have a group discussion using the KWL Chart or box
- Go over presentation with the students and talk about the topics included in the powerpoint
- Using the Audio book or Thunder's hair powerpoint, familiarize students with language vocab
- After reading, review/discuss the book. (Vocab words should also be included)
- Group will discuss how this issue relates to current Native Topics
- Finish activity with braiding activity.

Pre-Assessment:

KWL Chart

- Question: Why is hair significant to Native People?

Knowledge Box

- Students cut out the box to answer questions provided on paper

Post Assessment:

Braiding Hair Activity

- After reading articles about current Native hair topics students must make their own hair and place it onto the worksheet
- Below will be questions for students to think critically about how their past, present, and future will mold to them into a young adult
- The 3 strands will represent the past, present, and future so students will have a constant reminder to stay on their paths.