Indigenous Foreigners: Geographic Impact on the Literary and Social Construct of “Other”

Students will be able to interpret geographical data and apply this data to literary and social themes and orally discuss conclusions.

Author: Karin Jozefowski
Grade Level: 9-12
Duration: 3 class periods

National Geography Standards
ELEMENT Two: PLACES AND REGIONS
4. The physical and human characteristics of place.

Arizona Geography Strand
Concept 2 Places and Regions
PO1 Identify characteristics that define a region.
PO5 Examine how the geographic characteristics of a place affect the economics and culture.

Other Arizona Standards
Strand 1: American History
Concept 10: Contemporary United States
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.

Reading
Key Ideas and Details
11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Range of Reading and Level of Text Complexity
11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Writing
Production and Distribution of Writing
Overview
A common theme found in literature is the construct of a people being foreign, or "other" in a larger social structure. Groups of people are often displaced, sometimes even within their own lands, as we find with Native Americans. The current geographic home of many Native Americans has been dictated by reservations. These lands are often not traditional homelands, and the locations were geographically motivated decisions.

Purpose
Students will understand the geographic distribution of resources and how this impacted relocation of Native Americans. Students will then connect the physical separation of reservations with the psychological separation expressed thematically by modern Native American authors.

Materials
- Speaking and Listening rubric
- Large paper for storyboard
- Short story, “This is What it Means to Say Phoenix, Arizona” by Sherman Alexie  (See Sources)
- Student Worksheet and answer key
- Storyboard Directions
- Maps—AZ Population, AZ reservation, US map (with rivers), US Reservation, Idaho Reservation Map, Coeur d’Alene Reservation

Objectives
The student will be able to:

1. read geographical information on a map
2. interpret the information and draw conclusions from the data
3. connect and apply this data with literary themes

4. conduct small and large group discussions expressing personal views and summarizing data

Procedures
Prerequisite Skills: Students should have experience creating storyboards and be able to read a basic map. They also understand the term “other” as a theme in literature.

SESSION ONE
1. Begin the lesson by looking at the Rosebud image. Have students think, pair, share about the image. Students will conclude the reserved area was not the most desirable piece of land.

2. Distribute AZ reservation map and AZ population map. Think, pair, share--where are reservations in relation to large cities and resources?

3. Distribute map of Idaho and US. Locate Coeur d’Alene on US map. The story occurs in this location and will help introduce the geography of the area and situate students within the text.

4. Determine the best place geographically to live in the US. Reservations were often situated in areas of scarce resources and away from larger cities. Students will apply the information about what defines a desirable and undesirable place to live by choosing a place to live based on geography. Next, students explain the geographic factor that influenced this decision to the class.

SESSION TWO
5. Examine photo of Yakima chiefs in the capital. Students will apply their knowledge of theme to identify the literary term “other” and use photo as a concrete example.

6. Distribute story and read aloud.

7. Students respond to questions and discuss. Collect worksheets.

SESSION THREE
8. Distribute storyboard directions and share with class. Review how the assignment will be graded.
**Assessment**

Use 6 Trait Writing rubric and score for Ideas and Organization. Mastery will be considered 4 or higher on the rubric.

Storyboard scoring guide is used to assess the written content of the storyboard.

**Extensions**

Read a variety of Native American authors and genres (poetry, expository)

Expand map exploration to include migratory patterns, mineral and climate data

Expand to other cultures through world literature

**Sources**

Rosebud Photo [http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10031725))](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10031725)))

Arizona population and reservation map [http://geoalliance.asu.edu/azga/](http://geoalliance.asu.edu/azga/)

United States map (with rivers) [http://geoalliance.asu.edu/azga/](http://geoalliance.asu.edu/azga/)


Short Story Text: “This is What it Means to Say Phoenix, Arizona” by Sherman Alexie excerpted from *The Lone Ranger and Tonto Fistfight in Heaven* isbn: 0-06-097624-1