



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

**Author**  
**Grade Level**  
**Duration**

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High School  
1-3 class periods

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions

4. The physical and human characteristics of places

6. How culture and experience influence people's perceptions of places and regions

#### Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

10. The characteristics, distribution and complexity of Earth's cultural mosaics

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

## AZ Standards

### ELA

#### Reading

#### Key Ideas and Details

**11-12.RL.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Range of Reading and Level of Text Complexity

**11-12.RL.10** By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11-12.

#### Writing

#### Production and Distribution of Writing

**11-12.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Arizona Social Science Standards

### GEOGRAPHY

#### The use of geographic representations and tools help individuals understand their world.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

#### Human-environment interactions are essential aspects of human life in all societies.

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

#### History

#### The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.

#### Cycles of conflict and cooperation have shaped relations among people, places, and environments.

HS.H2.1 Explain multiple causes of conflict.

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

#### Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

## 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 political geographic decisions.

## Purpose

Students will understand the geographic landscape that is home to many Native Americans. Students will then connect the physical separation of reservations with the psychological separation expressed thematically by modern Native American authors.

## Materials

- Rosebud Images
- Arizona’s Indian Reservations map  
[https://geoalliance.asu.edu/sites/default/files/maps/AZ\\_Reservations.pdf](https://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf)
- Population of Arizona Counties  
[https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/JozefowskiIndigenous/21\\_AZcounty\\_pop.pdf](https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/JozefowskiIndigenous/21_AZcounty_pop.pdf)
- Idaho map  
[http://www.lib.utexas.edu/maps/united\\_states/fed\\_lands\\_2003/idaho\\_2003.pdf](http://www.lib.utexas.edu/maps/united_states/fed_lands_2003/idaho_2003.pdf)
- Yakima Chiefs in Washington, DC
- Drawing paper for storyboard/Art supplies
- Short story, “This is What it Means to Say Phoenix, Arizona” by Sherman Alexie  
<http://www.hudsonsclass.com/Documents/Freshman/AlexiePhoenix.pdf>
- “This is What it Means to Say Phoenix, Arizona” Student Worksheet and Answer Key
- Storyboard Directions and Scoring Guide

## Objectives

The student will be able to:

1. interpret geographical information from a map
2. connect and apply this information to literary themes
3. 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 should also understand the term “other” as a theme in literature.

### SESSION ONE and TWO

1. Begin the lesson by projecting the Rosebud image and map of Sioux Reservation. Have students think, pair, share about the images. Students should conclude the reservation area was not the most desirable piece of land. The size of the reservation kept shrinking as land was lost by the Sioux.
2. Now project the Arizona’s Indian Reservation map [https://geoalliance.asu.edu/sites/default/files/maps/AZ\\_Reservations.pdf](https://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf) and Population of Arizona Counties maps.  
[https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/JozefowskiIndigenous/21\\_AZcounty\\_pop.pdf](https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/JozefowskiIndigenous/21_AZcounty_pop.pdf) Have students think, pair, share--where are Arizona’s reservations in relation to large cities and resources? Are the counties’ population growing? What resources do they know of that are found on Arizona’s reservations?
3. Then project the map of Idaho [https://legacy.lib.utexas.edu/maps/united\\_states/fed\\_lands\\_2003/idaho\\_2003.pdf](https://legacy.lib.utexas.edu/maps/united_states/fed_lands_2003/idaho_2003.pdf) and locate Coeur d’Alene Indian Reservation on the map. How close is the reservation to the capital of Boise? Do they know of any resources that can be found in this location?
5. Project the photo of the Yakima chiefs in Washington, DC. Have students apply their knowledge of theme to identify the literary term “other” and use this photo as a concrete example.
6. Distribute the “This is What it Means to Say Phoenix, Arizona” Student Worksheet. Project or distribute copies of the short story and read.  
<http://www.hudsonsclass.com/Documents/Freshman/AlexiePhoenix.pdf>
7. Have students respond to questions independently. Collect worksheets. Discuss the best answers.

### SESSION THREE

8. Distribute drawing paper, art supplies, and storyboard directions and explain the assignment. Review how the assignment will be graded.

## Assessment

ELA and Social Science

Grade the worksheet for completeness and correct answers. Mastery will be considered a score of 80% or higher.

Use the Storyboard Scoring Guide is used to assess the student writing. Mastery will be considered a score of 80% or higher.

## Extensions

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

Expand to other cultures through world literature

## Sources

Short Story Text: "This is What it Means to Say Phoenix, Arizona" by Sherman Alexie  
<http://www.hudsonsclass.com/Documents/Freshman/AlexiePhoenix.pdf> excerpted from The Lone Ranger and Tonto Fistfight in Heaven ISBN: 0-06-097624-1