How to Be an Indian in the 21st Century Poetry Lesson

This lesson is recommended for grades 9-12

Enduring Understandings

- Poetry is a form of personal expression and storytelling
- A person’s character is complex and made up of personality, life events, family, community, race, gender, and more

Essential Questions

- What is life like for American Indians today?
- How does poetry allow for greater expression of self?
- What role does race play in how we experience the world?
- What factors such as race, religion, family, community, etc impact identity and daily life?

Students will be able to

- Analyze free verse poetry
- Understand how a person’s intersecting identities impacts the way they live their lives
- Reflect on what impacted the development of their identity
- Identify major elements such as character, characterization, metaphor, simile, personification, etc. in poetry (See vocabulary list for complete details)
Vocabulary List

Students should be familiar with the following vocabulary words prior to engaging with the text. Page numbers reference activities using these terms.

<table>
<thead>
<tr>
<th>Term</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegory</td>
<td>p. 13</td>
</tr>
<tr>
<td>Alliteration</td>
<td>p. 15</td>
</tr>
<tr>
<td>Antagonist</td>
<td>p. 5</td>
</tr>
<tr>
<td>Character</td>
<td>p. 11</td>
</tr>
<tr>
<td>Characterization</td>
<td>p. 8</td>
</tr>
<tr>
<td>Conflict</td>
<td>p. 9; p. 15</td>
</tr>
<tr>
<td>Connotation</td>
<td>p. 6</td>
</tr>
<tr>
<td>Denotation</td>
<td>p. 6</td>
</tr>
<tr>
<td>Factor</td>
<td>p. 3; p. 4; p. 5</td>
</tr>
<tr>
<td>Figurative language</td>
<td>p. 10</td>
</tr>
<tr>
<td>Flashback</td>
<td>p. 9; p. 13</td>
</tr>
<tr>
<td>Free Verse</td>
<td>p. 3</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>p. 10; p. 11</td>
</tr>
<tr>
<td>Idiom</td>
<td>p. 9</td>
</tr>
<tr>
<td>Image</td>
<td>p. 10; p. 11</td>
</tr>
<tr>
<td>Irony</td>
<td>p. 8</td>
</tr>
<tr>
<td>Literal language</td>
<td>p. 10</td>
</tr>
<tr>
<td>Metaphor</td>
<td>p. 4; p. 11</td>
</tr>
<tr>
<td>Narrative</td>
<td>p. 9</td>
</tr>
<tr>
<td>Onomatopoeia</td>
<td>p. 14</td>
</tr>
<tr>
<td>Personification</td>
<td>p. 4</td>
</tr>
<tr>
<td>Point of View</td>
<td>p. 7</td>
</tr>
<tr>
<td>Recognition</td>
<td>p. 5</td>
</tr>
<tr>
<td>Repetition</td>
<td>p. 14</td>
</tr>
<tr>
<td>Rhyme</td>
<td>p. 11; p. 14</td>
</tr>
<tr>
<td>Satire</td>
<td>p. 12</td>
</tr>
<tr>
<td>Simile</td>
<td>p. 4; p. 11</td>
</tr>
<tr>
<td>Style</td>
<td>p. 14</td>
</tr>
<tr>
<td>Symbol</td>
<td>p. 12</td>
</tr>
<tr>
<td>Theme</td>
<td>p. 4</td>
</tr>
<tr>
<td>Tone</td>
<td>p. 11; p. 14</td>
</tr>
<tr>
<td>Trait</td>
<td>p. 3; p. 4; p. 5</td>
</tr>
<tr>
<td>Understatement</td>
<td>p. 10</td>
</tr>
</tbody>
</table>
PRE-WORK worksheet

Watch: Louis V Clark III Author Showcase (first 12 minutes)
https://www.youtube.com/watch?v=4hcBfly01oA

Worksheet:

1. List up to ten character traits or other factors that impact his identity (Indian, Catholic, etc)

2. How does this interview make it clear that Louis values education?

3. Discuss the changes in Louis’s college major(s)? Why did he settle on his last major?

4. What factors did Louis have to overcome to become an author?

5. Throughout Louis’s life who helped support him as an author and poet?

6. Louis’ work is often a form of poetry called “free verse.” How might this choice of expression affect his message?
My Name is Louis Clark p. 5

Read My Name is Louis and answer the following questions:

• In this opening poem, Louis uses both metaphor and simile to describe himself and his relationship to the world. Find and define an example of each.

• What does Louis personify in this poem? Share examples.

• How are Western and tribal names different? How are they the same? What do you think is the meaning of Louis’ tribal name of Two Shoes?

• Looking back at your list from above, what factors or traits are evident in this poem? What might you add to the list?

• Do you agree or disagree with the final lines of Louis’ poem? Why or why not?

• What do you think Louis is trying to say here: “And all good stories are partly truth and partly fiction.”

Performance Task:

Write three to four sentences predicting the overall theme of Louis’ work. You will use this prediction again at the end of the unit.

Self-Assessment

• Who are you?

• Where does your name come from?

• How does race impact your character?

• How does family and community impact your character?

• How will you express your identity?
First Grade Lessons (p. 11-12)

• Analyze the following passage (p. 11) and then read the poem First Grade Lessons. What does it tell us about Louis and the times he lived in?

I was given the surname Clark, so for all practical purposes I was white. No one ever told me I was an Indian. The doctor didn’t pull the baby out with those salad tongs and holler, “Hey, an Indian.” No, this was the 1950s and you really didn’t want to be labeled “red.”

• Who is the antagonist in this poem? Cite a line from the poem as proof.

• Why do you think Louis brings up Jesus and the color of his skin? What point is he trying to make?

• Looking back at your list from above, what factors or traits are evident in this poem? What might you add to the list?

• What example of recognition can be found in this poem? Cite it and explain why you chose that citation.
**Momma Cried** (p. 18-19)

- Analyze the following passage and then read the poem *Momma Cried*. Look for examples of connotative and denotative language being used to play off each other.

*Momma cried alone in the night*
*Like a burglar stealing jewels*
*She stole moments to be human*
*Yet, come the morning, she regressed*
*This she tried to hide*
*By anointing herself*
*With cold water*

**Performance Task:**

Choose a poem about Louis’ mother and father. Cite five examples samples of connotative and denotative language along with its literal and implied meaning.

<table>
<thead>
<tr>
<th>Connotative Language</th>
<th>Denotative Language</th>
<th>Literal Meaning</th>
<th>Implied Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like a burglar stealing jewels, She stole moments to be human</td>
<td>stole</td>
<td>to take without asking</td>
<td>unseen, unknown, a hidden act, possibly shameful</td>
</tr>
</tbody>
</table>
Closed Eyes p. 20

When Momma beat my Daddy and my Daddy beat my Mom
The sun kept right on shining, no one said that It was wrong
The only consequence that we came to know
Was an eerie silence in the house we kids were left alone.

Read Closed Eyes and answer the following questions:

- What does this poem tell us about Louis’s identity?
- How does Louis feel about his place in life?
- Whose point of view is captured in this poem?
- Is it written in the past, present, or future tense?

What is Louis saying here?
Is Superman an Indian or are his ethics faded

Performance task
Create a poem, rap, or drawing with your eyes closed.
Write a reflection on what his title might mean and how having your eyes closed changes the way you live your life.
Rules (p. 21)

Life on the playground; can be a living hell

Read Rules and answer the following questions:

Content Questions
  • In what way is the title of this poem ironic?
  • How does Louis characterize his mother and father?

What “unwritten rules” can you remember from playground activities?
  • Compare this poem to the phrase: “The good old days.” What do people mean by that phrase? What might people be forgetting?

Performance Task:

Describe or imagine an event in your life where you had to follow unwritten rules in order to succeed. You may use poetry, prose, or a drawing to describe this event.
Just Your Race (p.46)

But when we’re out in public
You have to know your place
It’s really not you my friend
It’s just your race

Read Just Your Race and answer the following questions:

Content Questions

• Summarize the narrative of Just Your Race
• What is the underlying conflict in this poem?
• What does the idiom “row to hoe” mean? Where do you think it comes from? How is it used in this poem?
• Cite where Louis uses a flashback in this poem.

Performance Task

Look up and define systemic racism. How is Just Your Race an example of systemic racism in action?
Who Ordered Pizza and Men of Honor p.57-60

So manifest your destiny
With William Clark in tow
Andy Johnson snubbed the courts
And raked in lots of dough.
He said let’s kill the Redman
And take away his land
There’s property in Bighorn
Ripe for a Custer stand.

Read Who Ordered Pizza and Men of Honor and answer the following questions:

- Which types of figurative language did Louis use in “Who Ordered the Pizza”?
- Louis uses hyperbole in a lot of his poems. What impact does using an understatement here have on the meaning of his historical references?
- Which types of figurative language did Louis use in “Men of Honor”?

Standing there with balding heads
bearded chins of white
earning fate within the sun
sometimes wrong, or right
men I knew years ago
accepting what they’d give
hoping that within this poem
their stories will still live.

- Louis’s voice changes when he reflects on his poetry on pages 58-59. How does the mixture of literal and figurative language change your perception of the poems?
- What or who do the images of the balding heads and bearded chins of white refer to?

Performance Task

As Louis did, write a short reflection combining literal and figurative language techniques.
There's a Mouse in the House (p. 72-73)

There’s a mouse in the house, our Momma screamed.
There’s a mouse in the house, or so it seems,
The world is coming to an end,
There’s a mouse in the house, my friend.

Read There’s a Mouse in the House and answer the following questions:

- How does Louis’ use of rhyme change the tone of his poetry?
- How does the character of his parents change from earlier poems?
- Cite examples of hyperbole from this poem.
- How is the tone of this poem different from earlier poems? Why do you think that is?

Performance Task:

Take an image, memory, or experience and create a rhyming verse about it. Highlight your use of the following (if any): hyperbole, simile, and metaphor. What is the tone of your poem?
Indian, I Think and North Dakota Indian (p. 76-78)

Born and raised on the reservation, corn soup in my veins.
Had Fry Bread at my graduation, but I think it kind of strange,
I don't look like what I see when you say you’re honoring me.

--

Can't you see I'm honoring you,
'cause you are such a man
Can't you tell by looking at me,
my Grandma was an Indian

Read Indian, I Think and North Dakota Indian and answer the following questions:

Content Questions

- How does Louis use satire as he describes his struggles with the Indian mascot/logo issue?
  - Who or what is he satirizing?
- How is Louis using popular culture’s version of an Indian as symbolic of the problems with stereotypes?

Performance Task:

Compare and contrast the following names and logos (similarities; differences):

- Washington Redskins (NFL) and the Dallas Cowboys (NFL)
- Chicago Blackhawks (NHL) and the Minnesota Wild (NHL)
- Cleveland Indians (MLB) and the Chicago Cubs (MLB)

Share your thoughts in a class discussion or in small groups. What do you think of these logos? How does popular culture see them? How might American Indians view them?

Helpful definitions (Merriam-Webster):

logo: an identifying symbol (as for use in advertising). The Nike “swoosh” logo is recognized worldwide.
mascot: a person, animal, or object adopted by a group as a symbolic figure especially to bring them good luck. Our school mascot is Bucky Badger.
**Old Men Laugh** p. 81-84

Read *Old Men Laugh*

**Watch:**

Two opposing views:


**Content Questions:**

What is Louis’s opinion on the Mascot debate?

*The big-nosed Indian in Cleveland, only Jimmy Durante could do honor to that Injun. The Tomahawk chop and chant in Atlanta, I’ve never seen or heard such goings-on here in Oneida. Then, the Redskins. White history books neglect to tell about the 1653 proclamation from the New England Trading Company putting out a bounty on our people.*

- Can you see both sides of the argument in his poem/song?
- Is this poem *allegorical*?
- Who were the white men in black robes and why did they come?
- Identify a *flashback*.
- What power does Louis’s poem with a *flashback* have?
- Did either of the videos use *flashbacks*? Why or why not?
- What source do you think best argues the Mascot issue?

**Performance Task**

Write a short poem/song/rap about a current debate. Research the debate and using a *flashback* like Louis did, ground that debate in its historical context. As Louis did, deconstruct your poem line-by-line to demonstrate the meaning behind the words and the location of the *flashback.*
A Day with Grandpa p 96-97

We run all day
Running is fun
And then I say.

Shh, Shh, Shh,
Don’t make a peep
Grandpa’s babysitting
Fast asleep.

Read A Day with Grandpa and answer the following questions:

- How does repetition change the meaning of this poem?
- Identify an example of Onomatopoeia.
- Louis does not rhyme in most of his poems. What is the tone of this poem?
- How does the style of this poem differ from some of his other poems?

Performance Task

Look back on all of your work in this unit. Reflect on the subjects you chose and the style you have been using. Choose an entirely different topic and style to create a new reflective piece on something in your life.
I am Torn p. 101-102

I AM TORN

between

the wilderness of my youth

and

the white world we call civilization

Read I am Torn and answer the following questions:

and answer the following questions:

• What does Louis mean by these words? Why does he write “white world we call civilization”? What does civilization mean? Are all cultures “civilized”?
• Louis is pointing some of the conflicts he faces in his identity and in his life. Refer back to the list of identity characteristics and discuss how many of those identities are conflicting in this poem.
• What is Louis’s most powerful use of alliteration in this poem?

Performance Task

What are some of the conflicts in you? Represent the parts of yourself that are in conflict through poetry, rap, or artistic representation.
Standards

The exercises for *How to Be an Indian in the 21st Century* help to meet the following Wisconsin Academic Standards:

**Social Studies**

- **History**
  - B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
  - B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

- **Political Science**
  - C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

- **Behavioral Sciences**
  - E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
  - E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos
  - E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
  - E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
  - E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
  - E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
  - E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration
  - E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors
  - E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled
E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures

E.12.16 Identify and analyze factors that influence a person's mental health

Reading Standards for Literature (Grades 9-12)

Key Ideas and Details

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Range of Reading and Level of Text Complexity

- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text (Grades 9-12)

Key Ideas and Details

- 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.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines
the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

- By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.