

# Missing Narratives

## UNCOVERING UNTOLD NARRATIVES



### LESSON PLAN

#### Time Frame

2 or more school days

#### Grade

8 - 12 Grade

*Teaching Tip: This lesson can be used for grades 6-12 by shifting language and discussion questions.*

#### Objective

Students will learn about the Kiowa people and their history, and acknowledge that valuable history is not all that is encompassed

#### Description

Students will work both individually and in groups to research and collect information on chosen aspects of the Kiowa people and history.

Each student will create a section of their own “history book” that will later be combined with group members in creating a group “history textbook”.

#### Materials

- Storycorps: Where I Come From Video
- Historical Background Context Article
- Project Explanation: History Book Outline
- Missing Text: Missing Perspectives - Video Analysis Worksheet
- Writing Materials
- Internet Connected Device for Research
- Creative Materials for History “Book” Activity

## Procedure



### Step 1

### Read, Watch, Analyze

**READ:** Have students individually read the Historical Background Context Article.

Article Description: Before European colonizers came to North America, the continent was already home to hundreds of thousands of Indigenous people. Students will read a short historical background context article before diving into research.

**WATCH:** Then, as a class, watch the following videos.

1. [Christopher Columbus | PBS World Explorers](#)

Video description: Brilliant explorer? Or a violent conqueror? Almost no other explorer inspires as much controversy as Christopher Columbus. Find more about this Italian explorer's historic journey to the Caribbean in 1492.

2. [Where I Come From](#)

Video Description: *Where I Come From* is the story of Bernie Botone's first job on a railroad, and the significance this railroad has in his family. Bernie's great-great grandfather Elder Chief Guipago, a chief of the Kiowa Tribe of the Great Plains, was forcefully taken from his land and put into a cattle cart on the same railroad.

**ANALYZE:** Students should complete the Video Analysis Worksheet



### Step 2

### Discuss

After completing the reading, watching the videos, and completing the worksheets, lead students in a discussion using some or all of the following prompts:

1. Before the reading and videos, what did you know about the discovery of the Americas? After watching, have you learned something different?
2. Before the reading and videos, what do you know about Christopher Columbus? After watching, have you learned something different?
3. What historical stereotypes or assumptions are common for Native Americans and Indigenous Peoples?
4. What is a new truth you have learned about Native Americans and Indigenous Peoples?
5. What additional questions now come up for you?



### **Step 3** Research

Break students into small groups (3 or 4 students) to research the following topics -- or other topics that the students may be interested in researching.

1. The Kiowa People's Lifestyle
2. The Kiowa People's Organization and Structure
3. The Kiowa People's Influence
4. Chief Guipago's History
5. The Kiowa People Today

*Teaching Tip: Before breaking students into small groups, lead a short discussion on the importance of analyzing their sources. What perspective is this history being narrated from? Who is being centered? Use this resource for additional [media literacy questions](#).*



### **Step 4** Student History "Book" Project

Students will create their own version of a history "book" that includes all of their research. Provide students with the Project Explanation Handout which includes all student facing project instructions.

*Teaching Tip: Encourage students to get creative! This history book can look like a traditional book or it can be a form of media, a TikTok, a series of social media posts etc.*



## Step 5

## Closing Discussion

Once all student project submissions have been compiled, showcase the class' collective findings. Then, lead a discussion reflecting on the process, project, lessons learned, and the importance of documenting history.

## Additional Resources

Once all student project submissions have been compiled, showcase the class' collective findings. Then, lead a discussion reflecting on the process, project, lessons learned, and the importance of documenting history.

1. "Missing Narratives: Uncovering Untold Histories", a blog on PBS TeacherLounge that dives into the importance of this lesson.
2. This [\*American Narratives\*](#) virtual professional learning webinar highlights the importance of teaching multiple perspectives and beyond the textbook.
3. [\*Expanding Narratives Using Media: A Planning Kit\*](#) has resources, tips, and professional development opportunities rooted in skills supporting critical media literacy.
4. [\*Native American Heritage Beyond the Month of November\*](#), a blog on PBS TeachersLounge written by Yatibaey Evans and Princess Daazhrai Johnson.

