

What Does Warrior Mean To You?

Elementary

2-3 Class Periods

Program Segments

- What Does it Mean to Be a Warrior? (approximately 3 ½ minutes)
- Conclusion (approximately 6 ½ minutes)



Objectives

Students will be able to:

- Develop a definition for the word warrior.
- Investigate what a warrior means to Native Americans.
- Compare and contrast their understanding of the word warrior to Native Americans' concept of warrior.

Instructional Resources

- *The Warrior Tradition*
- Drawing paper, colored pencils
- Interview Card of Questions
- Warrior Word Cloud Worksheet
- Highlighters or markers
- What is a Warrior? Venn Diagram
- Exit ticket (piece of paper)

Procedures

2-3 CLASS PERIODS (break up where necessary)

1. Teacher will tell students to create a drawing of what they think a warrior looks like.
2. Students will write one or two sentences describing their warrior. The teacher will provide the sentence starter: "My warrior is..."
3. Using an Interview Card of Questions, students will interview a partner to learn more about their warriors by asking:
 - *Is your warrior a man or a woman?*
 - *What makes your warrior strong? (Muscles, brain...)*
 - *What is your warrior fighting for?*



4. Students can take a few minutes to expand their descriptions of their warrior.
5. Students will watch the segments from *The Warrior Tradition*.
6. The teacher will hand out the Warrior Word Cloud Worksheet with a definition of the word warrior.
7. The teacher will explain that the word cloud was created using quotes from the program, *The Warrior Tradition*.
8. Students will examine the word cloud, then the teacher will lead a discussion about it to make the words that are shown relevant to the study of the idea of a warrior.

Example: land - is important to Native Americans because they identify the United States as Turtle Island and that it still “belongs” to them. Therefore, many Native Americans feel it is their responsibility to protect it.
9. In one color, students will highlight any words and/or concepts *similar* to their idea of warrior. Then in a different color, students will highlight any words and/or concepts *different* from their idea of warrior.
10. Students will complete the What is a Warrior? Venn Diagram by filling in similarities and differences of the warriors they drew to the ideas and concepts of a warrior presented in *The Warrior Tradition*.
11. The teacher will then engage students in a discussion about stereotype. A definition of stereotype is:

A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment.
12. The teacher should gauge the class’s understanding of stereotype by asking:
 - *Has someone ever thought something about you that was untrue?*
 - *Has someone ever said something about you that was untrue?*
 - *Has someone ever thought that you were exactly like your brother, sister, or friend even without knowing you?*
 - *How did that make you feel?*
 - *Do you know of any stereotypes about Native American warriors?*
 - *How can stereotypes be harmful?*
13. Students will answer on an exit ticket (piece of paper):

*How has your idea of a warrior changed after watching The Warrior Tradition?
Explain and provide specific examples.*



Assessment Tasks

- Students will create a drawing of a “warrior.”
- Students will answer questions, with a partner, about their warrior drawings.
- Students will turn in a completed Word Cloud Worksheet.
- Students will turn in a completed What is a Warrior? Venn Diagram.
- Students will participate in a class discussion on stereotypes.
- Students will turn in an exit ticket.

Extension Activities (optional)

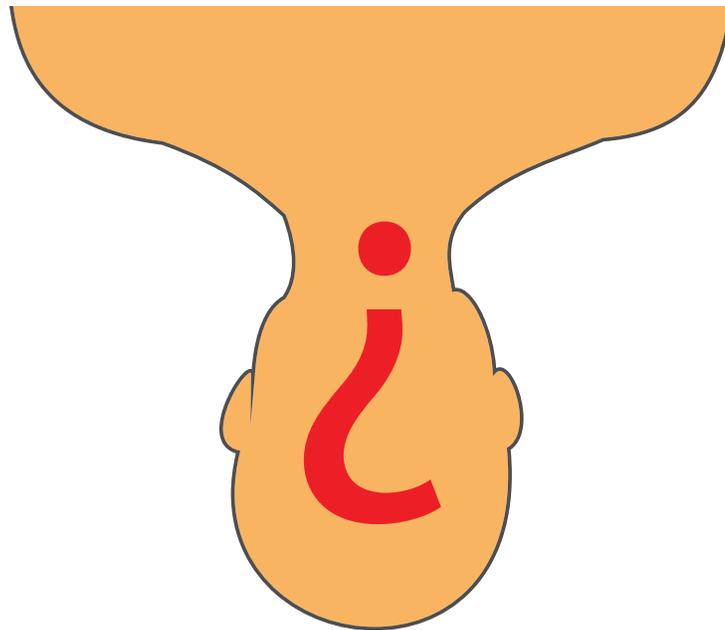
- Students can create a new picture of what they think a warrior is after watching *The Warrior Tradition*.
- Students can use different quotes from *The Warrior Tradition* to create their own word clouds.

National Curriculum Standards for Social Studies – Thematic Strands

1. Culture
2. Time, Continuity & Change
4. Individual Development & Identity
6. Power, Authority & Governance

Made possible by a major grant from the Corporation for Public Broadcasting: A private corporation funded by the American People with additional funding by The Arthur Vining Davis Foundations, Independent Health and Arizona Humanities.

The Warrior Tradition is a co-production of WNED-TV, Buffalo/Toronto and Florentine Films/Hott Productions, Inc.



(FOLD ALONG DOTTED LINE)

PARTNER QUESTIONS

1. Is your warrior a man or a woman?
2. What makes your warrior strong? (Muscles, brain...)
3. What is your warrior fighting for? (Social justice issues: bullying, inequality, unfair treatment because of race, color, religion...)
4. Why is that problem or issue important to your warrior?

Warrior Word Cloud Worksheet

Warrior

Noun: a person engaged or experienced in warfare.

Broadly: a person engaged in some struggle or conflict.

- In one color, highlight words similar to your concept of warrior.
- In a second color, highlight words different from your concept of warrior.

land peace generations
people tradition
children fight values warriors
warrior protecting
future allowed good
language progress
culture sacred
preserve



Quotes from *The Warrior Tradition* used to make this word cloud:

“Being a warrior’s not necessarily about going out and killing people. It’s about keeping the peace as well and making sure that our traditions and cultures are staying in line with our values -- protecting our land, our family, our community. And that’s part of the warrior tradition.”

“This is our land. The four sacred mountains, that’s our land. These are our mountains. The rivers within that four sacred mountains, that’s our river. We want to protect it. We want to preserve it for our family, for our relatives, for our children, for the future generations.”

“The warrior culture in the late 1800s for all Native Americans was disappearing as the reservation system really made it unnecessary. There were no more enemies to fight. You couldn’t fight the United States because you’re powerless against their might.”

“We were warriors. After we came onto the reservations, we were no longer warriors. We weren’t allowed to carry our weapons. We weren’t allowed to do anything except what the government allowed.”

“Here they told us that we’re no good and forget your language because your language is tradition, tradition is an enemy to progress and all that.”

What is a Warrior? Venn Diagram

My Warrior Drawing

The Warrior Tradition

