



Grade Level: 5  
Subject: ELA

# Native American Regalia

## ESSENTIAL UNDERSTANDINGS

- Identity
- Lifeways

## LEARNING OUTCOMES

- Students will be able to explain how stereotypes affect Native Americans.
- Students will be able to compare and contrast hearing versus seeing when it comes to a text and/or video.

## CULTURALLY RESPONSIVE PRACTICES

- Preserving and honoring cultural history
- Student talk
- Music

## ASSESSMENT

Students will be assessed on the proficient completion of the Grand Ronde Regalia Venn Diagram and the Reflection Activity.

## Overview

In this lesson, students will explore traditional dress worn by Grand Ronde tribal members and what it means to them, while also exploring and understanding the stereotypes that often follow Native Americans. Students will have the opportunity to view the traditional dress on today's Grand Ronde tribal members.

## MATERIALS

- [Regalia Poem](#)
- [Grand Ronde Regalia video](#)
- [Grand Ronde Regalia Venn Diagram](#)

## LOGISTICS

- Where does this activity take place?  
**Classroom**
- How are the students organized?

**Whole Class**      Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

**50 minutes**

## STANDARDS

### Oregon Common Core State Standards: ELA

**CCSS.ELA-Literacy.RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

### Oregon Social Science Academic Standards

**Historical Knowledge 8.25** Evaluate the impact of the intersectionality of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.

**Historical Knowledge 8.27** Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.

## Background for Teachers

Teachers should review the Grand Ronde Regalia text and video prior to the lesson.

*“Our Native American regalia is a tradition for our Native people, and the wearing of it is a distinctly indigenous activity. It is imbued with spiritual meaning and an expression of culture and identity. For Native dancers, not only is the act of dancing that expression, but the wearing of dance regalia is also a visible manifestation of one’s heritage. Often the beadwork contains personal motifs that reflect the dancer’s tribe, and beadwork is frequently created by a family member and given as a gift to the dancer.*

*Feathers receive utmost respect. Regalia is one of the most powerful symbols of Native identity and is considered sacred. This is one reason why it is inappropriate to refer to regalia as a “costume.”*  
-Trevor, 2020

### Websites:

- [Why Your Native-Inspired Halloween Costume Devalues Our Indigenous Cultures](#)
- [Cultural Appropriation, A Perennial Issue On Halloween : NPR](#)
- [My culture is not your Halloween costume – The Observer](#)

## VOCABULARY

- **Regalia-** traditional clothing that is still worn by Native Americans today during ceremonies and celebrations. There are different types of regalia that are meant for different ceremonies or dances. For example, regalia worn for jingle dance is adorned with bells. There are also certain pieces of regalia that are only meant for men to wear or only meant for women to wear.
- **Indigenous-** originating in a particular place; native.
- **Mocked-** to tease or laugh at.
- **Reconciliation-** the restoration of friendly relationships.
- **Dehumanizing-** depriving a person or group of positive human qualities.
- **Objectify-** to degrade a person or group of people.
- **Marginalization-** the treatment of a person or group as insignificant.
- **Colonization-** the process of establishing control over the indigenous people of an area.
- **Cultural appropriation-** the adoption or use of cultural norms from a minority culture by members of the dominant culture.

## Opening

Begin the lesson by asking students what the difference is between seeing something and hearing something. Teacher may use the example of reading a book verses seeing the movie.

Examples:

- Bridge to Terabithia
- Harry Potter
- Hoot
- The Lightning Thief
- Holes
- The Hunger Games

## Activity

1. Begin reading the poem “Regalia” to students. Teachers may display the poem on the projector or pass out hard copies of the poem to students individually.
2. Ask students a few response questions about the text.
  - a. What is the poem about?
  - b. Why do you think some words are larger than others? Does this help get a point across? If so, what do you think that point is?
  - c. What do you “see” when you hear the poem being read?
  - d. Do you envision any or someone particular?
3. Now play the Grand Ronde Regalia video for students. The text is the same.
4. Ask students response questions about the video.
  - a. Did the video give you more clarity than the written text?
  - b. Did the images in the video match what you had envisioned?
  - c. Did the images get the point across better than the written text?
  - d. Did you “hear” something more by watching the video?
  - e. Did the music contribute to what you heard more?

## Closure

Have students complete the venn diagram and then answer the question:

*In your opinion, when making a statement do you think it's better for someone to read written text or watch a video? Why?*

## Differentiation

- Teachers can conduct the activity in small groups instead of a whole-group setting.
- Teachers can decide to play the video before the poem if they believe it will captivate the students' attention.

## Extension

- Have students explore the cultural outfits from other racial and ethnic groups. Compare and contrast the traditional garb.
  - The Sari - India
  - Kilts - Scotland
  - Tracht - Southern Germany and Austria
  - Balinese temple dress - Indonesia
  - Maasai beadwork - Kenya
  - Herero women - Namibia
  - Sámi clothing - Lapland
  - Gho - Bhutan
  - Bowler hats - Bolivia
  - Nagaland - Northern India
  - Conical hats - Vietnam
  - Flamenco dresses - Andalucía, Spain
  - The ten-gallon Stetson - Texas, USA
  - Sardinian traditional dress - Italy
  - Changing the Guard - Seoul, South Korea
  - The keffiyeh, shemagh or ghutra - the Middle East
  - Coiffe - Brittany, France
  - Kimono - Japan

## Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)  
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

## Appendix

Regalia Poem:

<https://drive.google.com/file/d/1Kn-6x8e5hZqG7uYCIY2zAIEIAV6Z3PXz/view?usp=sharing>

Grand Ronde Regalia video:

<https://drive.google.com/file/d/1VA1qv1eRfTqXN9OSmC4PX9MoSV8I08BX/view?usp=sharing>

Grand Ronde Regalia Venn Diagram:

<https://drive.google.com/file/d/12D56Rqo8Btskx0RCtSFGqO4qJOpUf57u/view?usp=sharing>