



Menil and Her Heart

Time: 5 days

Grade Level: 7-12



Purpose (What will students learn from this lesson?):

Students will read and/or perform a play about the Missing and Murdered Indigenous Women and Girls (specifically about a young Cahuilla girl) in the classroom with their peers. Students will learn about MMIWG and how the MMIWG Movement is working to shed light on the lack of and unequal distribution of resources to solve and prevent the kidnapping and murder of Indigenous women and girls.

Unit Enduring Understandings Alignment:

Stories: The collective narratives of my people.

- We understand that our roots and indigeneity were established prior to colonization and that they are a source of knowledge, connection and healing.
- We understand and embrace the historical contributions, intellectual knowledge and

cultural wealth of our people.

- We understand and place a high value on the stories of resilience, survival and resistance of our people.

Lesson Guiding Questions:

- What is the Missing and Murdered Indigenous Women and Girls movement in the United States and Canada?
- How do MMIWG impact Indigenous communities?
- What can be done to prevent the onslaught of MMIWG?

Essential Skills:

- Analytical reading
- Effective presentation
- Community actualization

Cultural Wealth (Yosso, p. 78):

Familial capital - “those cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition... This form of cultural wealth engages a commitment to community well-being and expands the concept of family to include a broader understanding of kinship. Acknowledging the racialized, classed and heterosexualized inferences that comprise traditional understandings of ‘family’, familial capital is nurtured by our ‘extended family’, which may include immediate family (living or long passed on) as well as aunts, uncles, grandparents and friends who we might consider part of our familia. From these kinship ties, we learn the importance of maintaining a healthy connection to our community and its resources” (p. 79).

Ethnic Studies Principles Alignment:

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.
- Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
- Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge

Standards Alignment:

- **7th Grade Comprehension and Collaboration:**
- **CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- **CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- **8th Grade Comprehension and Collaboration:**

- **CCSS.ELA-LITERACY.SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- **CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

- **9th/10th Grade Comprehension and Collaboration:**

- **CCSS.ELA-LITERACY.SL.9-10.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- **CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- **CCSS.ELA-LITERACY.SL.9-10.1.C**
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **11th/12th Grade Comprehension and Collaboration:**
- **CCSS.ELA-LITERACY.SL.11-12.1**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.1.A**
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **CCSS.ELA-LITERACY.SL.11-12.1.B**
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **CCSS.ELA-LITERACY.SL.11-12.1.C**
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Materials:

<p>LESSON PLAN SLIDES Menil and Her Heart: The Play MMIWG Report (supplemental resource can be used for further study)</p>	
--	--

Modifications, Accommodations, Resources for Multilingual Students :


- | |
|--|
| <ul style="list-style-type: none"> ● Apply translanguageing strategies ● Translate the materials to home language ● Use the scaffolds offered in this lesson and any preferred/mandatory accommodations or modifications best suited for your students. |
|--|

C1: Cultural Rituals and Energizer

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement	2 min
Step 2	Ancestor Acknowledgement: Stacy Hill	3 min
Step 3	Cultural Energizer: Collective breath that can be replicated as needed during the lesson.	10 min
Step 4	<p>Video: Voices Unheard</p> <p>Why does this film show the British missing woman several times?</p> <p>Why do you think these cases of Missing and Murdered Women not get solved?</p> <p>What can we do?</p> <p>Why do we need to bring justice to the Missing and Murdered Indigenous Women and Girls?</p>	40 min

C2: Critical Concepts

	DESCRIPTION	
	The MMIWG Red Hand	30 min for all critical concepts unless you use

<p>A red hand over the mouth has become the symbol of a growing movement, the MMIW movement. It stands for all the missing sisters whose voices are not heard. It stands for the silence of the media and law enforcement in the midst of this crisis. It stands for the oppression and subjugation of Native women who are now rising up to say #NoMoreStolenSisters.</p>	<p>supplemental resources</p> 
<p>Indian Relocation Act</p> <p>The Atlantic Article: “How America’s Past Shapes Native American’s Present”</p> <p>The Indian Relocation Act of 1956 (also known as Public Law 959 or the Adult Vocational Training Program) was a United States law intended to encourage Native Americans in the United States to leave Indian reservations, acquire vocational skills, and assimilate into the general population. Part of the Indian termination policy of that era, which terminated the tribal status of numerous groups, it played a significant role in increasing the population of urban Indians in succeeding decades.</p>	
<p>MMIWG</p> <p>What is MMIWG? It is a community-based grassroots movement raising awareness and addressing the lack of response when a Native woman or girl goes missing or is murdered.</p> <p>The legacy of violence against our Native women and children dates to the Spanish and Euro-American invasion of our Native lands and our sacred bodies. Many times Native people are targeted in “bordertowns” for the color of a person’s skin, anti-Indianism, and the influences of settler colonialism. When we look at border-town violence and police brutality against Native people, Native people are more likely to be killed by police officers than any other minority group in the Nation.</p>	
<p>The Red Dress</p> <p>May 5 is the official MMIW Day and is the most widely celebrated across the US and Canada. Every year, individuals wear red, and attend marches, rallies, bike rides, fundraisers, and more to raise awareness for the MMIW cause and fight</p>	

	<p>against the injustice that's happening to Native women and their families every day.</p>	
	<p>MMIMB</p> <p>While women and girls are the primary victims of violence and human trafficking among Native Americans, they are not alone. People of all ages are victims of these horrific crimes, including men, boys, infants, and the elderly.</p> <p>In fact, 82% of indigenous men are victims of violence in their lifetime and Native children are more likely to experience trauma and abuse than their non-Native peers. When educating yourself about the struggles of Native Americans, it's important to recognize and remember all victims of these crimes.</p>	
	<p>Femicide</p> <p>Gender-related killings (femicide/feminicide) are the most brutal and extreme manifestation of violence against women and girls. Defined as an intentional killing with a gender-related motivation, femicide may be driven by stereotyped gender roles, discrimination towards women and girls, unequal power relations between women and men, or harmful social norms.</p>	

C3: Community Collaboration

STEP	DESCRIPTION	TIME
Step 1	<p>Scene One has no dialogue: Read it with your students and use your preferred close reading strategy to bring it to life.</p> <ul style="list-style-type: none"> -Act it out, or -Draw it, or -Your preferred close reading strategy. 	<p>Two 60-minute classes</p>
Step 2	<p>Scene Two is a protest. What is the impact of this scene on the audience? What is the purpose of this short protest scene?</p>	

<p>Step 3</p>	<p>Scene Three is a family scene in the home of the missing indigenous girl. The sheriff is present.</p> <p>What attitude about the missing girl is each character in this scene representing?</p> <ul style="list-style-type: none"> -Sheriff -Mother -Grandfather -Nesune (the missing girl’s sister) 	
<p>Step 4</p>	<p>Scene Four, Nesune breaks the fourth wall. What is the purpose of this monologue being delivered to the audience?</p>	
<p>Step 5</p>	<p>Scene Five, why do you think the playwright chose to have the missing sister Menil, be the puppeteer for the dragonfly? What could this mean symbolically?</p>	
<p>Step 6</p>	<p>Scene Six, what would you do if the dreamwalker came to you like he came to Mesune?</p>	
<p>Step 7</p>	<p>Scene Seven, why do you think the mom is behaving the way she is and saying the things she does about her missing daughter Menil?</p>	
<p>Step 8</p>	<p>First watch the video about “Bird Singers” for context about the significance of this traditional practice. Then read the scene with the following question that facilitates analysis.</p> <p>Scene Eight, what is the message of the characters in this scene?</p> <ul style="list-style-type: none"> - Dreamwalker -Gopher Woman -The Snake -The Bird Singers 	
<p>Step 9</p>	<p>Scenes 9-14, read these scenes and keep track of when it is the star world or when it is a flashback or the future. You can create a graphic like this to keep track:</p>	

	Star world	Flashback	The Future	
Step 10	Scenes 15-16 , how is Nesune different now? Which is your favorite of the songs at the end based on the lyrics? Why?			

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	What are the things we do in our community that protects us? What can we do to bring awareness about MMIWG?
Assessment: How will the students be assessed?	Students can create awareness campaigns based on their conclusive dialogue. They can have a May 5 “Red Dress” awareness on their campus. They can create PSA videos.
Evaluation: How will the effectiveness of this lesson plan be evaluated?	Students' awareness of how MMIWG is connected to systemic oppression and neglect of indigenous people in the United States and Canada.

Lesson Plan Contributors: Guadalupe Cardona