

NARU MUI FILMS PRESENTS



VISION MAKER MEDIA

La Wanna Harris

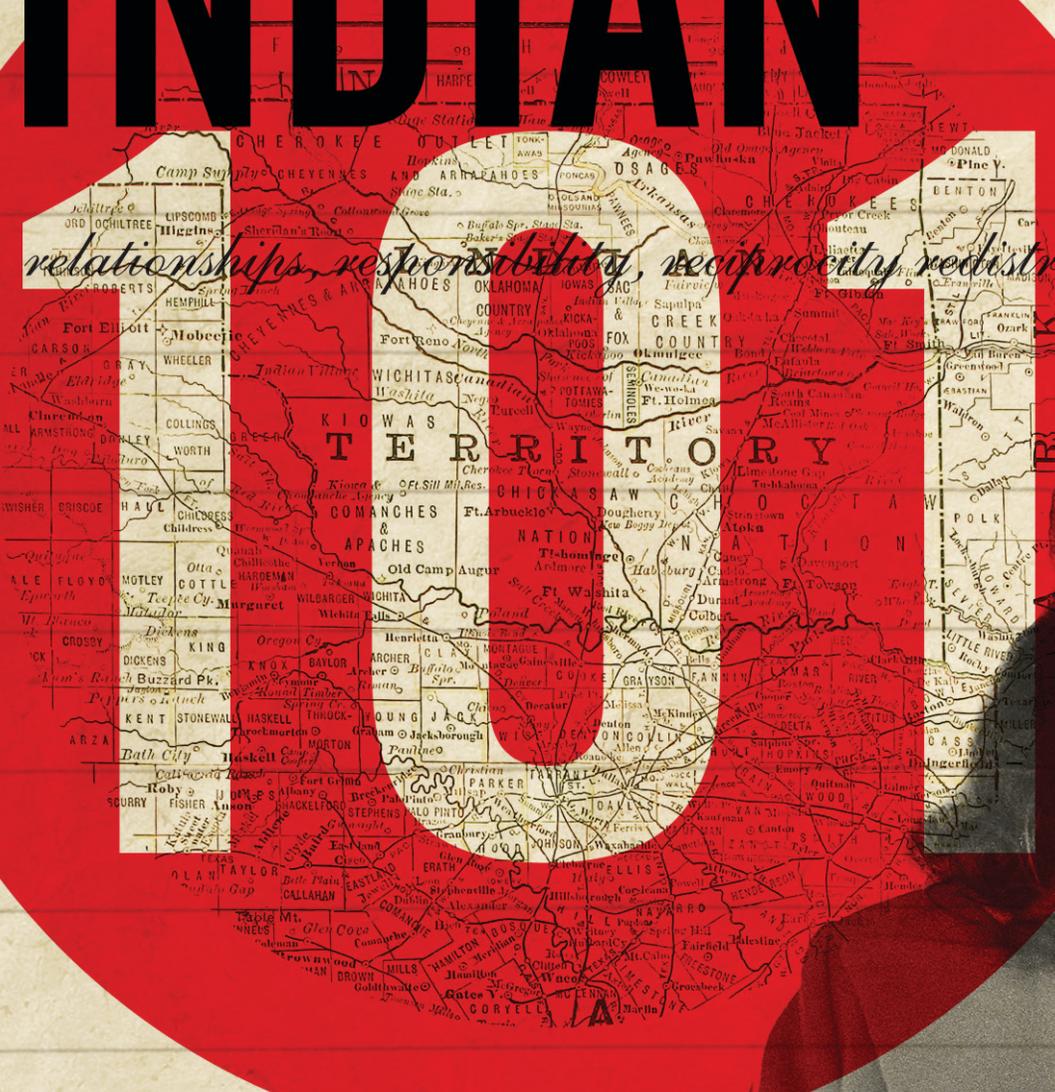
EDUCATIONAL GUIDE

INDIAN

Subject Areas:

- ENGLISH/LANGUAGE ARTS: LITERACY IN HISTORY
- SOCIAL STUDIES & WRITING

relationships, responsibility, reciprocity, redistribution, indigeneity



www.Indian101TheMovie.com

NARU MUI FILMS PRESENTS IN ASSOCIATION WITH VISION MAKER MEDIA & THE CORPORATION FOR PUBLIC BROADCASTING EXECUTIVE PRODUCER JOHNNY DEPP
 EDITED & CO-PRODUCED BY SAM WAINRIGHT DOUGLAS CINEMATOGRAPHY BY DUSTINN CRAIG ORIGINAL MUSIC BY ALEX MAAS & BRETT ORRISON PRODUCED & DIRECTED BY JULIANNA BRANNUM

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A Note to Educators: Using this Guide

The *LaDonna Harris: Indian 101 Educational Guide* is designed to support the viewing and teaching of the documentary film *LaDonna Harris: Indian 101* by Julianna Brannum of Naru Mui Films. The ensuing Lessons, featuring key concepts, learning objectives, discussion questions, class activities, and vocabulary, require students to engage in critical research, reflection, and conversation on numerous topics, concepts, and processes prompted by content featured in the film, including leadership, cultural diversity, media representation, gender, nationhood, activism, human rights, government policy, and globalization. Corresponding to national standards, each question and activity is designed for use in classrooms, community organizations, leadership training, and other learning spaces.

Grade Appropriateness

- 9-12
- Higher Education

Subject/Topic Curricula

- English/Language Arts: Literacy in History
- Social Studies & Writing

Common Core State Standards (CCSS)

The appropriate common core standards are listed using the nationally accepted labels and include three parts: the first letter(s) refer(s) to the strand (e.g. RL – Reading standard for literature; RI – Reading standard for informational text; W – Writing, etc.); the first number(s) refer(s) to the grade level and the last number(s) refer(s) to the number of the specific standard.

For more information, consult:
<http://www.corestandards.org/ELA-Literacy>



LaDonna Harris (Comanche).
Photo courtesy of LaDonna Harris.

LADONNA HARRIS: INDIAN 101 EDUCATIONAL GUIDE



LaDonna Harris (Comanche), named “Indian of the Year,” in a parade.
Photo courtesy of LaDonna Harris.

Background

LaDonna Harris’ introduction to the federal government began when President Lyndon B. Johnson assigned her to educate the executive and legislative branches of the U.S. government on the unique role of American Indian tribes and their relationship with the federal government. This course was called “Indian 101” and was taught to members of Congress and other agencies for over 35 years.

In addition to her work in civil rights, world peace, the environment, and women’s rights, Harris is best known for introducing landmark legislation, such as land return claims to the Taos Pueblo Tribe and the Native Tribes of Alaska, and returning federal recognition to the Menominee Tribe.

Held in highest regard by her colleagues for countless social and historic achievements, Harris is now passing her knowledge to a new generation of emerging Indigenous leaders. Harris’ new program is a cutting-edge program that trains Native professionals to incorporate their own tribes’ traditional values and perspectives into their work, while building a global Indigenous coalition.

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Lesson 1: Relationships

(Video Clip – 00:03:15-00:06:30)

ESTIMATED TIME: 1 class period

KEY CONCEPT: Where we come from and to whom we are related impacts our lives.

LEARNING OBJECTIVES:

1. To understand the significance of home and family.
2. To examine and learn about Harris' early years and family influences.
3. To identify historical events involving the relocation of Comanches.

Discussion Questions:

1. What do *home* and *family* mean to LaDonna Harris?
 - Answers will vary.
2. How do her understandings compare to your perceptions of your own home and family?
 - Answers will vary.

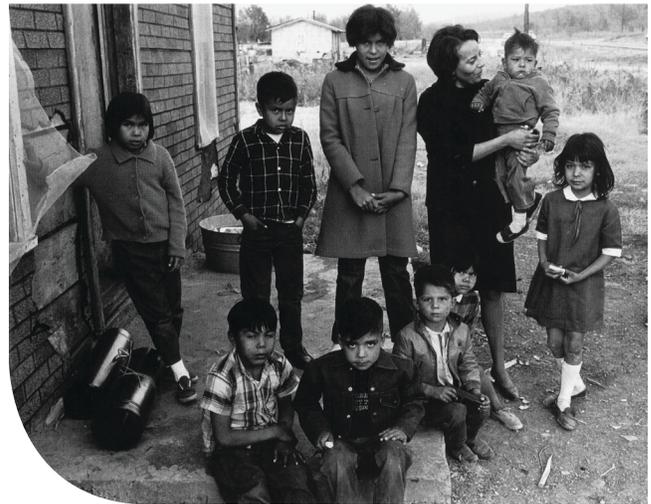
Class Activity:

Geography and Politics

Research LaDonna Harris' background. How did Comanches come to be located largely in Comanche Country and Cotton County in Oklahoma (formerly known as Indian Territory)? Write a one to two-page paper, and present your findings to the class.

Vocabulary:

- Comanche
- Indian Territory
- LaDonna Harris
- relocation



LaDonna Harris (Comanche) with Cherokee youth.
Photo courtesy of LaDonna Harris.

Lesson 2: Perceptions

(Video Clip – 00:09:35-00:10:00)

ESTIMATED TIME: 1 class period

KEY CONCEPT: How we perceive ourselves and how others perceive us shape our identities.

LEARNING OBJECTIVES:

1. To understand the significance of how we understand ourselves and those around us.
2. To examine and learn about the power of the media to shape cultural perceptions (and misconceptions).
3. To identify media portrayals and stereotypes of Comanches.

Discussion Questions:

1. **How does *LaDonna Harris: Indian 101* challenge and transcend former popular perceptions and stereotypes of Natives as, to quote David Harrison (Osage) in the film, “derelicts and drunks or as unfortunate wretches that had not yet thrown off the last vestiges of a culture that was holding them back”?**
 - Answers will vary.
2. **What were your perceptions of Natives and/or Comanches before you watched the film? Where did you learn those ideas?**
 - Answers will vary.

Class Activity:

Cultural Representations in Mass Media

Documentaries about Native Americans often focus on either historical Natives who were eventually defeated or, occasionally, contemporary Natives who are also downtrodden and defeated. In movies and TV shows featuring Comanche characters, Comanches are generally depicted as violent, murderous, and stuck in the past. In comparison, how does *LaDonna Harris: Indian 101* represent a modern-day Comanche elder? Does the film reinforce and/or challenge how Natives or Comanches are popularly understood?

(For comparison, for example, see the western film *The Searchers*; episode “Comanches vs. Mongol” in the television series *Deadliest Warrior*; television mini-series *Comanche Moon*; or S.C. Gwynne’s book *Empire of the Summer Moon: Quanah Parker and the Rise and Fall of Comanches*.)

Select two of the above or another film portraying Comanches, and write a two-page paper comparing their representations of Native people. Include your opinion as to why there may be differences.

Vocabulary:

- mass media
- representation
- stereotype

Lesson 3: Indian Policy

(Video Clip – 00:06:30-00:07:33 & 00:10:00-00:11:13)

ESTIMATED TIME: 1 class period

KEY CONCEPT: Federal policy toward Native peoples has attempted to drastically alter how and where Native peoples should conduct themselves.

LEARNING OBJECTIVES:

1. To understand the significance of differing worldviews in making important cultural and political decisions.
2. To examine and learn about federal Indian policy.
3. To identify and compare phases of federal Indian identity.



LaDonna Harris (Comanche) meeting with the Women's Political Caucus. Photo courtesy of LaDonna Harris.

Discussion Questions:

1. Compare LaDonna Harris' grandparents' "both/and" approach of allowing multiple belief systems to the federal government's "either/or" approach of enforcing assimilation over integration.
 - Answers will vary.
2. How does Harris characterize "truth"?
 - Answers will vary.

Class Activity:

Federal Indian Policy

In small groups, research the phases of twentieth-century federal Indian policy, including termination, assimilation, relocation, and self-determination. As a class, compare and contrast each policy.

(Recommended Reading: Chapter 5, pages 121-134 of "A History of Federal Indian Policy" in Wilkins and Stark's *American Indian Politics and the American Political System*, 3rd Edition.)

Vocabulary:

- assimilation
- belief system
- relocation
- self-determination
- termination
- worldview

Lesson 4: Indian 101

(Video Clip – 00:23:00-00:24:27)

ESTIMATED TIME: 1 class period

KEY CONCEPT: Creating political and social change is possible through education.

LEARNING OBJECTIVES:

1. To understand the impetus for creating “Indian 101” education in Washington, D.C.
2. To examine and learn about Harris’ “Indian 101” causes.
3. To identify and compare Harris’ approaches with “Indian 101.”

Discussion Questions:

1. **What is “Indian 101”?**
 - Answers will vary.
2. **How did Harris implement “Indian 101”? What is its significance?**
 - Answers will vary.

Class Activity:

Social & Political Issues

Have each small group select and research one of the causes that LaDonna Harris has worked on, such as:

- *Integration in Oklahoma*
(Video Clip 15:05-17:45)
- *Education for Native students*
(Video Clip 19:15-22:15)
- *War on Poverty funding*
(Video Clip 26:15-27:15)
- *Establishment of the National Council on Indian Opportunity*
(Video Clip 27:15-28:15)
- *Women’s rights and political involvement*
(Video Clip 36:30 - 38:55)
- *The return of Blue Lake to the Taos Pueblo*
(Video Clip 39:30 - 45:25)
- *Tribal sovereignty and energy resources*
(Video Clip 46:25 - 48:30)
- *Globalization and Indigenous coalitions*
(Video Clip 48:30 - 54:00 & 55:10 - 56:00)

Vocabulary:

- globalization
- Indian 101
- Taos Pueblo
- tribal sovereignty
- War on Poverty

Lesson 5: Leadership Principles

(Video Clip – 00:14:42-00:15:05 & 00:36:30-00:38:53)

ESTIMATED TIME: 1-2 class periods

KEY CONCEPT: Everyone has strengths to contribute to the well being of his/her community.

LEARNING OBJECTIVES:

1. To understand the significance of one’s “medicine.”
2. To examine and learn about overcoming obstacles and stereotypes to achieve success.
3. To identify leadership principles.

Discussion Questions:

1. **What obstacles did LaDonna Harris, a Comanche woman, face in Washington, D.C. that male politicians likely did not? How did she overcome these obstacles to achieve success?**
 - Answers will vary.
2. **Why do you think more Americans have not heard of the social and political contributions and achievements of LaDonna Harris and, by extension, other modern-day Indigenous women?**
 - Answers will vary.

Class Activity:

Leadership & “Medicine”

As a class, make a list of strengths that you expect to find in a leader. Which leadership traits best fit LaDonna Harris’ leadership style? How do Harris and others in the film characterize Harris’ “medicine”/strengths as a leader?

Principles of Indigeneity

An inclusive, engaging, and accessible leader, Harris speaks from a strong grounding in the Comanche values of the four R’s: relationship, responsibility, reciprocity, and redistribution. As a class, read Harris’ article “Indigeneity, an Alternative Worldview.”

(<http://www.humiliationstudies.org/documents/WasilewskiIndigeneity.pdf>)

Then, divide into four groups, with each group in charge of defining and explaining one of the “R” concepts that inform Indigeneity (the quality of being Indigenous). Next, have someone from each group share the group’s answers with the class. As a class, compare how the concepts relate to and/or differ from each other. What are some examples from the documentary, other media, or your own experiences that illustrate (or oppose) each “R” term?

Vocabulary:

- Indigeneity
- reciprocity
- leadership
- redistribution
- “medicine”
- relationship
- principle
- responsibility

Lesson 6: Radicalism

(Video Clip – 00:31:20-00:36:30)

ESTIMATED TIME: 1 class period

KEY CONCEPT: Activism is expressed in a variety of ways to effect change.

LEARNING OBJECTIVES:

1. To understand the significance of activism and radicalism in Indian Country.
2. To examine and learn about modern Indigenous leaders.
3. To identify and compare Indigenous leadership approaches.

Discussion Questions:

1. **How do you define “radical”? What do you think LaDonna Harris means when she says, “I was as radical as [the American Indian Movement (AIM)], but I had a different style”? Compare Harris’ style to AIM’s approaches to achieving change.**
 - Answers will vary. For further context on AIM, see PBS’s *We Shall Remain* episode 5 “Wounded Knee” co-produced by the *LaDonna Harris: Indian 101*’s director Julianna Brannum and Stanley Nelson.
2. **What does it mean to be an activist? What are different ways to express activism?**
 - Answers will vary.

Class Activity:

Compare Leadership Styles

Research modern-day Native activists and leaders (ex. Wilma Mankiller, Winona LaDuke, Madonna Thunderhawk, Ada Deer, Elizabeth Cook-Lynn, or Theresa Two Bulls). Describe your selected leader’s strengths. Compare her leadership style to Harris’ and other leaders’ approaches.

Vocabulary:

- activism
- Ada Deer
- American Indian Movement (AIM)
- Elizabeth Cook-Lynn
- Madonna Thunderhawk
- radical
- Theresa Two Bulls
- Wilma Mankiller
- Winona LaDuke

Lesson 7: Global Indigeneity

(Video Clip – 00:48:30-00:50:08)

ESTIMATED TIME: 1 class period

KEY CONCEPT: Indigenous Peoples develop new relationships around the world and significantly contribute to critical conversations on globalization.

LEARNING OBJECTIVES:

1. To understand the significance of globalization for Indigenous Peoples.
2. To examine and learn about global networking among Indigenous Peoples.
3. To identify aspects of Indigeneity within a global context.

Discussion Questions:

1. **How do you describe *globalization*?**
 - Answers will vary.
2. **In the film, LaDonna Harris compares the conversations of Western society versus those of Americans for Indian Opportunity (AIO):**

“When you hear Western society talk about globalization, they’re talking about getting resources, like oil and gas, basically. That’s all they can seem to think about—oil and gas. While [in AIO] we’re talking about how we are going to live with each other.”

Do you agree with LaDonna’s comparisons? What topics do you think should be at the forefront of conversations on globalization?

- Answers will vary.

Class Activity:

Global Indigeneity

Since 1993, LaDonna Harris’ non-profit organization, Americans for Indian Opportunity (AIO) in Albuquerque has operated The Ambassadors Program for developing new tribal leaders across Indian Country. In 2002, Harris and AIO Ambassadors visited New Zealand and inspired the formation of sister organization, The Advancement of Maori Opportunity. AIO also has formed good relations with Indigenous Peoples in Bolivia, Japan, and elsewhere.

“We are committed,” Harris explains, “to helping build an international Indigenous network that will prevent globalization from becoming just another form of colonization but a great opportunity to strengthen and share our Indigeneity.”

(http://www.aio.org/projects/international_indigenous_network)

Why do you think connecting with other peoples around the world and sharing each other’s cultures matter? In small groups, research different Native Peoples (ex. Ainu, Sami, etc.) and report your findings to the class. (Recommended reading: *United Nations Declaration on the Rights of Indigenous Peoples*. http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

LADONNA HARRIS: INDIAN 101 EDUCATIONAL GUIDE

Vocabulary:

- Advancement of Maori Opportunity
- Ainu
- Americans for Indian Opportunity (AIO)
- Ambassadors Program
- colonization
- energy resources
- globalization
- Indigeneity
- Sami
- Western society



LaDonna (Comanche) and Fred Harris greet children in a Columbian village. Photo courtesy of the University of Oklahoma.

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Resources

More information about LaDonna Harris and related work can be found in numerous sources, including the following:

- <http://aio.org>. Americans for Indian Opportunity official website.
- Anderson, Gary. "LaDonna Harris." In *The New Warriors: Native American Leaders Since 1900*. Ed. R. David Edmunds. Lincoln: University of Nebraska Press, 2004.
- Castille, George Pierre. *To Show Heart: Native American Self-Determination and Federal Indian Policy, 1960-1975*. Tucson: University of Arizona Press, 1999.
- Cobb, Amanda. "Powerful Medicine: The Rhetoric of Comanche Activist LaDonna Harris." *Studies in American Indian Literatures*. 18.4 (Winter 2006): 63-87.
- <http://comanchenation.com>. Comanche Nation of Oklahoma official website.
- Harris, LaDonna. *LaDonna Harris: A Comanche Life*. Lincoln: University of Nebraska Press, 2000.
- Harris, LaDonna and Wasilewski, Jacqueline. "Indigeneity, an Alternative Worldview: Four R's (Relationship, Responsibility, Reciprocity, Redistribution) vs. Two P's (Power and Profit). Sharing the Journey Towards Conscious Evolution." *Systems Research and Behavioral Science*. 21.5 (2004): 489-503.
- Harris, LaDonna; Sachs, Stephen M.; and Broome, Benjamin J. "Wisdom of the people: potential and pitfalls in efforts by the Comanches to recreate traditional ways of building consensus." *American Indian Quarterly*. 25.1 (2001): 114-134.
- Janda, Sarah. *Beloved Women: The Political Lives of LaDonna Harris and Wilma Mankiller*. DeKalb, IL: Northern Illinois University Press, 2007.
- "United Nations Declaration on the Rights of Indigenous Peoples." September 13, 2007. http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.
- Wilkins, David & Heidi Kiiwetinepinesiik Stark. *American Indian Politics and the American Political System*, 3rd Edition. Lanham, MD: Rowman & Littlefield, 2002. Recommended readings: Chapter 5, pages 121-134 of "A History of Federal Indian Policy" and "Timeline of American Indian Peoples: All Nations & Regions."

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COMMON CORE

English Language Arts Standards:

Literacy in History/Social Studies - Grades 9-12

Key Ideas & Details

- **CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.
- **CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft & Structure

- **CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **CCSS.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **CCSS.ELA-Literacy.RH.9-10.6** Compare the point-of-view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-Literacy.RH.11-12.4** Determine the meaning of the words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (ex. how Madison defines faction in Federalist No. 10).
- **CCSS.ELA-Literacy.RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **CCSS.ELA-Literacy.RH.11-12.6** Evaluate authors' differing point-of-view on the same historical event or issue by assessing the authors' claim, reasoning, and evidence.

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COMMON CORE

English Language Arts Standards:

Literacy in History/Social Studies - Grades 9-12

Integration of Knowledge & Ideas

- **CCSS.ELA-Literacy.RH.9-10.7** Integrate quantitative or technical analysis (ex. charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **CCSS.ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (ex. visual, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by collaborating or challenging them with other information.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading & Level of Text Complexity

- **CCSS.ELA-Literacy.RH.9-10.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- **CCSS.ELA-Literacy.RH.11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

About the Educational Guide Author

Dustin Tahmahkera, Ph.D. (Comanche) is a citizen of the Comanche Nation of Oklahoma. Dr. Tahmahkera is an Assistant Professor of Communication Studies at Southwestern University where he teaches courses on Indigenous media and sound studies. He is the author of *Tribal Television: Viewing Native Peoples in Sitcoms* published by the University of North Carolina Press, and his scholarly articles appear in *American Quarterly*, *American Indian Quarterly*, and numerous anthologies.



Dr. Dustin Tahmahkera (Comanche).
Photo courtesy of Maria Tahmahkera.