



**For Indigenous peoples,
for nature,
for all humanity**

#MayflowersKill Lesson Plan

Grades: 9-12th

Length: 3 classes (~ 50 min. sessions)

Materials:

- Sticky notes
- Quotes from Indigenous people: <https://rb.gy/nvrqc8>
- Native land map & teachers guide: <https://rb.gy/v41sr3> & <https://rb.gy/t8djsz>
- Interactive quote map:
<https://www.survivalinternational.org/campaigns/mayflowerskill>
- Thanksgiving article:
<https://survivalinternational.medium.com/400-years-later-and-were-still-celebrating-genocide-really-2c4d86d1e529>
- Day of Mourning video: <https://rb.gy/qcnubl>
- #MayflowersKill colonial graphics: <https://rb.gy/gouplu>
- Chairwoman Andrews-Maltais' quote: <https://rb.gy/jooast>

Learning Objectives:

- The goal of the lesson is for learners to learn the Mayflower history from an Indigenous perspective and to think critically about history's colonial framework and the impact it has for Indigenous peoples in the present.

Learners will be able to answer the following questions:

- What are we taught about the "Mayflower" and why is it problematic?
- What does the "Mayflower" represent for some Indigenous people?
- How are Indigenous Peoples impacted by colonial history and narratives today? In the US how does it affect Tribal sovereignty?
- What action can we take in our school, community or state to counter colonial narratives and support Indigenous peoples?

Vocabulary:

Colonization- The process of stealing land or resources from Indigenous peoples.

Colonial- Describes something that comes from a period of colonization-- It can be physical like a house, or person, or an idea such as racism, white supremacy, and slavery.

Decolonization- The process of returning power, land, or resources to Indigenous peoples.

Decolonize- To remove colonial ideas and systems from something.

Genocide- widespread killing of an ethnic, racial, or cultural group with the intent to eliminate them.

Colonial history- The history of Europe's violence against Indigenous peoples.

Narrative- A story.

Perspective- Someone's point of view.

Tribal sovereignty - The right of Tribes to govern themselves.

Class 1: What have we been taught about the “Mayflower” and why is it problematic?

Pre-session homework: Have learners visit this map: <https://rb.gy/v41sr3> and answer the following questions:

- Whose Indigenous lands do you live on?
- Whose Indigenous lands is our school on?
- Do a quick web search to learn more about the Indigenous history of your region:
- Where are the Indigenous peoples to the land located today?
- Do the tribe(s) have a website? If so, visit one, and find one fact about them to share.

Intro: Native-land map feedback (~20minutes).

- Have learners pair and share what they found for homework.
- Read/summarize “History Primer” to the learners
- Pull up the map. Ask learners: What did you learn from the map? What questions do you have about the map? Why do you think this map is important?
- Pre-assessment: Have learners write a hypothetical letter to a former geography or history teacher about the map. In the letter, introduce the map, explain what it is, and why you think it's important for you to learn about it.

Activity: Stick note graffiti board (~30 minutes)

- Ask learners to finish the sentence: “The Mayflower is....” on a sticky note
- Have learners compare their response with their partners.
- Then have learners add the sticky notes to the board.
- Ask (a) learner(s) to read through all of them.
- Ask the following: Are there similarities or differences in our definitions? Why do we think many of us had similar definitions? Is there information missing? What are some problems with our definitions? Whose perspective do we teach and learn? Why might this be problematic?

Homework: Visit Survival's interactive quote map, moving around and reading as many different responses as you can. As you move around, think about the question- What does the “Mayflower” represent for some Indigenous people? Take notes of anything that stands out.

Class 2: What does the “Mayflower” mean for some Indigenous people? How are Indigenous peoples impacted by colonial history today?

Intro: Interactive quote map (~15 minutes)

- Pull up the map. Now having spent time with it, ask the learners “What does the “Mayflower” represent for some Indigenous people? Ask them to write down three words that come to mind after having spent time reading the map for homework.
- Have learners pair & share and then ask each learner to share their partner's response with the class. Discuss any similarities.

- Ask learner to think about the definitions of the Mayflower (share an example) we wrote last class and ask: How do they compare to the responses of Indigenous people (on the map)?

Activity: Day of Mourning Video & Tribal leader quote (~35)

- Show the following video and ask learners to write down 3 things they learned:
<https://rb.gy/qcnubl>
- Ask learners to pair & share with each other the 3 things they learned. Ask a few learners to share what they learned with the class.
- Show Chairwoman Andrews-Maltais' quote and ask a learner to read it to the class:
<https://rb.gy/jooast>
- After having read the map, watched the video and seen this quote, ask learners to discuss with a partner: In what ways does the past, such as the Mayflower event, impact Indigenous peoples today? Try to think of specific examples.
- Ask and discuss as a class:
 - How does the Mayflower and colonialism impact Indigenous peoples in the present?
 - Land/location, language, traditions, spirituality, food, government/sovereignty, health, racism etc.

Homework: Define- colonization, decolonization, genocide, colonial history, narrative, perspective, tribal sovereignty, and read the Thanksgiving article. After reading the article, write 1 paragraph explaining why you think Indigenous peoples might be angry that the Mayflower, Thanksgiving or Columbus are still celebrated.

Class 3: What action can we take in our school, community or state to counter colonial narratives and support Indigenous peoples?

Intro: Article analysis (~10 minutes)

- Ask if there were any vocabulary questions.
- Have learners share their article response with a partner then ask for learners to share some of the reasons they came up with to the whole class.

Activity: #MayflowersKill and taking action (~40 min)

- Share a colonial graphic with #MayflowersKill hashtag and ask learners to think about what the hashtag's message is.
- Have learners use their phones to visit Survival's Instagram and click on the #MayflowersKill Story and then spend a couple of minutes going through the posts to get some ideas.
- Afterwards ask a couple of learners to share with the class what they think "#MayflowersKill" is about/ trying to communicate.
- Assign learners to groups of 3-4, with a note-taker, speaker(s) and timekeeper and the following scenario: You are running a campaign in your school, town, or state to highlight Indigenous voices, perspectives, and history. Think about, discuss, and decide a hashtag you would use and 2 key campaign actions you would take.
- Have each group present to the class.

Post- assessment:

- Respond to the following questions:
- The “Mayflower” is...
- What is something you will do today to counter colonial narratives and support Indigenous peoples?
- What is something you will do in the future?