NBE3U Where We Stand, Lesson 8

# The Names We Carry

Identity in a memoir and a contemporary poem



# Today's goals

## We are learning…

- How texts explore identity.
- To share ideas clearly in conversation.

## I can…

- Identify the sources of identity in a text.
- Compare how two texts from different times explore identity.
- Set a purpose for reading.
- Share a short reflection clearly with a partner.

# Today's plan

| Time | What we're doing | You will… |
|---|---|---|
| 0–8 min | **Warm-up** | Discuss |
| 8–25 min | **Eastman** | Read |
| 25–45 min | **The poem** | Read |
| 45–60 min | **Identity map** | Map |
| 60–75 min | **My name** | Write; share |

# Warm-up



**Where do names come from? List as many ways as you can that people get their names.**

## Sentence starters

*“Some people are named after…”*

*“Some names are earned…”*

*“Some names are given by…”*

## How it works

- Pairs: 3 minutes.

## Big idea

**Identity is built from many things: names, family, land, language, community and choices. A memoir from 1902 and a contemporary poem show how a person's identity can be given, earned, taken away and reclaimed.**

# Charles A. Eastman (Ohiyesa)

### Santee Dakota, 1858

Born near Redwood Falls, Minnesota.

### Boyhood in Manitoba

After the U.S.–Dakota War of 1862, raised in exile by his grandmother and uncle.

### Physician and writer

Became a doctor; wrote Indian Boyhood (1902).

### Historical voice

Read as context: he died in 1939.

# Hakadah

*I was so unfortunate as to be the youngest of five children who, soon after I was born, were left motherless. I had to bear the humiliating name “Hakadah,” meaning “the pitiful last,” until I should earn a more dignified and appropriate name. I was regarded as little more than a plaything by the rest of the children.*

Charles A. Eastman (Ohiyesa), Indian Boyhood (1902). Public domain.

## Think about it

What does “Hakadah” mean?

Why was he given it?

What does “earn” a name suggest?

# A grandmother's care

*This grandmother, who had already lived through sixty years of hardships, was a wonder to the young maidens of the tribe. She showed no less enthusiasm over Hakadah than she had done when she held her first-born, the boy's father, in her arms. […]*

Charles A. Eastman (Ohiyesa), Indian Boyhood (1902). Public domain.

## Think about it

Who shapes Hakadah's identity?

What does she make for him?

What does this suggest about family?

# A contemporary poem

Your teacher will read a poem about identity by a contemporary First Nations, Métis or Inuit poet. Set a purpose: listen for what the speaker claims as their own.

Listen once for the feeling. Listen again for the sources of identity: names, family, land, language, community, choices.

# Map identity in both texts

**On page 1, in pairs:**

1. For each source of identity, note evidence from Eastman.
2. Then from the poem.
3. Which sources are given? Which are chosen?
4. How might time explain the differences?

# Given and chosen

## Given

- A name from family or community.
- A language learned as a child.
- A homeland.

## Chosen or reclaimed

- A name earned or taken back.
- A language learned again.
- A community joined or returned to.

**Identity is both. Who has had the power to take parts of it away?**

# My name (optional)

**On page 2, 120 to 180 words:**

1. The story of your name, or of a name that matters to you.
2. Where it came from and what it carries.
3. Share with a partner only what you choose.
4. Partner: one thing clear, one question.

# Check yourself

Be honest. This helps you choose what to work on next.

| Success criteria | Not yet | Almost | Got it |
|---|---|---|---|
| **I can identify the sources of identity in a text.** | | | |
| **I can compare how two texts from different times explore identity.** | | | |
| **I can set a purpose for reading.** | | | |
| **I can share a short reflection clearly with a partner.** | | | |

# Exit ticket

1. One source of identity in Eastman's opening.

2. One source of identity in the poem.

3. Given or chosen: which matters more to you?

Next class: Self-Determination.

Teacher reveal

# Names and identity: key points

**Hakadah:** Eastman's first name meant “the pitiful last” because his mother died soon after his birth; he had to earn a better one.

**Earned names:** In Dakota tradition as he describes it, names mark passages in a life; he later earned the name Ohiyesa, “the winner.”

**Two names, two worlds:** As a young man he took the name Charles Alexander Eastman, linking his identity to two cultures.

**Sources of identity:** Names, family (his grandmother), land, language, community, and choices.

**The poem:** Answers depend on the poem chosen; look for how the poet claims or reclaims identity.