

National Native American Hall of Fame  
2019 Inductee

**HATTIE KAUFFMAN**  
**NEZ PERCE TRIBE**



**JOURNALISM**  
**GROUNDBREAKING JOURNALIST**

1 - 2 50-minute class periods

## **SELECTED COMMON CORE STATE STANDARDS**

### **CCSS Literacy SL 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 Literacy SL 10-1d**

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### **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.

## **GOALS FOR UNDERSTANDING**

### **Students will understand**

- Hattie Kauffman was a groundbreaking journalist who blazed a trail of success for other Native Americans who sought to succeed in journalism
- Hattie Kauffman is an inspirational success story
- Hattie Kauffman is a member of the Nez Perce, or Nimiipuu Nation of Idaho
- Hattie Kauffman's success is tied to her hard work and vibrant, upbeat attitude

## ESSENTIAL QUESTIONS

What made Hattie Kauffman's career standout?

Why is Hattie Kauffman such an important role model for young people?

What is Hattie Kauffman's background and what types of challenges did she overcome to achieve success?

How can we learn from Hattie Kauffman's life story, told in her memoir *Falling Into Place*, and her path to becoming a national broadcast journalist?



*Hattie Kauffman accepting HOF award in Tulsa, Oklahoma in 2019*

## ASSESSMENT EVIDENCE

### Suggested Formative Assessment of Learning Outcomes

Active listening through note taking

Small group discussion

Class discussion

### Culminating Performance Assessment of Learning Outcomes

- Students will finish their own small group K/W/H/L charts using Hattie Kauffman's website if they have access to internet in their small groups. Otherwise, the written biographies can be printed and disseminated to students in their small groups

- Participate in a small group discussion
- Answer the essential questions when reporting out as a group to the class

## ENTRY QUESTIONS

Who is Hattie Kauffman?

What did Hattie Kauffman achieve to become a member of the Hall of Fame?

Of which Native American Nation was Hattie Kauffman a member?

## MATERIALS

Computer and internet access for the following videos is required. Additional written materials for printing are at the end of this lesson.

Hattie Kauffman’s website will provide students with links to watch interviews and other media of Hattie. Students can visit the website and choose two or three videos to watch and learn from. Here is a link to the website that has the videos posted:

[www.hattiekauffman.com/falling.html](http://www.hattiekauffman.com/falling.html)

17-minute National Native American Hall of Fame “Inspirational Leadership” interview with Hattie Kauffman <https://vimeo.com/465240703> The interview is also accessible by scanning the Quick Response (QR) code below with a smartphone or QR Reader.



## LEARNING MODALITIES

**Audio/Visual:** Students will watch videos of Hattie Kauffman and the historic events that she covered as a broadcast journalist for a major news network. These videos will demonstrate the important role that Hattie Kauffman played in society; she was entrusted with providing the nation with the news.

**Writing/Recording:** Students will take notes while observing the films, identifying key concepts, sentences or statements that Hattie makes during her many interviews. These notes will be used to complete the K/W/H/L chart in the small groups.

## OVERT INSTRUCTION

- 1) The instructor will introduce the lesson by creating a “K/W/H/L” Chart, which stands roughly for “What they Know/What they Want to Know/How to Research this topic/What they Learned” chart on the white board for the students contribute their voices in a classroom exercise.
- 2) The instructor will ask the class to read the short biography of Hattie Kauffman and follow that up with a brief discussion to begin the class K/W/H/L chart. Using the information in the bio, the students will help the instructor begin completing the chart.
- 3) The teacher will divide the class into groups of 4, with each person reading the longer biography article individually. Some of the words may be unfamiliar to students and searching for definitions may be a necessary part of this process.
- 4) After the reading, students will then watch the first two videos of Hattie Kauffman to hear her words and learn about her amazing life.
- 5) Following the video, students will spend 20 minutes answering the following questions in their small groups. Every team member will contribute, with one person recording the information on a separate sheet. This information can also be utilized for the group K/W/H/L chart.

### Questions

- a. What personal characteristics did Hattie Kauffman display to become a success as a broadcast journalist?
  - b. Why is Hattie Kauffman’s career success so remarkable?
  - c. What personal story does Hattie Kauffman share in her memoir?
  - d. What lessons can we learn from listening to Hattie Kauffman’s story and seeing her unprecedented success?
- 6) Following the small group discussions, each group will report out on their answers, and the answers will be included into the K/W/H/L chart. What did we know about Hattie, how did we discover more about Hattie and what did we learn in our research? This is the purpose of the chart.
  - 7) The instructor will open the discussion to include any final thoughts, questions or insights about Hattie Kauffman and her career legacy.

**This concludes the first 50 minutes of the Lesson**

## **Extension Exercises**

- 1) Students who wish to continue their research on Hattie and/or American Indian journalism can read her memoir, *Falling Into Place*, and write a personal reflection about the book and Hattie's remarkable journey.

## **CRITICAL FRAMING**

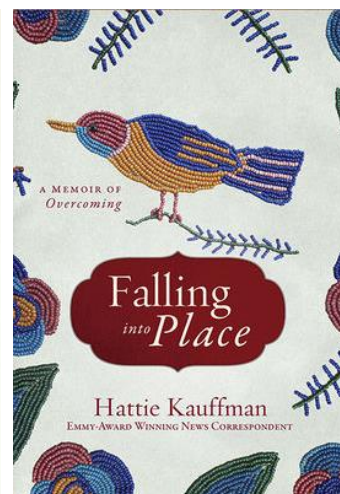
Hattie Kaufman's presence on national television must be considered in the context of culture and history. As a first in her field, she broke barriers of American culture that still continue to resonate.

## **DIFFERENTIATED INSTRUCTION FOR ADVANCED AND EMERGING LEARNERS**

Hattie's memoir is written at a level that is best suited for advanced learners. Higher level students may choose to read the memoir and then provide an insightful review. Advanced learners can address the question of why it is important to include diverse voices in the field of journalism. Why is Hattie Kauffman's background as a Native American important to her perspective as a journalist?

Hattie Kauffman's 23-year career as a broadcast journalist has provided many interviews and news segments available for viewing online, which is a powerful means to provide multi-sensory learning to emerging learners. Students may provide oral responses to Hattie's news segments. What did they learn from Hattie's reporting?

## **BIBLIOGRAPHY AND ADDITIONAL RESOURCES**





## Indian Country profile: Journalist Hattie Kauffman impacts media world

by [Beverly Bidney](#) - August 1, 2014

Hattie Kauffman has the distinction of being the first Native American television reporter to file a story on a national evening news broadcast, but she hopes she won't be the last. "Our culture is vibrant with storytelling; that's what reporting is," said Kauffman, a four-time Emmy Award winning journalist and member of the Nez Perce Tribe. "I often talk to Native American kids and encourage them to go into the news business. That's our culture; we are storytellers."

The story by Kauffman in 1989 that turned out to be historically significant reported on an airliner whose fuselage peeled back after taking off from Hawaii. It aired on ABC's evening newscast. Unknown to Kauffman, she had broken a barrier for Native American journalists, and the story was later featured in a display of firsts at the Newseum in Washington, D.C.



*Hattie Kauffman became the first Native American on-camera correspondent on a national TV network. She went on to report for CBS' This Morning, ABC News Tonight and Good Morning America.*