

**Course:** The Native American Experience ACC  
**Unit #1: Community**

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

- 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
  - **21st Century Life & Career Standards**
    - 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice)
    - 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions
    - 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change  
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
  - **English Companion Standards**
    - RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
    - NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
    - Grade 9-10 Companion Standards:  
[https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA\\_Companion9-10.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Companion9-10.pdf)
    - Grade 11-12 Companion Standards:  
[https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA\\_Companion11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Companion11-12.pdf)
  - **Interdisciplinary Content Standards**
    - World Languages
      - 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
      - 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
      - 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
      - 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
  - **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [\*\*\*Asian American and Pacific Islander Heritage and History in the U.S.\*\*\*](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies,*

*literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning from the study of Native American history, culture, language, and traditions to identify, analyze, and evaluate the concept of community.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

- understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
- make connections between and among texts as well as real-life experiences
- produce and engage in a range of conversations using a variety of media and formats
- evaluate speakers' use of evidence, point of view, logic and rhetoric
- choose and analyze appropriate sources to gain content knowledge
- apply acquired content to connect past and present day events
- collaborate and interact with others in a diverse and ever-changing world
- independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
- communicate effectively through written, oral, and visual means

*Enduring Understandings*

Students will understand that. . .

*EU 1*

movements of people occur due to internal and/or external societal pressure.

*EU 2*

access to resources impacts political, economic, and social development.

*Essential Questions*

*EU 1:*

- How do shifting patterns of populations affect cultural norms?
- How do people respond to change?

*EU 2*

- How do humans respond when resources are scarce?

*EU 3*

all communities create cultural norms which are capable of evolving over time.

*EU 4*

political, economic, geographic, linguistic, and social differences shape culture and life in the world.

- How does a community support traditional values in changing scenarios?

*EU 3*

- What does it mean to be part of a community?
- How do modern members of a community celebrate and honor their past?

*EU 4*

- How do the interactions between societies and their environment affect their cultural development?
- What factors account for cultural differences regionally?

Knowledge

*Students will know . . .*

*EU 1*

- the names and current locations of federally recognized Native American tribes. (6.1.12.CivicsDP.5.a)
- the names and current locations of the Native American tribes recognized by the state of New Jersey. (6.1.12.CivicsDP.5.a)
- patterns of relocation by various Native American tribes. (6.1.12.CivicsDP.5.a)
- causes for shifts in geographic locations of various Native American tribes. (6.1.12.CivicsDP.5.a)

*EU 2*

- the environmental resources located on tribal lands. (9.4.12.GCA.1)

Skills

*Students will be able to . . .*

*EU 1*

- map the locations of current Native American tribes. (6.1.12.CivicsDP.5.a)
- research the Native American tribes of New Jersey. (6.1.12.CivicsDP.5.a)
- identify treaties used in the relocation process of Native Americans. (6.1.12.CivicsDP.5.a)
- debate the causes and effects of the Trail of Tears. (RH.9-10.9.)

*EU 2*

- map resources on tribal lands. (9.4.12.GCA.1)
- compare and contrast census data of Native American reservations. (6.2.12.HistoryCC.1.c)

- the socio-economic patterns of past and current indigenous communities. (6.2.12.HistoryCC.1.c)
- the political systems of various indigenous communities. (6.2.12.HistoryCC.1.c)
- the relationship between American and Native government. (6.1.12.HistoryUP.2.a)

*EU 3*

- the cultural practices of various Native American communities. (6.1.12.HistoryCC.11.c)
- the ways Native American communities have adapted traditional practices for different cultural contexts. (6.1.12.HistoryCC.11.c)
- the elements of Native American culture that have influenced American culture. (NJSLSA.W9)

*EU 4*

- important linguistic features of Native American languages. (RI.11-12.9.)
- geographic and climatic characteristics of different regions of the United States. (9.4.12.GCA.1)

- chart the governmental systems found in various Native American tribes and nations. (6.2.12.HistoryCC.1.c)
- read and evaluate primary sources on treaties. (6.1.12.HistoryUP.2.a)

*EU 3*

- compare and contrast Native American cultural norms in the past and present. (6.1.12.HistoryCC.11.c)
- identify and reflect on traditional practices that Native American communities have adapted. (6.1.12.HistoryCC.11.c)
- chart elements of Native American culture found in American culture. (6.1.12.HistoryCC.11.c)

*EU 4*

- complete and utilize vocabulary reference charts of key terms. (RI.11-12.9.)
- develop a timeline of key events in Native American history. (RI.11-12.9.)
- identify important historical events and terminology specific to the Lenape, Cherokee, Shawnee, and Seneca nations. (NJSLSA.W7)

**Stage Two - Assessment**

## Stage Three - Instruction

***Learning Plan:*** Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Create a KWL chart on Native American history (A, EU 1)
- Create a map of current Native American tribes (A, EU 1)
- View the film Trail of Tears National Historic Trail by the National Park Service from the US Department of the Interior. This is available on YouTube. (A, EU1)
- Research and present information on the purpose and use of wampum belt (A, EU 3)
- Complete a webquest on the Native American tribes in New Jersey (A, EU 1)
- Research the Tuscarora Beadworkers and how they attempted to save and celebrate their culture (A, EU3)
- Create a graffiti wall of vocabulary / key terms (A, EU 4)
- Class discussion regarding the infographics found in "[Tribal Nations and the United States: An Introduction](#)" specifically focusing on the topics of location and status of Native American tribes and nations in the US today (A, M EU 1)
- Present a research project informing classmates of a traditional practice that a Native American community has adapted (A, M, EU 3)
- NK360 lesson [How Did Six Different Native Nations Try to Avoid Removal?](#) (A,M, EU1)
- Create a timeline of important events related to the Lenape, Cherokee and Shawnee nations (A, M, EU 4)
- Resources from the [Anti-Defamation League](#) (A, M, T, EU 1/2/3/4)
- Resources from the [National Endowment of the Humanities](#) (A, M, T, EU 1/2/3/4)
- Explore the United States Census to obtain an accurate collection of population data (A, M, T EU 2)
- Lesson plan resources provided by Facing History & Ourselves ([www.facinghistory.org](http://www.facinghistory.org)) (A, M, T, EU 1/2/3/4)
- Read and evaluate as a class the interview found on the PBS American Experience website ([found here](#)). Students should determine which questions they felt were effective and which were not. Students should also develop, individually or as a class at least 10 more questions the professor could have been asked. (M, EU 1)
- Hold a socratic seminar on treaties using primary sources (M, EU 2)
- Analyze primary source documents regarding interactions between Native American tribes and the federal government. The resource *The World Turned Upside Down: Indian Voices from Early America* by Colin G. Calloway is helpful in acquiring these resources. (M, EU 2)
- Create a mini documentary on the rise of popularity of lacrosse in American culture (M, EU 3)

- Research the works of Mary Knight Benson and William Benson and their relationship with collector Grace Nicholson. Evaluate the concept of exploitation in a class discussion (M, EU3)
- Hold an in-class debate on the causes and effects of the Trail of Tears (M, EU 1)
- Research the elements of the Sun Dance (Sacro-Wi Dance). Then view and discuss the series of paintings on the Sun Dance created by Native American artist Oscar Howe (of the Yanktonai Dakota) (M, EU 3)
- Examine the changes in textile art from the late 19th century forward as Native Americans were removed from Indian Territory. Students can develop a timeline highlighting changes and hypothesizing causes. Resources for these textile pieces can be found on the website of the National Museum of the American Indian (M, EU3)
- Answer the question “What is sovereignty?” pertaining to Native American peoples. This can be done as a written assignment or a class discussion. Use the *National Geographic* cover story “We Are Here” from July 2022 for resources. (M, EU 1,2,3)
- Create a detailed poster in a group that identifies important historical events and terminology specific to the Lenape, Cherokee, Shawnee, and Seneca nations. Incorporate information from *Lenape Country: Delaware Valley Society Before William Penn* in the poster (M, T, EU 4)
- Students will create a working definition of identity and examples of identity using the ["Who Am I?"](#) lesson from Facing History & Ourselves (M, T, EU 3)
- Watch the film *Smoke Signals* and hold a discussion about how the Native American writer, director, cast and crew presented a unique perspective on modern Native American communities (A, M, EU 3)
- Attend a Native American Pow Wow. Students will create a video or photo collage documenting their experience. This piece must include ideas about what they learned and what they would still like to learn. If attendance at a Pow Wow is not possible, video resources online can replace an authentic experience. (M, T, EU 3)
- As a group project, students will develop an activity or presentation/poster/digital project that could be made available to the entire school for National Native American Heritage Month (held each November). Teachers and students should reference the official Native American Heritage Month website for ideas and guidance. (M, T EU 1/2/3/4)

## Pacing Guide



<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Community	30
2	Individual	30
3	Voices	30

## Instructional Materials

- *The World Turned Upside Down: Indian Voices from Early America* by Colin G. Calloway
- *Apple (Skin to the Core)* by Eric Gansworth
- *Everything You Wanted to Know about Indians But Were Afraid to Ask* by Anton Treuer
- *National Geographic* cover story “We Are Here” from July 2022
- *Smoke Signals* (film) directed by Chris Eyre
- *Lenape Country: Delaware Valley Society Before William Penn* by Jean Soderlund
- *Northern Exposure* (television series--selected episodes)
- [National Congress of the American Indians website](#) and its companion publication "[Tribal Nations and the United States: An Introduction](#)"
- [Native American Poetry and Culture](#)
- [America's Great Indian Nations - Full Length Documentary](#)
- [Facing History and Ourselves](#)
- [Google Arts & Culture website](#)
- [NATIVE KNOWLEDGE 360° EDUCATION INITIATIVE](#) website, developed by the National Museum of the American Indian, a Smithsonian museum
- [Basic timeline of events](#) developed History.com
- [20 Teacher Resources on Native American History and Culture - Facing History and Ourselves](#)

- [7 Must-See Films on Native American History and Life](#)
- [Learning for Justice Website](#)
- [Partnership with Native Americans website](#) includes short research essays on a variety of topics found in this unit

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.