

Course: The Native American Experience ACC
Unit #2: Individual

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
 - Grade 11-12 Companion Standards:
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 as they apply their knowledge from the study of Native American history, culture, language, and traditions to identify, analyze, and evaluate the significance of contributions by individuals to further develop cultural identity.

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

individual experiences offer valuable perspectives on history and culture.

EU 2

the contributions of the common person are as important and worthy of study as famous historical and cultural figures.

EU 3

Essential Questions

EU 1:

- How do individuals in the same community view and express their experiences differently?
- How can individuals influence history and culture?
- How does an individual's environment influence their identity?

EU 2

- How do people bring about change?

identities shape the perspectives of people and the way individuals experience the world.

EU 4

leaders are born of their circumstances.

- Why are the accomplishments of an individual reflective as accomplishments for a community?

EU 3

- What factors shape identity?
- How do individual identities develop within a community?

EU 4

- What makes an individual a leader?
- How have individual leaders represented Native American communities throughout history?

Knowledge

Students will know . . .

EU 1

- biographical information about Native Americans, past and present (NJSLSA.W8).
- important historical events during different stages of Native American history (RI.11-12.9).

EU 2

- the daily experience of most individuals in Native American communities (NJSLSA.SL1).
- stories of unsung or mostly unacknowledged members of the Native American community (NJSLSA.W9).

EU 3

- spiritual and cultural norms and beliefs of different Native American communities (7.1.NH.IPRET.6).

Skills

Students will be able to . . .

EU 1

- research significant Native Americans (NJSLSA.W8).
- read primary sources related to key events (RI.11-12.9).
- identify and research the accomplishments of significant leaders of the Lenape, Cherokee, Shawnee, and Seneca (NJSLSA.W8).

EU 2

- critically read literature and evaluate art created by modern Native American artists (NJSLSA.W9).
- analyze interviews of Native American people (NJSLSA.SL1).
- read and evaluate blogs by Native American personalities (NJSLSA.SL1).

EU 3

- Native Americans live in diverse communities and respond to unique social pressures. (6.2.12.HistoryCC.1.c).
- perspectives and opinions of Native American thinkers on American history, culture, and politics (RH.9-10.9).

EU 4

- elements of leadership (6.1.2.CivicsCM.3).
- important Native American leaders and their impact on Native and American culture (NJSLSA.W8).
- the interaction between historical and cultural currents and Native American leaders of the time (NJSLSA.SL1).

- identify and discuss elements of animism found in Native American religions (7.1.NH.IPRET.6).
- evaluate documentaries on reservation life (NJSLSA.SL1).
- compare and contrast the daily life of Native Americans living on reservation with those identify as “Urban Indians” (RH.9-10.9).
- read and evaluate works of art by modern Native American citizens expressing elements of their daily experiences (RH.9-10.9).

EU 4

- create a chart of the characteristics of leadership (6.1.2.CivicsCM.3).
- develop a list of important US legislation associated with Native American activism (9.4.12.IML.7).
- research activism campaigns led by Native Americans (9.4.12.IML.7).

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

- Complete a webquest on significant Native Americans (A, EU 1)
- Watch the [America's Great Indian Nations - Full Length Documentary](#) to become informed on reservation life (A, EU 3)
- Watch [Native American Oral Storytelling & History | Seth Fairchild | TEDxSMU](#) (A, EU 2)
- Watch [Meet The United States' First Native American Poet Laureate | Sunday TODAY](#) (A, EU 2)
- Create a website of biographies for impactful members of the Lenape, Cherokee, Shawnee, and Seneca tribes and nations (A, M EU 1)
- Establish book clubs for students with various pieces of Native American literature (A, M, EU 2)
- Research elements found within Native American religious/spiritual beliefs (ie. feather or eagle). Students should create a visual and short written piece detailing one of these elements and present it to the class. (A, M, EU 3)
- Create an infographic explaining the relationship between tribal governments and both the state and federal governments. Use "[Tribal Nations and the United States: An Introduction](#)" as an introductory resource. (A,M, EU 4)
- Research the life and controversy surrounding Jim Thorpe. Hold a debate on the topic of Jim Thorpe having his Olympic medals stripped. (A, M, EU2)
- Class discussion on what it means to be a leader and who can be a leader. Identify characteristics of leadership among members of Native American communities, past and present, and how these individuals have made an impact. (A,M, EU 4)
- Complete a gallery walk examining art created by modern Native American artists (A, M, T, EU 2)
- 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)
- Resources from [Learning for Justice](#) (A, M, T, EU 1/2/3/4)
- Class discussion comparing and contrasting the daily lives of Native Americans living on reservations/tribal lands with those of Native Americans who consider themselves "Urban Indians". After the discussion, students will create a class chart list of similarities and differences between the two groups (M, EU3)
- Evaluate the relationship between the three NJ tribes, Nanticoke Lenni-Lenape, Powhatan Renape Nation, and Ramapough Lenape Indian Nation, and the NJ state government. Develop an action plan which could enhance this relationship. Be sure to use the [Department of State New Jersey Commission on American Indian Affairs website](#) (M, T, EU 4)
- Invite an American Indian to the class to talk about contemporary issues in American Indian life. Students should prepare interview questions beforehand (M, T, EU 1/2/3/4)

- Using the information gathered by the aforementioned class discussion, students will develop the script for a hypothetical round table discussion that would include Native Americans living on reservations/tribal lands with those of Native Americans who consider themselves “Urban Indians”. These scripted discussions could be performed for the class. Students in the audience could then evaluate the authenticity of these presentations via a teacher prepared rubric (T EU 3)

Pacing Guide

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

Instructional Materials

- [Native American Poetry and Culture](#)
- *Firekeeper's Daughter* by Angeline Boulley
- *Four Faces of the Moon* (Graphic Novel) by Amanda Strong
- *Crazy Brave: A Memoir* by Joy Harjo
- *There, There* (excerpts) by Tommy Orange
- *You Don't Have to Say You Love Me: A Memoir* by Sherman Alexie
- [America's Great Indian Nations - Full Length Documentary](#)
- [Native American Oral Storytelling & History | Seth Fairchild | TEDxSMU](#)
- [Meet The United States' First Native American Poet Laureate | Sunday TODAY](#)
- [National Congress of the American Indians website](#) and its companion publication "[Tribal Nations and the United States: An Introduction](#)"
- [NATIVE KNOWLEDGE 360° EDUCATION INITIATIVE](#) website, developed by the National Museum of the American Indian, a Smithsonian museum
- [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.