

Course: The Native American Experience ACC
Unit #3: Voices

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 to evaluate, analyze, and critique the different ways various mediums of art are used to celebrate culture.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.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

art addresses and expresses universal and regional themes of the human experience.

EU 2

art enables us to connect the past to the present.

EU 3

the literary works of a specific people or group reflect its hopes, fears, and conflicts.

Essential Questions

EU 1:

- What is art?
- How can art reflect the norms of a group of people?

EU 2

- What part do culture and history play in the formation of our individual and collective identities?
- How is art used to celebrate the past?

EU 3

<p><i>EU 4</i> visual and auditory resources provide interpretive insight to cultural norms.</p> <p><i>EU 5</i> the depiction of groups by non-members is often inaccurate or incomplete.</p>	<ul style="list-style-type: none"> ● How does Native American literature explore the theme of merging and conflicting identities? ● How do Native American writers interact with issues affecting their communities through poetry, fiction, and non-fiction? <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● How do Native American musical artists express cultural themes in their songs? ● How do modern Native American artists honor traditional artistic styles and skills in their works? <p><i>EU 5</i></p> <ul style="list-style-type: none"> ● How have Native Americans been portrayed by non-members throughout history? ● How have Native Americans addressed the inaccuracies and misunderstandings of non-members?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● examples of artistic creations of Native American individuals and communities (RI.11-12.9) ● contributions of Native Americans past and present to the fields of music, poetry, literature, film, painting, sculpture, etc. (NJSLSA.W7) 	<p><u><i>Skills</i></u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● identify and compare mediums and techniques associated with various Native American artist pieces (RI.11-12.9) ● compare and contrast traditional Native American art with contemporary Native American art (6.1.12.HistoryCC.11.c) ● view and critique pieces of art created by Native American artists (RI.11-12.9) ● identify and analyze modern, emerging Native American artists in various mediums (RI.11-12.9) (NJSLSA.W7)

EU 2

- examples of portrayals of key historical events in Native American art (6.2.12.HistoryCC.1.c)
- current issues, conflicts, and priorities in Native American communities (9.4.12.CT.3)
- creative works of the Lenape, Cherokee, Shawnee, and Seneca people (6.2.12.HistoryCC.1.c)

EU 3

- important Native American authors and their works (RI.11-12.9)
- theories, analysis, and interpretations of narrative, theme, symbol, and character in Native American works (NJSLSA.W8)
- vocabulary and linguistic features specific to different Native American languages (7.1.NH.IPRET.4) (7.1.NH.IPRET.5) (7.1.NH.IPRET.6)

EU 4

- films, music, and other visual and auditory sources created by Native Americans (RI.11-12.9)
- the cultural norms and practices of different Native American communities (6.1.12.HistoryCC.11.c)

EU 2

- develop a website highlighting significant pieces of art associated with historical events (6.2.12.HistoryCC.1.c)
- evaluate a documentary associated with Native American activism (9.4.12.CT.3)
- research current topics of Native American concern (9.4.12.CT.3) (NJSLSA.W7)
- identify and describe artifacts of the Lenape, Cherokee, Shawnee, and Seneca people (6.2.12.HistoryCC.1.c)

EU 3

- identify and analyze Native American authors and their works (RI.11-12.9)
- read novels and short stories by Native Americans (RI.11-12.9)
- chart common themes, symbols, and characters found in Native American literature (NJSLSA.W8)
- compare and contrast two pieces of literature or poetry created by Native American writers (NJSLSA.W9)
- research the “Code Talkers” of WWI and WWII (7.1.NH.IPRET.4) (7.1.NH.IPRET.5) (7.1.NH.IPRET.6)
- compare and contrast the Cherokee language (Tsalagi Gawonihisdi) with modern American English (7.1.NH.IPRET.4) (7.1.NH.IPRET.5) (7.1.NH.IPRET.6)

EU 4

- identify and compare Native American filmmakers and other visual artists and their works (RI.11-12.9)
- define important terms associated with Native American culture (6.1.12.HistoryCC.11.c)

EU 5

- common opinions and depictions of Native Americans by the majority culture throughout American history (RH.9-10.9.)
- opinions of Native Americans about their portrayal in media and history (9.4.12.CT.3)

- view a film developed by a Native American filmmaker (NJSLSA.W8)
- listen to and critique music by Native American artists (NJSLSA.W8)

EU 5

- compare and contrast portrayals of Native Americans in various film shorts (NJSLSA.SL1)
- evaluate a short story with a Native American character written by a member outside of the Native American community to identify missing elements (RH.9-10.9.) (NJSLSA.W7)
- research Native American op-eds on social-political issues (6.1.12.HistoryCC.11.c) (9.4.12.CT.3)

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**

- Read and discuss the speech by Sunka Luta (given on June 16, 1870 in New York City). Identify elements of activism in the speech (A, EU 2)
- View the works of Native American graphic artists Michael Sheyahnsa and Arigon Starr (A, EU 4)
- Read and discuss the essay “The Indian Question” by Inshata-Theumba (from 1880). Identify elements of activism in the essay (A, EU 2)
- Research the life of Susette La Flesche noting elements of activism (A, EU 2)
- Investigate and evaluate the destruction of the Haudenosaunee towns by George Washington during the American Revolutionary War. Hold a class debate on the topic of war crimes (A, M, EU 5)
- **Complete a gallery walk to view and critique pieces of art created by Native American artists (A, M, EU 1)**
- Create a poster chart in a group comparing and contrast traditional Native American art with contemporary Native American art (A, M, EU 1)
- **Complete a webquest researching current topics of Native American concern (A, M, EU 2)**
- NK360 lesson: [Smithsonian in Your Classroom: Native American Dolls](#) (A, M, EU 4)
- NK360 lesson: [Lone Dog's Winter Count](#) (A, M, EU 3)
- **Create a venn diagram comparing and contrasting portrayals of Native Americans in various film shorts (A, M, EU 5)**
- **Create a cross-curricular lesson with an art teacher to help students identify mediums and techniques associated with various Native American artist pieces (A, M, EU 1)**
- Create a word wall defining important terms associated with Native American religions (A, M, EU 1)
- Research the works of artist Oscar Howe (Yanktonai Dakota). Students will select a piece of his work and present it to the class, being sure to emphasize any outside influences on the artist (A,M, EU1)
- Listen to [A Tribe Called Red's First Nations Techno Music](#) and read the explanation on the [Halluci Nation YouTube Channel](#). Research other artists that combine Native and non-Native musical styles and share music with the class. (A, M, EU1)
- Create a brochure or web page highlighting the accomplishments of Native Americans in the US military (A, M, EU 5)
- **Visit the National Museum of the American Indian in Washington, DC and identify aspects of Native American / American Indian cultures (A, M, T, EU 1/2/3/4/5)**
- Resources from the [Anti-Defamation League](#) (A, M, T, EU 1/2/3/4)
- Resources from the [NLM/NIH: Native Voices](#) (A, M, T EU 1/2/3/4)

- Split students into four groups (representing the Lenape, Shawnee, Seneca and Cherokee) and assign them five (5) artifacts specific to each tribe to research and present to the class (A, M, T, EU 2)
- Resources from the [National Endowment of the Humanities](#) (A, M, T, EU 1/2/3/4)
- Resources from [National Humanities Center: Native American Religion in Early America](#) (A, M, T, EU 1)
- Develop a website (Google Domain, Google Doc, etc.) highlighting significant pieces of art associated with historical events (A, M, T, EU 2)
- Complete a written analysis on a documentary associated with Native American activism (M, EU 2)
- [Not “Indians,” Many Tribes: Native American Diversity](#) lesson provided by the NEH on their EDSITEment! lesson plan webpage. (M, EU 5)
- Create a storyboard addressing the myth of Manhattan being sold to the Dutch for \$24 in beads. Include information addressing why or how this myth came to be legend (M, EU 2)
- Read excerpts from *Speaking for the Generations* and research, read, and discuss works by the authors. (M, T, EU 3)
- Compare [Cinderella and The Rough-Face Girl](#). Use the link to view the lesson plan. While written for a lower elementary course, this can easily be updated for this course for a good comparison of Eurocentric vs. Native American themes. (M, EU 5)
- Read a short story with a Native American character written by a member outside of the Native American community to identify missing elements (M, T, EU 5)
- Compare and contrast two pieces of literature or poetry created by Native American writers by finding similar themes, motifs, symbols, etc. (M, T, EU 3)
- Create a companion piece of art for Bob Haozous “Sleeping Indians”. (M, T, EU 3)
- Create a promotion/press package for a Native American musical group, author, or visual artist. This package should “sell” the artist to a performance venue or publisher/producer. Teacher should leave structure for the project very open-ended to promote creativity. (T, EU 4)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Community	30
2	Individual	30
3	Voices	30

Instructional Materials

- *Winter in the Blood* by James Welch
- *Bearheart* by Gerald Vizenor
- "An American Sunrise" (Poetry) by Joy Harjo
- *Shell Shaker* by LeAnne Howe
- *The Inconvenient Indian: A Curious Account of Native People in North America* by Thomas King
- *Speaking for the Generations: Native Writers on Writing* edited by Simon J. Ortiz
- [Deb Haaland: My grandparents were stolen from their families as children. We must learn about this history.](#)
- [Native American Oral Storytelling & History | Seth Fairchild | TEDxSMU](#)
- [Meet The United States' First Native American Poet Laureate | Sunday TODAY](#)
- [NATIVE KNOWLEDGE 360° EDUCATION INITIATIVE](#) website, developed by the National Museum of the American Indian, a Smithsonian museum
- [A Tribe Called Red - Electric Pow Wow Drum](#)
- [The Halluci Nation YouTube Channel](#)

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.