

Native American Cultures Studies

Theme <i>Native American Cultures Studies is an interdisciplinary study with an anthropological, historical, cultural, political, and sociological analysis of the American Indian. The course will include an overview of the approximately 230 Indian tribes indigenous to the United States both past and present. Native American survival skills and crafts will be included in the course.</i>	
Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> To study Native American cultures, students must understand what “culture” is and how to study another’s culture without bias.	Pacing 1 week
Content Statement 1. Culture is composed of many aspects that must be viewed without judgment. Learning Targets: <ul style="list-style-type: none"> I can list aspects of culture. I can study another’s culture objectively. 	Content Elaborations The first unit of study establishes a fundamental awareness of cultural dynamics such as race and gender bias, stereotyping, prejudice, discrimination, and an awareness of the impact such biases have on interpersonal relations. Students will be introduced to the concepts related to anthropology and the ability to view another culture objectively. Students will be challenged to reflect on how they hold assumptions and prejudices about other people and about the difficulty of understanding and describing other cultures whose customs are alien or unfamiliar to them.
Content Vocabulary <ul style="list-style-type: none"> culture bigot/bigotry discriminate ethnic group ethnocentrism prejudice racism segregate stereotype tribe xenophobia culture shock acculturate assimilate conform manifest destiny minority group nativism cultural pluralism scapegoat endogamy exogamy indigenous matrilineal monotheism nomadic patrilineal polytheism sedentary anthropology 	Academic Vocabulary <ul style="list-style-type: none"> identify analyze compare/contrast

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<ul style="list-style-type: none"> dominant group genocide archeology 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets, with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> Textbook: <u>The Plains Indians</u> “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides Article: “The Nacirema,” by Horace Miner Adena Man ceremonial pipe – replica from Ohio Historical Society 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. Connect current and past lesson content to current events in the news. Students may be invited to read difficult and significant original sources to learn content more in-depth. Student and teacher collaborate to create additional projects. Students may shadow or interview a professional or arrange for a guest speaker.

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Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers.

Intervention Strategies

- Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website.
- Resources based on the Universal Design for Learning principles are available at www.cast.org

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Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> To study Native American cultures, students must understand what “culture” is and how to study another’s culture without bias.	Pacing 1 week
Content Statement 2. <i>Native American cultures are diverse, but Native American people have faced many stereotypes, sometimes including misnaming and identity issues.</i> Learning Targets: <ul style="list-style-type: none"> • I can list common stereotypes of Native Americans and explain why they are stereotypes. • I can explain why Indians are called “Indians,” identify what other names may be used, and explain arguments for and against using the various terms. • I can explain various ways groups “define” an Indian. • I can explain who decides who is an Indian and how. • I can explain why “tribe” is an offensive label in some Native people’s opinion and what term would be more appropriate. • I can explain arguments both for and against the use of Native Americans as mascots. 	Content Elaborations Students will investigate the origins of common stereotypes in the various media forms. Stereotypes are fixed, often unfavorable ideas, about what members of a group are like, often based on incomplete and inaccurate facts and ethnocentrism. Students will investigate ethnocentrism and how the lack of knowledge of others can produce distrust, xenophobia, genocide, and ethnocide.
Content Vocabulary <ul style="list-style-type: none"> • culture • bigot/bigotry • discriminate • ethnic group • ethnocentrism • prejudice • racism • segregate • stereotype • tribe • minority group • nativism • cultural pluralism • scapegoat • endogamy • exogamy • indigenous • matrilineal • monotheism • nomadic 	Academic Vocabulary <ul style="list-style-type: none"> • identify • analyze • compare/contrast

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<ul style="list-style-type: none"> • xenophobia • culture shock • acculturate • assimilate • conform • dominant group • genocide • manifest destiny • patrilineal • polytheism • sedentary • anthropology • archeology Indian • blood quantum • Bureau of Indian Affairs 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Textbook: The Plains Indians • “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides • “The Basic Indian Stereotypes,” by Joseph Riverwind • “Myths and Stereotypes About Native Americans,” by Walter C. Fleming • “A Brief History of Redface,” by Julianne DuMond 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth.

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	<ul style="list-style-type: none">• Student and teacher collaborate to create additional projects.• Students may shadow or interview a professional or arrange for a guest speaker.
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers.	Intervention Strategies <ul style="list-style-type: none">• Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website.• Resources based on the Universal Design for Learning principles are available at www.cast.org

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Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Native Americans' religious beliefs are strongly rooted in respect for nature and humans' interactions with their environment.	Pacing 1-2 weeks
Content Statement 3. While diverse, Native Americans share common religious beliefs. Learning Targets: <ul style="list-style-type: none"> I can explain the significance of nature in Native American sacred beliefs and give examples of the impact on decision-making. I can identify the heyokha and its impact. I can explain the roles of individuals in Native American society. I can list and explain the two sides of the Sacred (physical and spiritual). I can explain the role of the smudge ceremony. I can identify the symbols associated with the Medicine Wheel. 	Content Elaborations Students will investigate the deep-rooted significance of nature and the connection to the land as a part of the religious experience for Native Americans. Characterized by the religious belief that spirits are present in all things, both animate and inanimate, Native Americans seek the guidance from the spirit world in order to treat the whole person – the mind, body, and spirit. Students will study the various functions and roles in Native American society including chiefs, medicine men, women, warriors, elders, the adopted, and the heyokha. Students will analyze important meanings and symbols associated with the Medicine Wheel.
Content Vocabulary <ul style="list-style-type: none"> “the people” pan-tribal indigenous “the Sacred” ecology cacique/shaman/medicine man trickster heyokha sweat lodge pipe and shield Sun Dance Medicine Wheel Vision Quest Animal Spirit Guide medicine pouch smudge 	Academic Vocabulary <ul style="list-style-type: none"> identify analyze compare/contrast
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<p>understanding</p> <ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Textbook: <u>The Plains Indians</u> • “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides • <u>Native American Stories of the Sacred: Annotated and Explained</u>, by Evan T. Pritchard • “Probing the Mystery of the Medicine Wheels,” <i>National Geographic</i> 131 (1977), January, 140-145. • “The Medicine Wheel as a Symbol of Native American Psychology,” Timothy C. Thomason, Northern Arizona University • <u>The Mystic Warriors of the Plains: The Culture, Arts, Crafts and Religion of the Plains Indians</u>, by Thomas E. Mails • “The Smudging Ceremony,” by Adrienne Borden and Steve Coyote 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects. • Students may shadow or interview a professional or arrange for a guest speaker.
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. • Resources based on the Universal Design for Learning principles are available at www.cast.org

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Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Native Americans' religious beliefs are strongly rooted in respect for nature and humans' interactions with their environment.	Pacing Weeks 4-5
Content Statement 4. Apache survival skills demonstrate Native Americans' connection with and respect for nature. Learning Targets: <ul style="list-style-type: none"> I can explain the process and use of "splatter vision." I can describe the steps necessary to build a successful debris hut survival shelter. I can describe the steps necessary to build a successful fire. I can explain how a bow-drill fire starter works. I can utilize a rabbit stick successfully. I can identify edible plants. I can utilize the fox walk, weasel walk, and the stalk. 	Content Elaborations Students will begin reading <u>The Vision</u> , by Tom Brown, Jr. through which the connection of the individual and Mother Earth is made. Observation of nature and the identification of the uniqueness of each living and nonliving entity will be discussed. Survival skills will be introduced through the Sacred Order of Survival: shelter, water, fire, food. Students will construct a debris hut, describe how to find potable water, how to build a fire through various methods, and how to find food through walking and stalking, identification of edible plants, and use of a rabbit stick. Students will be introduced to the dual purpose of survival skills as both physical and spiritual according to Native American culture.
Content Vocabulary <ul style="list-style-type: none"> splatter vision Sacred Order of Survival debris hut ridge pole ribs hypothermia primal self bow drill tender bundle kindling Squaw wood bulk fuel potable water rabbit stick edible plants fox walk weasel walk stalk walk 	Academic Vocabulary <ul style="list-style-type: none"> explain describe identify analyze compare/contrast
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)

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<ul style="list-style-type: none"> • or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Textbook: <u>The Plains Indians</u> • “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides • <u>The Vision</u>, by Tom Brown • “Nonreturn Boomerangs in Baja California Norte,” by Henry Koerper, Bruce Pinkston, and Michael Wilken • “The Rabbit Stick” video from Wilderness Outfitters 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects. • Students may shadow or interview a professional or arrange for a guest speaker.
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Strand <i>History</i>		
Topic <i>Historical Thinking and Skills</i> Native American history has an ancient past fraught with misunderstanding and misrepresentation.		Pacing Week 6
Content Statement 5. <i>Native Americans migrated to the Americas from Asia thousands of years ago, dispersed throughout the continents, and developed diverse cultures.</i> Learning Targets: <ul style="list-style-type: none"> • I can explain old and current theories regarding the timing and origin of migrations to the Americas. • I can explain why the study of migration and early Indians is controversial and who conducts these studies. • I can explain what a “Paleo-Indian” is and describe the culture of Paleo-Indians. • I can explain what an Indian mound is, describe the culture of their creators, how they are made, and where they are found. • I can explain why early settlers did not think Indians made the mounds. 		Content Elaborations This unit of study focuses on the numerous theories of how and when the “first” Americans arrived in the Western Hemisphere. Students will examine the archaeological record, the traditional Clovis Theory, and new evidence of earlier migrations. Students will examine the technology of the Paleo-Indians, petroglyphs, lunar and solar calendars and alignment of dwellings, construction of effigy mounds, and pottery. Students will examine the legacy and disappearance of the Paleo-Indians.
Content Vocabulary <ul style="list-style-type: none"> • NAGPRA • Paleo-Indian • effigy mound • effigy pipes • ceremonial spear points • solstice • equinox • Cahokia • petroglyph • Atlatl • Windover Bog People • Kennewick Man • Bering Straights Land Bridge • Clovis • Flint Ridge • Hopewell • Adena • Anazai • Chaco Canyon • The Great Hopewell Road 		Academic Vocabulary <ul style="list-style-type: none"> • explain • describe • identify • analyze • compare/contrast

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Textbook: <u>The Plains Indians</u> • “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides • “500 Nations” video • “The Windover – Archaeological Research Project,” by Joseph L. Richardson • “Kennewick Man,” PBS NOVA • “Spirit Cave Man” Archaeology – A publication of the Archaeological Institute of America Volume 49 Number 5, September/October 1996 • “Searching for the Great Hopewell Road” video 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects. • Students may shadow or interview a professional or arrange for a guest speaker.
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Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Native American history has an ancient past fraught with misunderstanding and misrepresentation.	Pacing Week 7
Content Statement 6. <i>The arrival of Columbus in 1492 forever changed the life, culture, and history of the native people in the Americas.</i> Learning Targets: <ul style="list-style-type: none"> I can describe what happened when Columbus arrived in 1492. I can describe the culture of the “Indians” Columbus met. I can explain how opinions about Columbus have changed over time. I can identify the group who spoke in defense of the Tainos. 	Content Elaborations Students will analyze the impacts of the European discovery of the Western Hemisphere in the late 1400s. Students will examine the Columbian Exchange and the adverse effect on the total population from the enslavement, torture, and extermination of the people of the Caribbean Islands. Students will compare and contrast the perception of the modern Columbus Day from various points of view.
Content Vocabulary <ul style="list-style-type: none"> Awarak Tainos Caribs Guanahatabeys cold filter smallpox measles Columbian Exchange Caribbean Sea Hispaniola Cuba Bahamas Greater and Lesser Antilles 	Academic Vocabulary <ul style="list-style-type: none"> explain describe identify analyze compare/contrast
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<p>Resources</p> <ul style="list-style-type: none"> • Textbook: <u>The Plains Indians</u> • “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides • “500 Nations” video • “The History of Federal Indian Policies,” by Robert J. Miller, Professor, Lewis and Clark Law School, Portland, Oregon • “Health and Disease in the Pre-Columbian World,” by John Verano • <u>The Peoples of the Caribbean: An Encyclopedia of Archeology and Traditional</u>, by Nicholas J. Saunders • “The Impact of the Encounter on the Americas and Europe,” by J. Jorge Klor de Alva and Gregory S. Wilsey 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects. • Students may shadow or interview a professional or arrange for a guest speaker.
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Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Native American cultures are influenced by geography and climate and have developed differently in different regions of North America.	Pacing Week 8
Content Statement 7. Native Americans are strongly impacted by their geographic location. Learning Targets: <ul style="list-style-type: none"> I can identify major rivers and geographic features of North America. I can identify the major geo-cultural regions into which Native American cultures are divided. 	Content Elaborations The students will examine the effects of the mountain and river systems of the United States as a connector or isolator to the Native American culture.
Content Vocabulary <ul style="list-style-type: none"> St. Lawrence River Mississippi River Ohio River Tennessee River Missouri River Colorado River Hudson River Rio Grande River Great Lakes Hudson Bay Pacific Ocean Atlantic Ocean Gulf of Mexico Appalachian Mountains Rocky Mountains Continental Divide Sierra Nevada Mountains Mojave Desert 	Academic Vocabulary <ul style="list-style-type: none"> explain describe identify analyze compare/contrast
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<p>Resources</p> <ul style="list-style-type: none"> • Textbook: <u>The Plains Indians</u> • “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides • “Atlas of the North American Indian, Revised Edition,” by Carl Walkman and Molly Braun 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects. • Students may shadow or interview a professional or arrange for a guest speaker.
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Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Native American cultures are influenced by geography and climate and have developed differently in different regions of North America.	Pacing Weeks 8-11
Content Statement 8. Native Americans are grouped according to region; each region shares cultural traits. Learning Targets: <ul style="list-style-type: none"> I can describe the culture of the native people of the Northeast, Southwest, Great Plains, Great Basin, Plateau, Northwest Coast, and Arctic. 	Content Elaborations Students will examine the various cultural characteristics for each region of North America, focusing on the importance of honor, the wisdom of the contrary, childhood, role of individuals as part of the village, the first hunt, Mother Earth, and the Great Spirit. Students will also examine the meaning of warfare and the roles of chiefs, medicine men/shamans, warriors, elders, and the adopted. Students will recognize the artistic contributions of Native Americans' song, dance, and storytelling. Students will understand the Native American concept of living in the "now."
Content Vocabulary <ul style="list-style-type: none"> Sun Dance Hopi Snake Dance Ghost Dance sweat lodge medicine pipe shield Rolling Thunder Lame Deer Stalking Wolf Quanah Parker trickster honor system counting coup vision quest shaman origin story Tipi Courtship Secret Societies Travois White Buffalo Woman 	Academic Vocabulary <ul style="list-style-type: none"> explain describe identify analyze compare/contrast
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) "Thumbs up, thumbs down" by students to indicate their sense of 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays

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<p>understanding</p> <ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Textbook: <u>The Plains Indians</u> • “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects. • Students may shadow or interview a professional or arrange for a guest speaker.
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. • Resources based on the Universal Design for Learning principles are available at www.cast.org

Native American Cultures Studies

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Strand <i>History</i>		
Topic <i>Historical Thinking and Skills</i> Native Americans experienced many conflicts with settlers and the United States government.		Pacing <i>Weeks 12-13</i>
Content Statement 9. Government policy toward Native Americans changed throughout the years following settlement. Learning Targets: <ul style="list-style-type: none"> I can describe how westward expansion and government policies toward Native Americans affected native people. I can describe significant battles fought by Native Americans in resistance to encroachment upon their lands. I can describe the conditions on Native American reservations in the 1800s. I can describe how the conflicts on the Great Plains came to an end. 		Content Elaborations Students will examine the government policy towards the indigenous people from the arrival of the Pilgrims in Plymouth to the eventual removal of tribes to Oklahoma, as well as the institution of reservations and boarding schools. Students will examine the numerous attempts of assimilation into the United States and the continual resistance by the Native Americans throughout North America.
Content Vocabulary <ul style="list-style-type: none"> City Upon the Hill Wampanoag Pequot War King Philip Royal Proclamation of 1763 Treaty of Paris of 1783 Northwest Ordinance Battle of Fallen Timbers Treaty of Greenville Tecumseh Indian Removal Act <u>Cherokee Nation v. Georgia</u> (1831) <u>Worcester v. Georgia</u> (1832) Trail of Tears Bureau of Indian Affairs Sitting Bull Crazy Horse Chief Joseph Geronimo Sand Creek Massacre Battle of Little Bighorn reservation Wounded Knee Ghost Dance Pine Ridge Reservation allotment Indian agent boarding schools 		Academic Vocabulary <ul style="list-style-type: none"> explain describe identify analyze compare/contrast

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<ul style="list-style-type: none"> • Manifest Destiny • Dawes Act 	<ul style="list-style-type: none"> • assimilation
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Textbook: <u>The Plains Indians</u> • “Apache Survival Guide” – excerpts from Tom Brown’s Field Guides • “We Shall Remain – After the Mayflower,” The American Experience series • “We Shall Remain – Tecumseh’s Vision,” The American Experience series • “We Shall Remain – Geronimo,” The American Experience series • “500 Nations” video • “The History of Federal Indian Policies,” by Robert J. Miller, Professor, Lewis and Clark Law School, Portland, Oregon 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects. • Students may shadow or interview a professional or arrange for a guest speaker.

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Intervention Strategies

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Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> The Native American experience in the United States is still impacted by government policy and historical legacy.	Pacing Weeks 14-15
Content Statement 10. Today Native Americans continue to experience discrimination and lower living standards than other groups in the United States. Learning Targets: <ul style="list-style-type: none"> • I can describe the conditions on reservations. • I can describe the discrimination still experienced by Native people both on and off the reservations. • I can describe the impact of casinos on Native American life. • I can describe the events surrounding the imprisonment of Leonard Peltier. • I can describe the goals and actions of the American Indian Movement. 	Content Elaborations Students will examine the American Indian Movement attempt to gain equal rights for all Native Americans. Students will examine the current state of the reservation system for Native American tribes. Students will analyze the present day relationship between the United States and Native American tribes.
Content Vocabulary <ul style="list-style-type: none"> • Leonard Peltier • Russell Means • American Indian Movement • Wounded Knee standoff • <u>Bryan v. Itasca County</u> (1976) • <u>California v. Cabazon Band of Mission Indians</u> (1987) • The Indian Gaming Regulatory Act • <u>Employment Division of Oregon v. Smith</u> (1991) 	Academic Vocabulary <ul style="list-style-type: none"> • explain • describe • identify • analyze • compare/contrast
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays

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Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Native Americans have a strong tradition of art and craft work.	Pacing Week 16
Content Statement <i>11. Native American culture can be better understood by examining the art and craft work created by Native people.</i> Learning Targets: <ul style="list-style-type: none"> I can identify artwork (styles, media, design) typically created by Native Americans. I can explain crafts such as dream catchers, medicine pouch, and beadwork. I can create a medicine pouch and construct a beadwork necklace or bracelet. 	Content Elaborations Students will examine the various artistic representations by Native Americans throughout North America. Students will explain the purpose and significance of the dream catcher, medicine pouch, bullroarer, and beadworking. Students will explain the significance of wampum to the Eastern Woodland tribes. Students will also then have the opportunity to construct their own bullroarer, necklace, and medicine pouch.
Content Vocabulary <ul style="list-style-type: none"> hair pipe beads seed beads wampum Quahog wooden pump drills peyote stitch porcupine quills quillwork sacred bundle medicine pouch bullroarer dream catcher 	Academic Vocabulary <ul style="list-style-type: none"> explain describe identify analyze compare/contrast
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