Native American Studies

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline**: Social Studies **Course:** Native American Studies		
Course Title:	Native American Studies		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	This course offers a comprehensive and critical exploration of Native American history and culture, challenging traditional narratives of American history by placing Native peoples at the center of the story. Students will investigate the rich and diverse cultures of North America before European contact, with a specific focus on the tribes of Connecticut. The course will then analyze the pivotal period of contact and colonialism, examining Native responses to European arrival, including diplomatic alliances and armed resistance. The course will also trace the evolving relationship between Native nations and the United States government, from the era of westward expansion and forced removal to the establishment of the reservation system and policies of assimilation. A central theme is the concept of Native American sovereignty, exploring how Native nations have actively and consistently fought for self-determination and cultural preservation. The course culminates with an examination of contemporary issues, highlighting how Native communities balance cultural traditions with modern economic development, while continuing to address the legacies of historical injustices. Throughout the semester, students will engage with primary sources, tribal histories, and oral traditions to develop a nuanced understanding of the resilience, heritage, and ongoing contributions of Native peoples.		
Course Essential	• What can we learn about Native American values, beliefs, and experiences through their		

Questions:	storytelling traditions and connection to the land? • How did the initial encounters between Native American and European peoples create a foundation of power dynamics, land disputes, and cultural misunderstandings that continue to define their relationship today? • In what ways did the formation and westward expansion of the United States fundamentally challenge Native nations, and how did Native peoples respond to protect their lands and way of life? • How do Native nations today navigate the complex balance between cultural preservation and modern political and economic self-determination?	
Course Enduring Understandings:	• The power of oral tradition is central to Native American identity. • A diverse and complex tapestry of Native American societies thrived across the continent of North America, each with unique cultures, governance, and relationships to their environment. • The relationship between Native nations and the United States has always been a complex struggle for sovereignty. • Native peoples are not a monolithic group. Their responses to historical events like colonization and westward expansion were diverse and varied. • The lasting consequences of broken treaties, forced displacement, and assimilation policies manifest in persistent social, economic, and health disparities.	
Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	*First Peoples: A Documentary Survey of Native American History*	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI)	

	☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** The Tribes of Connecticut (~3-4 weeks) **Unit 2:** The Era of Contact and Colonialism 1492-1783 (~2-3 weeks) **Unit 3:** Native Nations and the New Nation 1783-1871 (~2-3 weeks) **Unit 4:** Reservation Period: Allotment and Assimilation 1871-1934 (~2-3 weeks) **Unit 5:** Sovereignty and Self-Determination 1934-1975 (~2-3 weeks) **Unit 6:** Nations Within a Nation: Contemporary Native American Issues 1975-present (~3-4 weeks)

Unit Number and Title:	**Unit 1:** The Tribes of Connecticut: History, Culture, and Tradition
Duration:	~3-4 Weeks
Resource(s):	*First Peoples: A Documentary Survey of Native American History*
Unit Overview:	This unit will explore the rich history and enduring cultures of the major Native American tribes of Connecticut, including the Mohegan, Mashantucket Pequot, Eastern Pequot, Schaghticoke, and Golden Hill Paugussett. Students will delve into the historical context of the Northeast Woodlands region, examining how geography and environment shaped traditional ways of life, from sustenance practices to social structures. A central theme of the unit is the power and importance of oral tradition and storytelling. We will analyze traditional tribal stories to understand how these narratives convey history, impart moral lessons, and foster a spiritual connection to the land. Students will also learn about the role of storytelling as a living tradition used today to advocate for tribal rights and educate the public. Through a focus on both historical context and contemporary issues, this unit aims to provide students with a deeper understanding and appreciation of the resilience, heritage, and ongoing contributions of Connecticut's Native American tribes.
Learning Goals	
Standard(s):	*National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

	US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens. US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	● How do Native Americans define themselves? ● How does storytelling play a significant role in Native American culture and identity? ● What can we learn about Native American values, beliefs, and experiences through their storytelling traditions?
Enduring Understanding(s):	● The daily practices, social structures, and traditions of Connecticut's Native American tribes are interconnected with their ancestral homelands and the natural environment of the Northeast Woodlands region. ● Storytelling and oral tradition are not just historical artifacts, but preserve culture, transmit values, and serve as tools for resilience, advocacy, and education in contemporary Native American communities. ● The history of Connecticut's Native American tribes is defined by the ongoing struggle to protect their sovereignty, land rights, and cultural identity in the face of historical and ongoing challenges.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the names of the major Native American tribes historically and currently located in Connecticut. ○ the Mohegan ○ Mashantucket Pequot ○ Eastern Pequot Schaghticoke ○ Golden Hill Paugussett. ● the geographic and cultural characteristics of the Northeast Woodlands region. ○ way of life ○ social structures ○ traditions of its native peoples ● the historical and ongoing significance of political documents and agreements for Connecticut’s

	Native American Tribes. ○ treaties ○ land rights ○ sovereignty ● the role of oral tradition in transmitting the history, values, and creation stories of Connecticut's tribes. ○ Mohegan "Trail of Life” ○ Golden Hill Paugussett "Sky Woman” ● how stories serve to teach moral lessons and emphasize the importance of living in harmony with the natural world. ○ The Makiawisug of the Mohegan ○ the Chipmunk story of the Schaghticoke ● the significance of the game of lacrosse to Native American culture. ○ “Creator's Game” ○ ceremonial function ○ spiritual function ○ social functions ○ religious and cultural meaning ● the significance of specific landforms and places in tribal stories, and how these stories reinforce the spiritual connection that Connecticut's Native Americans have to their ancestral homelands. ● the purpose of storytelling as an ongoing tradition in Connecticut's Native American communities. ○ language preservation ○ advocacy for tribal rights ○ Education of non-Native people about their history and resilience ● traditional tribal stories. **Skills:** (Students will be able to…) ● analyze primary source documents, such as historical accounts, maps, and tribal art, to understand the perspectives and experiences of Native Americans in the Northeast Woodlands.

	● research and present on the unique cultural practices, political structures, or historical events of a specific Connecticut tribe. ● evaluate the impact of historical events on the land, culture, and sovereignty of Connecticut's Native American tribes. ● identify and explain the significance of key cultural artifacts and how they reflect the values and technologies of the tribes. ● articulate and support a position on the importance of land preservation and cultural revitalization for contemporary Native American communities in Connecticut.

Unit Number and Title:	**Unit 2:** The Era of Contact and Colonialism 1492-1783
Duration:	~2-3 weeks
Resource(s):	*First Peoples: A Documentary Survey of Native American History*
Unit Overview:	This unit delves into the pivotal period of initial contact and subsequent colonization of North America, shifting the focus from a Eurocentric narrative to its impact on Native American peoples. Students will explore the diverse and complex responses of Native nations to the arrival of Europeans, analyzing their initial diplomatic negotiations, strategic alliances, and armed resistance. The unit will examine the distinction between the colonial approaches of different European powers, such as the French fur trade economy versus the English model of permanent, land-based settlements. Students will also research the effects of disease on Native populations and the legal and philosophical justifications used by Europeans to dispossess Native peoples of their lands. By understanding the varied interactions and their far-reaching consequences, students will gain a critical perspective on how the power dynamics and cultural misunderstandings of this era continue to shape the relationship between Native nations and the United States today.
Learning Goals	
Standard(s):	*National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

	US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens. US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	● How did the initial encounters between Native American and European peoples shape the power dynamics, land disputes, and cultural misunderstandings that continue to define the relationship today?
Enduring Understanding(s):	● The initial contact between Europeans and Native Americans was not a single event but a complex process with profound and lasting consequences, fundamentally altering the social, political, and ecological landscape of North America. ● Power dynamics, land disputes, and cultural misunderstandings established during the colonial era continue to influence contemporary relationships between Native nations and the United States.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the varied initial responses of different Native American groups to European contact. ○ alliance ○ diplomatic negotiations ○ resistance ○ assimilation ● the key differences in how European nations interacted with Native peoples. ○ Dutch & French fur trade vs. English land-based settlements ● the motivations behind and the consequences of key conflicts between British colonists and Native peoples. ○ Pequot War ○ King Philip's War ● the mythology of Thanksgiving, and Pocahontas. ● stereotypes or fictionalized "captivity narratives" in colonial literature. ● the concept of disease vectors and their impacts on Native populations.

	● the origins of land disputes and the legal and philosophical justifications. **Skills:** (Students will be able to…) ● analyze primary and secondary sources to identify and explain the different Native American responses to European contact. ● compare and contrast the colonial policies of various European powers, explaining how the British approach led to unique conflicts with Native nations. ● evaluate the motivations and consequences of key conflicts between British colonists and Native peoples, such as the Pequot War and King Philip's War. ● construct a well-supported argument about the long-term impact of disease and land disputes on Native American societies. ● identify and explain the legal and philosophical justifications Europeans used to claim Native lands.

Unit Number and Title:	**Unit 3:** Native Nations and United States Expansion 1783-1871
Duration:	~2-3 weeks
Resource(s):	*First Peoples: A Documentary Survey of Native American History*
Unit Overview:	This unit examines the period when the newly formed United States government initiated its westward expansion, profoundly altering the lives of Native American nations. Students will analyze how the clash of worldviews, particularly regarding land ownership and governance, set in motion a long and complex struggle amongst Native American nations for survival and sovereignty. Students will investigate the political and military strategies used by the U.S., such as the era of Indian Removal and the Trail of Tears, while also focusing on the active resistance, adaptation, and diplomatic negotiation employed by Native peoples to protect their lands. By examining the policies, conflicts, and legal battles of this era, students will gain a deeper understanding of the origins of the ongoing struggle for sovereignty that continues to define the relationship between Native nations and the United States today.
Learning Goals	
Standard(s):	*National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.

	US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	● How did the clash of worldviews and competing claims to land between the United States and Native American tribes set in motion a centuries-long struggle for survival and sovereignty? ● How did the formation of the United States affect Native nations, and in what ways did Native peoples resist, adapt to, or negotiate with the new government?
Enduring Understanding(s):	● The formation of the United States ushered in a new and complex era of conflict, negotiation, and resistance over land and sovereignty for Native nations. ● Native peoples adapted to, and negotiated with, the new United States government to protect their lands and way of life.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the different political and military strategies used by the United States to expand its territory and its impact on Native nations. ○ treaties ○ forced removal ○ military campaigns ● the concept and consequences of Indian Removal. ○ policies under Washington ○ policies under Jefferson ○ policies under Andrew Jackson ○ Trail of Tears ● the legal and political foundations of Native American sovereignty, including key Supreme Court cases. ○ *Worcester v. Georgia* ○ *Winters v. United States* ● the nature of the interactions between the Lewis and Clark expedition and the Native peoples they encountered. ○ the roles of key individuals

	○ Sacagawea ○ Cameawait ○ Black Buffalo ○ Watkweis ○ Too-Ne(Eagle Feather) ● the various forms of Native resistance and adaptation. ○ diplomatic efforts ○ Sequoyah ● the role of key Native leaders and their strategies in confronting the U.S. government. ○ military resistance ○ cultural revitalization movements.Tenskwatawa's revivalism ○ Tecumseh's Pan-Indian Nationalism ● the impact of westward expansion on Native lands and communities. ○ the gold rush impact on the Indians of California ○ transcontinental railroad **Skills:** (Students will be able to…) ● analyze primary source documents (e.g., treaties, government reports, speeches by Native leaders) to understand the competing claims to land and sovereignty. ● evaluate the motivations and consequences of U.S. policies toward Native nations. ● compare and contrast different forms of Native resistance and adaptation during this period. ● assess the impact of key historical events like the Lewis and Clark expedition, the gold rush, and the transcontinental railroad on Native lands and communities. ● construct an argument about how the struggle for survival and sovereignty continues to define the relationship between Native nations and the United States.

Unit Number and Title:	**Unit 4:** Reservation Period: Allotment and Assimilation 1871-1934
Duration:	~2-3 weeks
Resource(s):	*First Peoples: A Documentary Survey of Native American History*
Unit Overview:	This unit explores how a series of U.S. government policies, including the Dawes Act and the establishment of Indian Boarding Schools, were deliberately crafted to destroy Native American land and cultural identity. Despite these systemic pressures, Native peoples demonstrated incredible resilience and resistance through diverse strategies, ranging from spiritual movements like the Ghost Dance to modern political and legal activism led by groups such as the American Indian Movement (AIM). The reservation system, in particular, had profound consequences, leading to the loss of traditional livelihoods, the erosion of spiritual practices, and the breakdown of community structures. These policies resulted in significant cultural loss, generational trauma, and lasting economic hardships, including high rates of poverty and unemployment. Ultimately, this content highlights how Native communities have fought to endure and preserve their heritage in the face of centuries of oppression.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 8.His.1.b. Analyze the impact of United States' treaties on the sovereignty of Native nations (e.g., Ordinance of 1787, Treaty of the Creeks, Treaty of Greenville, Louisiana Purchase, Treaty of Fort Wayne). US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917) *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History. US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and

	supporting questions emerge when engaging sources that represent varied perspectives. US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
Essential Question(s):	● How did federal policies of allotment and assimilation affect Native communities? ● What were the cultural, social, and economic consequences of the reservation system?
Enduring Understanding(s):	● Native peoples actively and continuously resisted attempts at erasure, demonstrating immense resilience and a profound commitment to preserving their identities. ● Federal policies of allotment and assimilation broke up communal land ownership and forced cultural change, resulting in lasting consequences. ● The history of the reservation system and the broader federal relationship represents a testament to the survival of Native nations through continuous efforts to maintain their cultural traditions, tribal sovereignty, and the right to self-determination.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● how U.S. government policies were designed to dismantle Native American cultures and communities. ○ Boarding Schools ○ The Dawes Severalty Act of 1887 ● the diverse ways Native peoples resisted and endured systemic pressures. ○ spiritual and cultural preservation ○ The Ghost Dance ○ political and legal activism ● the profound impact of federal policies of allotment and assimilation on Native communities. ○ Impact on Native languages and traditions

	○ Massacre at Wounded Knee ○ The World's Fairs and Cultural Imperialism ● the impact of the reservation system. ○ loss of traditional livelihoods ○ loss of spiritual practices ○ high rates of poverty and unemployment ○ breakdown of community structures **Skills:** (Students will be able to…) ● Analyze the cause-and-effect relationship between specific U.S. government policies and their intended and unintended consequences on Native American cultures, societies, and economies. ● Construct an argument to support claims about Native American resilience in the face of systematic pressure. ● Evaluate the long-term cultural and economic effects of the reservation system.

Unit Number and Title:	**Unit 5:** Sovereignty and Self-Determination 1934-1975
Duration:	~3-4 weeks
Resource(s):	*First Peoples: A Documentary Survey of Native American History*
Unit Overview:	This unit examines how Native American activism and political action brought about a fundamental shift in the relationship between Native nations and the U.S. government. Students will explore how grassroots movements and protests, such as those led by the American Indian Movement (AIM), led to a change in federal policy from termination to self-determination. We will analyze key legislation and court decisions since the 1960s, including the Indian Self-Determination and Education Assistance Act and landmark legal rulings that have both supported and challenged tribal sovereignty. The unit will also investigate how contemporary Native nations are actively balancing the preservation of their rich cultural heritage with the pursuit of modern political and economic self-governance. Ultimately, this content demonstrates the ongoing and complex struggle for self-determination in the face of historical and present-day challenges.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 8.His.1.b. Analyze the impact of United States' treaties on the sovereignty of Native nations (e.g., Ordinance of 1787, Treaty of the Creeks, Treaty of Greenville, Louisiana Purchase, Treaty of Fort Wayne). US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States). US.His.15.a. Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History. US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
Essential Question(s):	● How did the rise of Native American activism in the mid-20th century lead to a fundamental shift in the relationship between Native nations and the U.S. government? ● In what ways have key federal policies and court decisions since the 1960s either supported or challenged the sovereignty and self-governance of Native nations? ● How do Native nations today balance the preservation of their cultural traditions with the demands of modern economic development and political self-determination?
Enduring Understanding(s):	● The relationship of Native American tribes to State and Federal governments and the issue of self-determination and sovereignty.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● The Termination Policy Era 1953-1968 and the rise of Native American activism. ○ urbanization and alienation ○ The American Indian Movement (AIM) ○ occupation of Alcatraz Island, BIA, Wounded Knee ● how federal policies have both supported and challenged tribal sovereignty since the 1960s.

	○ Indian Self-Determination and Education Assistance Act of 1975 ○ Boldt Decision (1974) ○ Indian Gaming Regulatory Act of 1988 ● explain how Native nations are balancing political and economic self-determination with the preservation of cultural traditions. ○ bingo and high stakes-gaming ○ The Indian New Deal ● the effort to revitalize and preserve Native American cultures as a means of self-determination. ○ language immersion programs ○ creation of tribal colleges and universities ○ repatriation of ancestral remains and artifacts under laws like the Native American Graves Protection and Repatriation Act (NAGPRA) **Skills:** (Students will be able to…) ● Analyze and explain the cause-and-effect relationship between key Native American activist movements and subsequent shifts in U.S. federal policy towards self-determination. ● Evaluate primary and secondary sources (e.g., government documents, legal rulings, and tribal-led reports) to assess how federal policies have both supported and presented new challenges to tribal sovereignty. ● Synthesize information from multiple historical examples to construct an argument that explains how Native nations navigate the balance between cultural preservation and modern economic development, demonstrating a nuanced understanding of continuity and change.

Unit Number and Title:	**Unit 6:** Nations Within a Nation: Contemporary Native American Issues 1975-present
Duration:	~3-4 weeks
Resource(s):	*First Peoples: A Documentary Survey of Native American History*
Unit Overview:	This unit explores the complex realities of contemporary Native American life. Students will analyze how historical injustices, such as land dispossession and forced assimilation, have created systemic challenges that continue to result in significant social and economic disparities.. The unit will also investigate the ongoing legal and political battles Native nations face in maintaining their sovereignty and self-governance. Simultaneously, we will examine how these nations are using their inherent political power to drive economic development, such as through modern business ventures. Finally, we will synthesize these ideas to understand how Native communities are actively balancing the preservation of their rich cultural traditions with the demands of modern development.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* US.His.15.a. Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History. US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the

	sources, the types of sources available, and the potential uses of the sources. US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
Essential Question(s):	● What are the major issues facing Native Americans today? ● How do Native nations balance tradition and change in contemporary society?
Enduring Understanding(s):	● The legacy of broken treaties and forced displacement contributes to issues like high rates of poverty and unemployment on reservations, disproportionately low life expectancy, and lack of access to quality healthcare and education. ● Native nations today are balancing tradition and change by revitalizing their cultures through practices like language immersion programs and the repatriation of cultural artifacts, while simultaneously leveraging their sovereignty to build modern economies and business enterprises.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the ways historical injustices and ongoing systemic challenges contribute to significant social and economic disparities in Native communities. ○ Indian Health Service ○ unemployment ○ poverty ○ substance abuse ● how Native nations continue to face challenges to their sovereignty and self-governance. ● the ways that native nations attempt to balance tradition and change. ○ preservation of their cultural heritage ○ use of political sovereignty to drive modern development. ● contemporary issues facing Native communities. ○ missing and murdered Indigenous women

	○ land reclamation and protection ○ climate change ○ legal battles over jurisdiction and repatriation claims against major museums, public and private collections ○ sports, sports mascots, and cultural appropriation **Skills:** (Students will be able to…) ● analyze how historical injustices have led to contemporary social and economic disparities in Native communities. ● evaluate ongoing challenges to the political sovereignty of Native nations by examining how legal complexities and jurisdictional issues can hinder their self-governance. ● synthesize information from multiple sources to explain how Native nations balance the preservation of their cultural heritage with modern economic and political development, demonstrating a nuanced understanding of how tradition and change coexist.