Unit II: Native Americans

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
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.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.GeoHE.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Enduring Understanding

- Understand that diversity can lead to unequal power relations on the development of group identities and cultures, and how that can be addressed and rectified.
- Identify the methods and impact of settler colonialism then and now as well as Native American resistance to erasure
- Explain the short and long-term impact of biased words and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups
- That diversity includes the impact of unequal power relations on the development of group identities and cultures.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

- How has the romanticizing of the West influenced societal perceptions of race? And how did that influence the treatment of the indigenous people?
- What did the Europeans use to “justify” “white man’s conquest” of North America and does that make their actions moral? (What is the difference between justification and morality?)
- How has the US Government’s treatment of the indigenous people of North America a reflection on the racial views? How did the government justify those actions?
- What can be done to create and or promote equity in the United States for Native Americans?

Knowledge and Skills

What are the most prevalent stereotypes of Native Americans and myths that exist today about their culture?

- Use the internet to search and discuss various stereotypes

How were the Native Americans been treated by the Explorers, Colonists and US Government? and how did that influence how the stereotypes?

- Exploration/Colonization
  - Columbus Day or Indigenous Peoples Day? https://www.adl.org/education/educator-resources/lesson-plans/columbus-day-or-indigenous-peoples-day
  - The Myth Surrounding the 1st Thanksgiving
- Westward Expansion
  - Monroe's 2nd Inaugural Address
  - The Battle of LIttle Big Horn: https://drive.google.com/file/d/1-F6ruryKtrwKDLE3nmQaKRqqUxnhlN66/view?usp=sharing
- Jackson's Indian Removal Act
- Forced Assimilation
  - Carlisis School (Native American Assimilation program) https://drive.google.coThem/file/d/1MQAtA24c5TEtlVh8bCB0ImcuFXBbJ1E1/view?usp=sharing
  - Learning with "I Feel Invisible": Native Students Languish in Public Schools: https://www.nytimes.com/2019/01/09/learning/learning-with-i-feel-invisible-native-students-languish-in-public-schools.html?action=click&module=RelatedLinks&pgtype=Article

What role has the media played in perpetuating the discrimination and bias against Native Americans in the United States?

- Old Western Movies/TV Shoes
- Why did Washington's NFL Team Change their Name? https://www.adl.org/education/educator-resources/lesson-plans/should-washingtons-nfl-team-change-their-name
- Why did Watchung Hills HS Change their Mascot?

What actions have been taken throughout history to counter the negative stereotypes of Native Americans and address the discrimination they face?

- The Alcatraz Proclamation: A Primary Document Activity: https://www.learningforjustice.org/classroom-resources/lessons/the-alcatraz-proclamation-a-primary-document-activity
- The Battle over Standing Rock: https://www.nytimes.com/2016/11/30/learning/lesson-plans/battle-over-an-oil-pipeline-teaching-about-the-standing-rock-sioux-protests.html

What can be done today to help continue the fight to end the negative stereotypes, discrimination and bias?

- Edward Curtis: https://drive.google.com/file/d/1Hl2R81vI06Mnlg55-ZcrpBVrZ5Hofo-G/view?usp=sharing

AI (Gemini, Co-pilot, Magicschoolai, etc.)

Diffit

Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Transfer Goals

Students will be able to independently trace the history of America's Indigenous peoples and develop timelines from ancient history to modern status of Native Americans in both reservations and the larger society.

Students will be able to independently dispel myths about what it means to be "civilized".

Resources

Movies:

- Dances with Wolves
- "Our Spirits Don't Speak English"

Books:

- Bury my Heart at Wounded Knee, by Dee Brown
- An Indignous People's History of the United States by Roxanne Dunbar-Ortiz

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Supreme Court Cases:

- Elk v Wilkins

Other Resources:

- Library of Congress - Native American-Destroying Culture http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/native_american.html
- Native American History Time Line
- https://www.history.com/topics/native-american-history/native-american-timeline
- CNN Video Overview of Standing Rock Protest: https://www.cnn.com/2016/09/07/us/dakota-access-pipeline-visual-guide/
- Map of Pipeline: https://northlandia.wordpress.com/2016/11/01/a-nodapl-map/
- Teaching Guide: The American Indian Movement: https://ny.pbslearningmedia.org/resource/dpla-tg-082/teaching-guide-exploring-the-american-indian-movement/
- 10 Native American Activists You Should Know: https://medium.com/tmi-consulting-inc/10-native-american-activists-you-should-know-e9d7c7fb78c2
- 7 Young Indigenous Activists Standing up for their Communities: https://www.dosomething.org/us/articles/7-young-indigenous-activists-standing-up-for-their-communities

Assessements

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0