

Unit 02: Collective Identities_Native & African Americans

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.RH.11-12

Reading History

Key Ideas and Details

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.K-12.NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RH.11-12.8	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

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LA.RL.11-12	Reading Literature Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Craft and Structure Craft and Structure
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Integration of Knowledge and Ideas

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RL.11-12.8	(Not applicable to literature)
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.K-12.NJSLSA.W	Writing
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. Text Types and Purposes
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.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.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.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.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.K-12.NJSLSA.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.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command

of formal English when indicated or appropriate.

LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.K-12.NJSLSA.L	Language Conventions of Standard English
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Production and Distribution of Writing Vocabulary Acquisition and Use
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each

	source.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Presentation of Knowledge and Ideas
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.9-10.1.A	Use parallel structure.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.3	Language
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Knowledge of Language
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).

LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.3.3.A	Choose words and phrases for effect.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Once the students have objectively identified and analyzed their individual, multi-cultural identities and the traits that have shaped them as a result, they are ready to examine two large collective cultural groups in America, Native Americans and African Americans, and determine if history and society's treatment of these groups continues to influence and perpetuate negative stereotypes, cultural bias and the marginalization of members of each group, today. This will be an inquiry-based unit, with much of the work completed independently by students, with ongoing opportunities for whole and small-group discussion, collaboration and teacher feedback.

Meaning

Essential Questions

Essential Questions

In what way has history impacted society's view of Native Americans and African Americans?

Does the historical treatment of these two groups continue to influence and perpetuate negative stereotypes, cultural bias and marginalization of members of these groups, even today?

Why has each group received formal Presidential apologies from the United States of America, and why is that significant?

What are the current collective goals and of Native Americans and African Americans in American society, today?

What obstacles must they overcome, in order to achieve those goals?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

The historical mistreatment and injustice of Native Americans and African Americans has influenced society's attitudes toward these two large cultural groups, even today, through the perpetuation of negative stereotypes, cultural bias and marginalization of members of these groups.

Analyzing and evaluating numerous documents, government legislation, letters, personal narratives, poems and documentaries from and about each group, helps us to recognize that unequal power relationships in society lead to unjust practices, laws and institutions that limit the rights and freedoms of people based on their cultural identities.

There is historical significance in a Presidential apology from the American people to any large cultural group in American society.

Native Americans and African Americans have current collective goals and each group faces obstacles that must be overcome, in order to achieve them.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

The historical treatment of Native Americans and African Americans in America and its influence on the development of each group's cultural identity.

The ways in which the historical treatment of these groups continues to influence society's view of members of each group.

The impact of short and long-term unequal power within a society through unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

The current goals and ambitions of Native Americans and African Americans and the obstacles they must overcome, in order to achieve them.

What they can do to address these issues within their school community.

Skills

Skills

Student will be skilled at ...

Studying the prolonged historical mistreatment of Native American and African Americans and its influence on the development of each group's cultural identity.

Closely reading and analyzing numerous texts, both informative and literary and determine the perspective authorial purpose for each.

View documentaries and interpret and incorporate the images and information within them with what they have read.

Reflect on their reading and viewing and respond in writing, explaining their learning and attitudes, as they process the presented information.

Verbally express their thoughts and reactions to classmates and teacher.

Create a digital interactive journal of their reflections.

Respond in writing to the essential questions as they apply to each group.

Work independently and cooperatively through an inquiry approach to their learning, meeting assignment parameters and deadlines.

Creatively reflecting their learning for each cultural group in their ZeeMee.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Native American Literature:

Picture Books:

On the Day You Were Born

A River Ran Wild

Indian Two Feet and His Horse

The Earth Under Sky Bear's Feet

The Very First Americans

Clamshell Boy

Seya's Song

Ka-ha-si and the Loon

Kiana's Iditerod

Eskimo Boy: Life in an Eskimo Village

Hiawatha

Baby Rattlesnake

Northern Lullaby

The Prince and the Salmon People

Ten Little Rabbits

Rough Face Girl (a Cinderella Tale)

Giving Thanks: A Native American Good Morning Message

The Girl Who Loved Wild Horses

The Mud Pony

The Legend of the Indian Paintbrush

The Legend of the Blue Bonnet

The American Indian, by Oliver La Farge

Morning Girl, by Michael Dorris

The Absolute True Diary of a Real Indian, by Sherman Alexi

Selected Poems by Louise Erdrich

Selected poems by Lesli Marmon Silko

Sun Creation, a Brule Sioux Myth

Digital Texts from Teaching Tolerance:

Andrew Jackson's "Indian Removal Act"

Insult or Honor, by Veronica Majerol

Letter from a Choctaw Chief, by George W. Harkins

I Am Everyone, by Leonard Peltier

Prison Writings, by Leonard Peltier

Proclamation to the Great White Father (Nov. 1969)

Rescue Mission, by Patricia Cohen

Video: *Indian Occupation of Alcatraz*, NBC Learning

Savages, Teaching Tolerance Staff

The Power of Words, by Purplefeather

African American Literature:

Picture Books:

Five Brave Explorers

George Washington Carver

Rosa Parks

Frederick Douglas

Benjamin Banneker

Phillis Wheatley

A Weed is a Flower: The Life of George Washington Carver

Profiles of Great Black Americans

Wilma Rudolf

Follow the Drinking Gourd

Songs of Protest and Civil Rights

Children of Promise

The People Could Fly: American Black Folk Tales

Powerful Words

Freedom's Choice

Lest We Forget

Jacob Lawrence

The School is Not White

My Dream of martin Luther King

The Story of Ruby Bridges

The National Civil Rights Museum Celebrates Everyday People

Freedom Walkers

Teammates

When Marian Sang

Sweet Words So Brave

Five Brilliant Scientists

The patchwork Quilt

Rosa

The Leaving Morning

and many, many more

The Color of Water, by James McBride

The Girl Who Fell from The Sky, by Heidi W. Durrow

Brown Girl Dreaming, by Jacqueline Woodson

Between the World and Me/The Beautiful Struggle, by Ta-Nehisi Coates

Poems by the following:

Rita Dove

Langston Hughes

Gwendolyn Brooks

Lucille Clifton

Michael S. Harper

Robert Hayden

Marilyn Nelson

Imamu Amiri Baraka

Yusef Komunyakaa

Teaching Tolerance Digital Texts:

White Privilege: Unpacking the Invisible Knapsack, by Peggy McIntosh

What to the Slave is the Fourth of July, by Frederick Douglass

What if There Were No Black People?, by Sean Mauricette

Understanding Jim Crow, Facing History Ourselves

Viola Liuzzo, Teaching Tolerance Staff

This Little Light of Mine, by Harry Dixon Loes

To Fulfill These Rights, by Lyndon B. Johnson

The White House: A Slave's View, by Rachel L. Swarns

The Story of Suzie King Taylor, by Doreen Rappaport

The Skin I'm In, by Sharon Flake

The Negro's Place in World Reorganization, by Marcus Garvey

The Origins of Lynching Culture in the United States, Facing History Ourselves

The interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, by Olaudah Equiano

The Fog Machine, by Susan Follett

The Child's Defender, by Marian Wright Edelman and Sara Bullard

The Circle of Hate, Teaching Tolerance Staff

Testimony Before the Credentials Committee, DMC, by Fannie Lou Hamer

Teaching Tolerance Interview with John Lewis, John Lewis

Story Corps:

registering to Vote

The Segregated Swimming Pool

She Kissed Me on the Cheek

I Was the First Black Student

Still I Rise, by Maya Angelou

Secret Audiotapes of JFK Denying Civil Rights Violation in Birmingham, NBC Learn

Separate is not Equal, by Jack Delano

Race Against Time, Shaila Dewian

Race Riots, Teaching Tolerance Staff

Preamble to the US Constitution, Philadelphia Convention

President Obama's Address on the 50th Anniversary of Bloody Sunday, by Barack Obama

One America for Today, Tomorrow and Forever, Clinton says, by William Jefferson Clinton

Orval Faubus Speech, September 1958, by Orval Faubus

One Million Men and me, by Kelly Starling Lyons

On Being Brought from Africa to America, Phillis Wheatley

On Liberty and Slavery, by Deborah J. Walker

Notes on Situation in Birmingham, Alabama 5/12/1963, by John F. Kennedy

Negro Hero, by Gwendolyn Brooks

Nobody dared Her to Do It, by Rev. Noel Koestline and Rev. Spencer Turnipseed (Brother)

MLK Dream Update, by Pat Bagely

Marcus Garvey and the Universal Negro Improvement Association, NBC Learn

Medgar Evers, NBC Learn

Lord, Lord Why Did You make me Black, by ruNett Nia Ebo

Loving For All, by Mildred Loving

Majority Rule, Teaching Tolerance Staff

Letter from Birmingham Jail, by Martin Luther King

Lift Every Voice and Sing, by James W. Johnson

John Brown's Speech to the Court at His Trial, John Brown

Judgement of the Supreme Court of the United States in Plessy v. Ferguson (1896), Mr. Justice Brown and Mr. Justice Harlan

Introduction to the Black Panther Party Survival Program, Black Panther party

Investing in the Community, by Lewis Dewguid

Invisible Man, Prologue, by Ralph Ellison

James Reeb, Teaching Tolerance Staff

Jim Crow is Watching, by Langston Hughes

Insult or Honor, by Veronica Majerol

I Have a Dream, Martin Luther King

I Investigate Lynchings, by Walter White

I Am A Man, by Richard L. Copely

How Stereotype Threat Affects Us and What We Can Do, Facing History and Ourselves

Gettysburg Address, Abraham Lincoln

Harlem, by Langston Hughes

Freedom Riders, by Rhonda Brownstein

For My people, by Margaret Walker

Executive Order 9981, Harry S. Truman

Emancipation Proclamation, Abraham Lincoln

Emmett Louis Till, Teaching Tolerance Staff

Executive Order 10730, Dwight D. Eisenhower

Dred Scott v. Sanford, Supreme Court of the United States

Dr. Martin Luther King Marches on Washington, Associated Press

Confrontation at the Bridge, by Jacob Lawrence

Choices, by Maya Angelou

Civil Rights Act of 1964, 88th Congress

Civil Rights march in Selma, NBC Learn

Caged Bird, by Maya Angelou

Judgement of the Supreme Court of the United States in Brown v. Board of Education of Topeka, Kansas (1954), Mr. Justice Warren

Anything We Love Can Be Saved, by Alice Walker

An Address to the Slaves of the United States of America, Henry Highland Garnet

An Angry Black Woman on the Subject of the Angry White Man, by June Jordan

An Excerpt from the United States Declaration of Independence, by Thomas Jefferson

Abraham Lincoln & Frederick Douglass; the Story Behind an American Friendship, by Russell Freedman

Addie Mae Collins, Denise McNair, Carole Robertson, & Cynthia Wesley, by Teaching Tolerance Staff

Address at Mass Protest Meeting, Medgar Evers

Ain't I a Woman, by Sojourner Truth

A Slave Auction, by Solomon Northrup

A Very Special Delivery, by Alison Leigh Cowan

A Poem for My Librarian, Mrs. Long (You never know when a troubled little girl needs a book), by Nikki Giovanni

14th Amendment, US Constitution

1947: Jackie Robinson Integrates Baseball, by Suzanne Bilyeu

1960: Sitting Down to take a Stand, by Suzanne Bilyeu

1961: The Freedom Riders, by Merrill Perlman

"Color Guards" with No Flags, by Carl Carter

What happened to America, by Bristol Knights

<http://www.tolerance.org/magazine/number-53-summer-2016/feature/why-talk-about-whiteness>

I Fit the Description, Steve Locke

General Order 143, E.D. Townsend

Can I See Some ID?, Patricia Smith

Formative Assessment Strategies

Formative Assessment Strategies

Classroom Discussion

Student Q & A

Teacher Observation of small-group discussion and collaboration

Conferencing, both in class and online

Assisting in creation of ZeeMee's

Providing feedback on written assignments in Google Classroom

Learning Activities/Unit of Study

Learning Activities/Unit of Study

You're Never Too Old For Picture Books: Students will examine and read numerous picture books on Native Americans and African Americans (Montessori style) and will discuss the way in which children's attitudes toward Native Americans and African Americans have been shaped and influenced by history and society.

On-going whole-class and small-group discussions and collaboration, throughout unit, which will vary in format, from informal discussions, to hot-seat, to Socratic seminars.

Students will read numerous digital excerpts and poems from Teaching Tolerance's Perspectives, centered on identity. They will, then, select seven of these to complete their Interactive Journal entries, in Google Classroom. Their journals will address connections made, challenges to their thinking, key concepts, changes in their thinking, and what they learned.

Zee Mee development: Students will continue to reflect their learning digitally, in the personal ZeeMee's.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of

using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.