Amis. Sept. We're Still Here/Native American study

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Unit Overview

The Nanticoke and Lenape people are now spread throughout North America. the historical information pertaining to the Nanticoke and Lenape people remaining in three interrelated tribal communities in Southern New Jersey and Delaware, with particular emphasis on how the legacy of the Lenape and Nanticoke ancestors in each community continues among the people called “Nanticoke Lenni-Lenape Indians”in New Jersey. All too often, remnant tribal communities along the eastern seaboard have been overlooked and forgotten after the main body of their people migrated away. A lack of awareness of the history of such tribal communities is not merely unfortunate; frequently, it results in their being oppressed, mislabeled, and isolated. There is a persistent resistance to merely accepting their ongoing existence. Such opposition is sometimes for political and economic reasons; but, often it is because of racial bias and institutional arrogance based upon ignorance.

Enduring Understandings

Narrative Historical Summary

A Brief Historical Summary of the Lenape and Nanticoke

Continuing Tribalism in Southern New Jersey and Delaware

Tribal Reorganization and Activism in New Jersey

The Nanticoke Lenni-Lenape Today

Common Fallacies Addressed TheFallacy of the“LastIndian”

The “None Lef tBehind”Fallacy

The Fallacy of the“Federal Standard”

The “Casino-Monger”Fallacy

The “Instant Indian”Fallacy

Essential Questions

How does chronological sequencing helps us understand the interrelationship of historical events?

How does the study of Native Americans deepen our understanding of the factors that cause a culture to emerge, grow, and change?

Instructional Strategies and Learning Activities

1. Discuss five corners (Betty Luke- Seattle) about perspective throughout history. We will be learning from various perspectives throughout the year and discuss why this is important.
2. Review discussion yesterday about pespective and five corners. Ask students: "Whose perspective do you think we should hear from first in American history? Who was here first?"32. Discuss land acknowledgement of the Lenni Lenape here in NJ that we are on land that belonged to them.
3. Read the primary source Preface to "We Are Still Here! The Tribal Saga of New Jersey's Nanticoke and Lenape Indians" https://nanticoke-lenape.info/images/We_Are_Still_Here_Nanticoke_and_Lenape_History_Booklet_pre-release_v2.pdf
4. Discuss: Think about the title of this eBook. Why do you think present day Americans believe that Native Americans are not still in NJ or overlook them as stated in the Preface? How can we prevent this?
5. Orally read the Introduction as a class. When finshed, students should write 3 new things learned on lined paper/Google Classroom. Pair/share and then class/share.
6. Exit Slip: Answer in Google Classroom: Why do you think it is important to include various perspectives when learning about America's history?

7. Students use Nanticoke-Lenni Lenape website to answer "Our Tribal History" webquest

8. View videos about Lenape and Native tribes today. Take videos notes 3 things learned, 2 locations, 1 question still have
Dance with Me: The Nanticoke Lenni-Lenape Indians of NJ" (7:53 mins)
https://www.youtube.com/watch?v=PQ8M8Y4SiZM
chttps://www.youtube.com/watch?v=PQ8M8Y4SiZM

9. Display on Smartboard map of Lenni-Lenape land in NJ so students can see the vast area of Lenni-Lenape land-includes NJ, DE, PA, NY) (https://en.wikipedia.org/wiki/Lenape#/media/File:Lenape_Languages.png)

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the

	factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Technology and Design Thinking

TECH.8.1.8	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.

Interdisciplinary Connections

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and

can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Instructional Materials

Standards

	Social and political systems have protected and denied human rights (to varying degrees) throughout time.
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
	Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among

	European countries and Native American groups impacted the expansion of American territory.
	Historical contexts and events shaped and continue to shape people's perspectives.
	Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.EconET.4.b	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
	A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
	Relationships between humans and environments impact spatial patterns of settlement and movement.
6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
	Examining historical sources may answer questions but may also lead to more questions.
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
	Historians develop arguments using evidence from multiple relevant historical sources.
	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
	Governments have protected and abused human rights (to varying degree)s at different times throughout history.
	Economic decision making involves setting goals and identifying the resources available to achieve those goals.
	Human rights can be protected or abused in various societies.