

**Grade:** 9-12  
**Course:** Native American Studies  
**Year:** 2021



From [OHIO'S LEARNING STANDARDS FOR AMERICAN HISTORY](#)

**TOPIC: HISTORICAL THINKING AND SKILLS** Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

**CONTENT STATEMENTS:**

1. Historical events provide opportunities to examine alternative courses of action.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians develop theses and use evidence to support or refute positions.
4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

See bottom of document for Power Standards taken from [ODE Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12](#): ongoing, via independent and/or daily class work

Suggested Pacing	Content Standards	Learning and Performance Expectations  What must students know and be able to do?  Students will...	Assessment of Learning Options  How will we know if they learned this skill?	Resources Options	Connections to our  
2 weeks	<b>Present day:</b>  Understand and analyze present circumstances of Native Americans in the US. This includes the nature of tribal	Students will understand the present circumstances of Native Americans in the US.  Students will understand the concept of tribal sovereignty	Students will maintain a journal of reflections on topics that are presented in class.  Assessment through	Chapter 10 and the Conclusion on An Indigenous Peoples' History of the United States for Young People	Empathy  Global Awareness  Critical Thinking

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	<p>governance and the unique status of tribes vis-a-vis the US Government.</p> <p>Understand the parameters of the debate as to what qualifies as “Native American” in terms of tribal recognition of membership.</p> <p><b>RST.11-12.2</b> Analyze content-area-specific text development. a. Determine the central ideas or conclusions of a text.</p>	<p>and how this impacts Native-US relations.</p> <p>Students will understand the parameters of the debate as to what qualifies as “Native American” in terms of tribal recognition of membership</p>	<p>periodic review of journal reflections, as well as contributions to class discussions.</p>		
<p>2 weeks</p>	<p><b>Pre-Columbian America:</b></p> <p>Understand pre-Columbian America, including the complexity and diversity of Tribes, through the lens of the Missisipian People.</p> <p>Explore and analyze Native ideology/cosmology and artistic expressions.</p>	<p>Students will understand the ecological factors that influenced tribes toward a more sedentary or nomadic lifestyle.</p> <p>Students will understand the variety of economic and social structures that various tribes employed (Matrilineal organization, communal property, Native religion, etc).</p> <p>Students will compare and contrast the fundamental differences between Native ideology and Western/European ideology</p>	<p>Students will maintain a journal of reflections on topics that are presented in class.</p> <p>Assessment through periodic review of journal reflections, as well as contributions to class discussions.</p>	<p>Introduction and Chapter 1 on An Indigenous Peoples’ History of the United States for Young People</p>	<p>Global Awareness</p>

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<p>3 weeks</p>	<p><b>Contact with Europeans--Impact on Native Americans:</b></p> <p>Understand the differential impact that the French, Spanish and English colonizers had on Tribal life/culture.</p> <p><b>RH.11-12.2</b> Analyze content-area-specific text development.</p> <p>a. Determine the central ideas or information of a primary or secondary source.</p> <p>b. Provide an accurate and objective summary that makes clear the relationships among the key details and ideas.</p>	<p>Students will understand the differential impact that the French, Spanish and English colonizers had on Tribal life/culture.</p> <p>Students will analyze the Doctrine of Discovery</p> <p>Students will understand the role of Columbus in framing an understanding of European involvement in the Americas.</p> <p>Students will engage in a textual analysis of the Iroquois and the US Constitution</p> <p>Students will understand the relationship between the Puritans and the New England Natives, including the Pequot Massacre.</p>	<p>Students will maintain a journal of reflections on topics that are presented in class.</p> <p>Assessment through periodic review of journal reflections, as well as contributions to class discussions.</p>	<p>Chapters 2 and 3 An Indigenous Peoples' History of the United States for Young People. Film, "Ten days that Unexpectedly Changed the World" portraying the tension between the Puritans and the Pequot</p>	<p>Empathy</p> <p>Critical Thinking</p>
<p>3 weeks</p>	<p><b>US government policy toward natives from 1776 through the 19th Century:</b></p> <p>Understand the struggle for native sovereignty, treaty agreements</p>	<p>Students will understand the difference between a treaty obligation and ordinary legislation.</p> <p>Students will understand Native</p>	<p>Quizzes on specific treaties and specific court cases. (Cherokee Nation v. Georgia, the Treaty of Greenville, the Treaty</p>	<p>Chapters 4-7 An Indigenous Peoples' History of the United States for Young People. Videos from the</p>	<p>Critical Thinking, Global Awareness, Empathy</p>

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	<p>and violations, and the removal policy.</p> <p>Explore and analyze the origins of the doctrine of Manifest destiny and its implications for Native Americans.</p> <p>Understand the struggles for tribal sovereignty that culminated in the massacre at Wounded Knee.</p> <p><b>RST.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>American resistance in terms of the larger issues confronting Native Americans, through leaders such as Tecumseh, Chief Joseph and Crazy Horse, among others. Special attention will be paid to the moral and legal ramifications of the Indian Removal Act.</p> <p>Students will understand the struggles for tribal sovereignty that culminated in the massacre at Wounded Knee.</p>	<p>of Fort Laramie, etc)</p>	<p>series “How the West was Lost” portraying the tensions between indigenous people and those moving west in the farming, ranching and mining frontiers.</p>	
<p>1 week</p>	<p><b>The Assimilation Movement:</b></p> <p>Understand the Assimilation Movement, including Indian Boarding Schools and the Dawes Act.</p> <p>Analyze the underlying ideology of the assimilation movement as well</p>	<p>Students will understand the stipulations, underlying ideology, and ramifications of the Dawes Act.</p> <p>Students will analyze the ideology underlying the notion of “killing the Indian, saving the</p>	<p>Quizzes on the stipulations, underlying ideology, and ramifications of the Dawes Act.</p> <p>Students will maintain a journal of reflections on topics that are</p>	<p>Chapters 8 and 9 An Indigenous Peoples’ History of the United States for Young People.</p> <p>Primary Source--Letters to and from those</p>	<p>Empathy, Global Awareness, Critical Thinking</p>

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	<p>as its economic, social and psychological impact on Native Americans.</p> <p><b>RST.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>RH.11-12.2</b> Analyze content-area-specific text development.</p> <p>a. Determine the central ideas or information of a primary or secondary source.</p> <p>b. Provide an accurate and objective summary that makes clear the relationships among the key details and ideas.</p>	<p>Man”.</p> <p>Students will analyze the underlying ideology of the assimilation movement as well as its economic, social and psychological impact on Native Americans.</p>	<p>presented in class.</p> <p>Assessment through periodic review of journal reflections, as well as contributions to class discussions.</p>	<p>operating Carlisle Boarding School</p> <p><a href="http://carlisleindian.dickinson.edu/form/letterscorrespondence">http://carlisleindian.dickinson.edu/form/letterscorrespondence</a></p>	
<p>2 weeks</p>	<p><b>In-depth Tribal Exploration:</b></p> <p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Students will understand Tribal history, customs and current status vis-a-vis the US government.</p>	<p>Students will pick/be assigned one North American Tribe to research in depth.</p> <p>A set of guidelines will be provided for the</p>	<p>Students will be directed to the National Museum of the American Indian Home Page as a starting point for their research.</p>	<p>Empathy, Critical Thinking, Global Awareness</p>

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			<p>student depending upon the nature of their presentation, to include: visual appeal, organization and coherence, use of appropriate sources, rendering of history, relations with the US, and current status.</p> <p>Students will choose appropriate sourcing and glean the organizing principles of the tribe they research.</p>		
<p>2 weeks</p>	<p><b>The Decolonization Movement:</b></p> <p>Examine the myriad efforts of Native peoples/Tribes to reverse the social, economic and political legacy of colonization, including the American Indian Movement and the “Idle No More” movement.</p> <p>Attention will be paid to indigenous struggles for sovereignty (No DAPL, Fishing Rights, etc), respect for treaty rights throughout the world.</p>	<p>Students will analyze the myriad efforts of Native peoples/Tribes to reverse the social, economic and political legacy of colonization, including the American indian Movement and the “Idle No More” movement.</p> <p>Students will evaluate the pernicious effects of Historical Trauma.</p> <p>Students will understand the connection between the</p>	<p>Students will maintain a journal of reflections on topics that are presented in class</p> <p>Assessment through periodic review of journal reflections, as well as contributions to class discussions.</p>	<p>Videos for the “We are Still Here” series, Chapter 10 and Conclusion of An Indigenous Peoples’ History of the United States for Young People. Students will read articles by Maria Yellowhorse Braveheart, who coined the phrase Historical Trauma</p>	<p>Empathy, Critical Thinking, Global Awareness</p>

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	<p>Explore and analyze the pernicious effects of Historical Trauma.</p> <p>Understand the connection between the present status of Native Americans and their historical antecedents.</p> <p><b>RH.11-12.2</b> Analyze content-area-specific text development.</p> <p>a. Determine the central ideas or information of a primary or secondary source.</p> <p>b. Provide an accurate and objective summary that makes clear the relationships among the key details and ideas</p>	<p>present status of Native Americans and their historical antecedents.</p>		<p><a href="https://ssw.smith.edu/about/news-events/dr-maria-yellow-horse-brave-heart-returns-smith-give-ra-poort-lecture">https://ssw.smith.edu/about/news-events/dr-maria-yellow-horse-brave-heart-returns-smith-give-ra-poort-lecture</a></p>	
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**Special Note:** Throughout the course, students will be encouraged to develop/strengthen their working vocabulary. Although this is not an exhaustive list, some vital terms include: genocide, dispossession, ideology, cosmology, assimilation, tribal, sovereignty, settler colonialism, imperialism, matrilineal, survival mode, Treaty Rights, doctrine, Manifest Destiny, Pan Indian, indigenous, organizing principle, nomadic, sedentary, historical trauma, band, clan, absentee, pictography

**Power Standards taken from ODE Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12: ongoing, via independent and/or daily class work**

**RH.11-12.2** Analyze content-area-specific text development.  
 a. Determine the central ideas or information of a primary or secondary source.

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b. Provide an accurate and objective summary that makes clear the relationships among the key details and ideas.

**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).

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RST.11-12.2** Analyze content-area-specific text development.

a. Determine the central ideas or conclusions of a text.

b. Provide an objective summary of the central ideas of a text, paraphrasing complex concepts, processes, or information by presenting them in simpler but still accurate terms.

**RST.11-12.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

**RST.11-12.5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.9** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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**WHST.11-12.1** Write arguments focused on discipline-specific content.

- a. Establish a clear and thorough thesis to present a complex argument.
- b. 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 the claim(s), counterclaims, reasons, and evidence.
- c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- d. Use words, phrases, and clauses as well as varied syntax 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.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Establish a clear and thorough thesis to present and explain information.
- b. Introduce a topic and 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.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

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