

2019 Teaching Native American Histories

Curricular Project*

***This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program "Teaching Native American Histories."**

Title (255 characters or fewer): Decolonize your mind; Re-examine Native Narratives in History

Grade Level : 7th-10th gifted

Subject Area Focus (Ex: Social Studies/History, English Language Arts, etc... List all that apply): Social Studies/History

TNAH Conceptual Focus: Grounded History/Identity/Historical Trauma/Language

Estimated Number of Days to Complete: 2 months to complete all 5 unit lessons.

Lesson Summaries:

Lesson 1: Shawnee-Minisink Archaeological Site

Lesson 2: Federal/State Recognition of Indigenous people in the State of PA

Lesson 3: The Carlisle Indian School, Cumberland County, PA

Lesson 4: Critical Reading, Writing, and Thinking: Recognizing Bias in Primary and Secondary Sources
(final lesson with extensions)

Submitted by*: Katherine Nute, East Stroudsburg Area School District, Bushkill Campus, East Stroudsburg, PA

Date Submitted: 7/26/2019

Curricular Project Summary: Students in our area of Northeastern Pennsylvania (modern-day Pocono Mountains region along the Delaware River) will learn how the indigenous communities that lived in our area still influence the land around us today and that they have shaped our state and have been shaped by our state.

Desired Results/Objectives (Lesson 1)

1. Essential Questions / Historical Questions:

How long has human occupation existed in our region/school district area?

2. Objectives / Learning Targets: By the end of this project students what will students know, understand, and be able to do?

Students will know where the Shawnee-Minisink Archaeological Site is located in Monroe County. Students will understand how archaeologists and anthropologists gathered data that led them to draw certain conclusions about what they found.

Students will be able to explain why archaeologists and anthropologists have determined:

1. That the Shawnee-Minisink Archaeological Site is about 13,000 years old.
2. That there were large floods along the Delaware River.
3. That the climate lead to the development of a “mosaic environment”

3. Curriculum Standards (National, State, Local):

PA Academic Standards for Reading in History and Social Studies 6-12 :

Students will read, understand, and respond to informational text -- with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

C.C. 8.5.6-8 B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

4. Transfer Goals / Enduring Understandings:

There were indigenous people living on the land that our students now walk upon long before the arrival of Europeans to the area that is known as Northeastern Pennsylvania.

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: Students will be given an online article about the Shawnee-Minisink Site to read. Students will answer guided comprehension questions based upon that article.

Pre-Assessment: Warm-up will ask students to identify where they believe the Shawnee-Minisink Archaeological Site is located.

Formative / Student-Engaged Assessment: Students will then be introduced to the location of the Shawnee-Minisink Archaeological Site and will read the article about the site.

Summative Assessment: Students will be able to answer questions related to the article. The guided question sheet is available through the link below.

Other Evidence: Students will have an opportunity to visit the site on a school trip.

Learning Plan

LESSON 1

Title: Shawnee-Minisink Archaeological Site

Details: Students will learn about the Shawnee-Minisink Archaeological Site, located at 123 River Road, East Stroudsburg, PA 18301. Students will read the following article and answer guided comprehension questions based upon it.

The link to the article is below:

<https://pahistoricpreservation.com/shawnee-minisink/>

Guiding Questions: [See this link.](#)

Lesson opening: Students will estimate based on prior knowledge/educated guesses as to how long human occupation has existed in our region/school district area? Students will then be introduced to the location of the Shawnee-Minisink Archaeological Site and will read the article about the site.

Lesson closing: Students will discuss the possibility of discovery of future sites in our local area and will be encouraged to think about potential new information that could STILL be learned about our local site. Teacher will attempt to schedule a field trip to the site with a local expert.

Instructional Tips/Strategies/Suggestions: Students should know general terms such as *mosaic*, *archaeologist*, *artifact*, *carbon-14*, *growth rings*. It would be helpful if students had one-to-one access to computers to conduct online research during part of the lesson.

Desired Results/Objectives (Lesson 2)

1. Essential Questions / Historical Questions:

How many federally-recognized or state-recognized tribes exist in the state of Pennsylvania today? Is there anything about these maps that surprises you? What do you think are the causes or factors that have led to this happening?

2. Objectives / Learning Targets: By the end of this project students what will students know, understand, and be able to do?

Students will know how many federally-recognized and state-recognized tribes exist in the state of Pennsylvania today.

Students will understand the differences between a federally-recognized and a state-recognized tribe.

Students will be able to explain why currently in the state of Pennsylvania the Munsee are neither federally nor state-recognized.

3. Curriculum Standards (National, State, Local):

PA Academic Standards for Reading in History and Social Studies 6-12 :

Students will read, understand, and respond to informational text -- with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

C.C. 8.5.6-8 B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

4. Transfer Goals / Enduring Understandings:

Students will understand how many factors have led to the “incorporation” of the Munsee into the Lenape Nation.

Students will understand how the land in Pennsylvania that belonged to the Munsee was contested by other tribes as well as by different groups of European settlers, which eventually led the Munsee to be disenfranchised from their land.

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: Students will be given a webquest to complete. Students will interpret maps. Students will practice web-browsing skills. Students will read two excerpts and articles and answer document-based questions.

Pre-Assessment: Students will need to know relatively where to locate Pennsylvania on a map of the US, with few modern-day boundaries to guide them; however, they will be assisted by google maps. Students will open the lesson by answering a series of guided document-based questions, based on studying several maps/web-sources.

Formative / Student-Engaged Assessment: Students will then be given the two selected articles and asked to answer guided document-based questions.

Summative Assessment: Students will be asked to write about and defend their position (using source material and other outside resources of their choosing) based on this prompt: How are concepts of identity defined, and who gets to decide one's identity? Why is establishing one's identity in society relevant?

Other Evidence: Students will have an opportunity to view the films "We Are Still Here" and "Rumble".

Learning Plan

LESSON 2

Title: Federal/State Recognition of Indigenous people in the State of PA

Details: Students will begin with the lesson opening. Then, they will read two main articles will make up the bulk of the lesson (with resources to be found below) and answer the following guided questions (also below):

- 1) Grumet, Robert Steven. The Munsee Indians: A History. University of Oklahoma Press, 2009. p 3 - 23.
([PDF available here.](#))
- 2) David Minderhout, and Andrea Frantz. 2008. "Invisible Indians: Native Americans in Pennsylvania." Human Organization 67 (1): 61.
<http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.44127040&site=eds-live>.
([PDF available here.](#))

Guiding Questions: Included in the [following link](#).

Lesson opening: 1) Warm-up will ask students to visit the following website: <https://native-land.ca/> and will be asked to type in their home address to see whose ancestral land that they are living on. They will be asked to click on the link below (In this case, “Lenape”) for more maps. They will be asked to pay particularly close attention to the center map.

2) Students will then be asked to go to the following google map:

https://www.google.com/maps/d/u/0/viewer?mid=1U58uIPdNZV1IUfPsB-b3jc4_NNI&ll=40.729219816824255%2C-76.034590046875&z=7

3) Students will be asked to then go to the following website:

<http://delawaretribe.org/services-and-programs/historic-preservation/removal-history-of-the-delaware-tribe/>

Students will answer the following [guided questions](#)* based on these above maps/websites.

* As taken from <https://native-land.ca/teachers-guide/>

4) Students will be asked to explore the following suggested tribal websites on the native-land.ca/ page:

- a) <http://delawaretribe.org/>
- b) <https://www.delawarenation-nsn.gov/>
- c) <https://ramapoughlenapenation.org/>
- d) <http://www.munsee.ca/history-maps/>
- e) <https://www.lenape-nation.org/>

Lesson closing: Students will be asked to write about and defend their position (using source material and other outside resources of their choosing) based on this prompt: How are concepts of identity defined, and who gets to decide one’s identity? Why is establishing one’s identity in society relevant?

Instructional Tips/Strategies/Suggestions: It is advised to possibly take a week for this lesson to be completed by the students, as a close analysis and time to thoroughly read, digest, and discuss the sources, as well as create a final product paper is warranted.

Desired Results/Objectives (Lesson 3)

1. **Essential Questions / Historical Questions:**

How have organizations within the State of Pennsylvania attempted to acculturate and assimilate Munsee and other tribal nations across the United States?

2. **Objectives / Learning Targets: By the end of this project students what will students know, understand, and be able to do?**

Students will understand the purpose behind the creation of the Carlisle Indian School.

Students will be able to access and examine a collection of resources related to students attending the Carlisle Indian School.

Students will compare and contrast the education which they are currently receiving to the education that the student received at the Carlisle Indian School.

Students will reflect on their own schooling experience and assess how much of their own experience they feel has been shaped by European colonial influences.

3. **Curriculum Standards (National, State, Local):**

PA Academic Standards for Reading in History and Social Studies 6-12 :

Students will read, understand, and respond to informational text -- with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

C.C. 8.5.6-8 B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

4. **Transfer Goals / Enduring Understandings:**

United States policy towards indigenous people living in North America was largely a policy of assimilation propagated through removing youth away from their communities to strip them of their identities and re-educating them in Euro-centric ways.

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: Students will be introduced to the Carlisle Indian School through a variety of website activities and lessons; eventually a class trip will be planned to see the actual site.

Pre-Assessment: Students will be introduced to the Carlisle Indian School through lesson plan resources provided by the National Park Service.

https://www.nps.gov/subjects/teachingwithhistoricplaces/upload/Twhp-Lessons_Carlisle-School2016.pdf

Formative / Student-Engaged Assessment: Research about a student that attended Carlisle Indian School.

Summative Assessment: Students will be asked to write a reflection paper in which they compare their own schooling experience to the student(s) they have chosen at Carlisle.

Other Evidence: Students will have an opportunity to visit the site for themselves on a school trip.

Learning Plan

LESSON 3

Title: The Carlisle Indian School, Cumberland County, PA

Details: An introduction to the Carlisle Indian School, located in Cumberland County, PA (outside of Harrisburg) will be given to provide background to the students about the school. Students will then be introduced on how to use the archives contained at Dickinson's archival website.

A brief pdf of a guide on how to use/interpret the records of the school:

<http://carlisleindian.dickinson.edu/sites/all/files/docs-pages/DocumentGuide.pdf>

They will use the guide to conduct research on at least one student that attended Carlisle School from among the three tribes that lived within the boundaries of our current school district, listed below:

Delaware (63 entries)

Munsee (7 entries)

Shawnee (137 entries)

Guiding Questions: Students will be asked to examine records and to try (as a historian) to tease out any information they can about the student(s) they choose from their school records by using a guided worksheet created for this lesson. [\(See attached link.\)](#)

Lesson opening: Students will be introduced to the Carlisle Indian School through lesson plan resources provided by the National Park Service:

https://www.nps.gov/subjects/teachingwithhistoricplaces/upload/Twhp-Lessons_Carlisle-School2016.pdf

Lesson closing: Students will be asked to write a reflection paper in which they compare their own schooling experience to the student(s) they have chosen at Carlisle. They will reflect upon whether or not they feel that their schooling addressed their home culture/values/self-expression. If they feel that it hasn't, how would they want their school to more fully address their educational needs?

Instructional Tips/Strategies/Suggestions: It is recommended to take at least two weeks to complete this lesson to allow for research time and essay development during class.

Desired Results/Objectives (Final Lesson)

1. Essential Questions / Historical Questions:

How can we become co-conspirators* to rectify issues of settler-colonization in our American educational system to bring about more native perspectives to our collective study of United States and World History?

*phrase co-conspirator attributed to Loren Spears, Narragansett native, curator of the Narragansett Museum

2. Objectives / Learning Targets: By the end of this project students what will students know, understand, and be able to do?

Students will understand the importance of language and word-choice when reading/writing historical information and text.

Students will be able to identify possible bias in historical sources that they are given to access.

Upon identifying potential bias of the author of the text, students will identify secondary sources of writing that contain underlying bias and attempt to edit the original author's source to reclaim the narrative.

Students will be able to understand how to advocate for change in their local schools and communities to be more inclusive citizens.

3. Curriculum Standards (National, State, Local):

PA Academic Standards for Reading in History and Social Studies 6-12 :

Students will read, understand, and respond to informational text -- with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

C.C. 8.5.6-8 B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

4. Transfer Goals / Enduring Understandings:

All primary and secondary source material that we access as historical record comes with inherited bias; it is important to identify that bias and determine where it might fit in with our understanding of historical events. It is important to critically analyze sources to determine how much weight to give to the origins of the source material in determining how to conceptualize history. How we choose to present historical events can reflect underlying biases which can be promulgated subconsciously by the material we are selecting as resources.

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: Students will be asked to read the secondary source information regarding the marker and analyze it for bias; then re-write the article to remove secondary source bias, bringing in multiple perspectives.

Pre-Assessment: Students will take a practice pre-Assessment on Critical Reading/Writing to Identify Bias through an exercise found here: <http://www.criticalreading.com/malcolm.htm> about the Assassination of Malcolm X. Students will pick out indications of bias in each of the three primary source articles.

Formative / Student-Engaged Assessment: Students will then be introduced to the following website: <https://explorepahistory.com/hmarker.php?markerId=1-A-228>

This particular link is a website used as a further informational resource for people interested in PA history to explore the history of roadside markers in our state. The information on this particular marker is about the Carlisle Indian School. Students will be asked to read the secondary source information regarding the marker and analyze it for bias.

Summative Assessment: Students will then be asked to re-write the text on this site to remove secondary source bias, bringing in multiple perspectives.

Other Evidence: Students will have an opportunity to contact the creators of the ExplorePAHistory website to encourage the sites creators to suggest their alternative narrative for this website. Contact information can be found here:

[WITF, Inc.](#)

4801 Lindle Road

Harrisburg, PA 17111

717-704-3000

interactiveservices@witf.org

Learning Plan

LESSON 5

Title: Critical Reading, Writing, and Thinking: Recognizing Bias in Primary and Secondary Sources

Details: Students will be introduced to reading and writing critically by using the resources in the lesson opener. Students will practice using a pre-assessment on Identifying Bias in primary source material (Malcolm X articles). Students will then watch a TedTalk given by Marc Charles, called “We The People - The three most misunderstood words in US History”, available through [this link](#). Students will then proceed to the guiding question portion of the lesson, and then the closing portion.

Guiding Questions: Students will be asked to access the following website:

<https://explorepahistory.com/hmarker.php?markerId=1-A-228>

Students will be asked to read the secondary source information regarding the marker and analyze it for bias. Class discussion will occur to determine if bias is present and in what form/nature it can be found, based upon the notes they took from the critical reading website.

Lesson opening: Students will be introduced to how to read and write critically through reading website materials found at the following website: www.criticalreading.com

Students will take notes and have in-class discussions on the following sections:

Three Ways to Read and Discuss Texts: http://www.criticalreading.com/ways_to_read.htm

What is Critical Reading: http://www.criticalreading.com/critical_reading.htm

Inference: http://www.criticalreading.com/inference_reading.htm

Recognizing What Examples are Examples Of: http://www.criticalreading.com/examples_of.htm

Interpretation: Analyzing what a Text means: <http://www.criticalreading.com/interpretation.htm>

The Choice of Content: http://www.criticalreading.com/time_capsule.htm

Controlling Inferences: Patterns of Content: http://www.criticalreading.com/patterns_of_content.htm

Choices: The Choice of Language: http://www.criticalreading.com/choice_of_language.htm

Lesson closing: Students will then be asked to re-write the selection from the Explore PA History website to remove secondary source bias, bringing in multiple perspectives.

Instructional Tips/Strategies/Suggestions: Suggested time for this activity should take about 1 month to do properly. An extension activity could be to follow-up with students as to whether or not they feel compelled to advocate for change of the material on the site and give an opportunity to write to the publisher to push for contextual change based upon the versions of the narrative that they created.

Lesson Summaries:

Lesson 1: Shawnee-Minisink Archaeological Site

Lesson 2: Federal/State Recognition of Indigenous people in the State of PA

Lesson 3: The Carlisle Indian School, Cumberland County, PA

Lesson 4: Critical Reading, Writing, and Thinking: Recognizing Bias in Primary and Secondary Sources
(final lesson with extensions)

Materials and Sources Used

Maps:

Google My Maps.

https://www.google.com/maps/d/u/0/viewer?mid=1U58uIPdNZV1IUfPsB-b3jc4_NNI&ll=40.729219816824255,-76.034590046875&z=7.

"NativeLand.ca." Native. <https://native-land.ca/>

Tribal Websites:

Official Site of the Delaware Tribe of Indians. <http://delawaretribe.org/>.

Admin. "Ramapough Lenape Nation." Ramapough Lenape Nation. <https://ramapoughlenapenation.org/>.

"History & Maps." Munseedelaware. <http://www.munsee.ca/history-maps/>.

"Lenape Nation of Pennsylvania." Lenapenationofpa. <https://www.lenape-nation.org/>.

"Removal History of the Delaware Tribe." Official Site of the Delaware Tribe of Indians.

<http://delawaretribe.org/services-and-programs/historic-preservation/removal-history-of-the-delaware-tribe/>

"Welcome to the Official Site of Delaware Nation." Delaware Nation. <https://www.delawarenation-nsn.gov/>

Primary Source Databases/Resources

"Carlisle Indian School Digital Resource Center." Carlisle Indian School Digital Resource Center. April 29, 2019. <http://carlisleindian.dickinson.edu/>

"Teaching with Historic Places (U.S. National Park Service)." National Parks Service.

<https://www.nps.gov/subjects/teachingwithhistoricplaces>

Secondary Sources Literature:

David Minderhout, and Andrea Frantz. 2008. "Invisible Indians: Native Americans in Pennsylvania." *Human Organization* 67 (1): 61.

<http://search.ebscohost.com/login.aspx?direct=true&db=edsjrs&AN=edsjrs.44127040&site=eds-live>.

ExplorePAHistory.com. <https://explorepahistory.com/hmarker.php?markerId=1-A-228>

Grumet, Robert Steven. *The Munsee Indians: A History*. University of Oklahoma Press, 2009.

"Spotlight Series: The Shawnee-Minisink Archaeological Site." Pennsylvania Historic Preservation. March 12, 2014. <https://pahistoricpreservation.com/shawnee-minisink/>

Videos

Rumble: The Indians Who Rocked The World. 2017. DVD. Directed by Catherine Bainbridge and Alfonso Malorana. Kino Lorber.

Talks, TEDx. "'We the People' - the Three Most Misunderstood Words in US History | Mark Charles | TEDxTysons." YouTube. January 24, 2019. <https://www.youtube.com/watch?v=HOktqY5wY4A>

We are Still Here. 2010. DVD. Directed by Anne Makepeace. Oley, PA: Bullfrog Films.

Curricular Worksheets/Handouts and Attributed Sources:

Choices: The Choice of Language. http://www.criticalreading.com/choice_of_language.htm

Controlling Inferences: Patterns Of Content. http://www.criticalreading.com/patterns_of_content.htm

Guided Questions for Minderhout/Frantz and Grumet.

<https://drive.google.com/open?id=1nyHvsROnQ2u9x19mkuvcw9fuuJZUqy9XeGKX1d3NpkE>

Guided Questions for the Shawnee-Minisink Archaeological Site.

<https://drive.google.com/open?id=1SS59iFozBxpEdfAan5hMF2qhKLG0iiAABjPyTyf1HfU>

Inference: Reading and Writing Ideas as Well as Words. http://www.criticalreading.com/inference_reading.htm

Interpretation: Analyzing What a Text Means. <http://www.criticalreading.com/interpretation.htm>

Malcolm X. <http://www.criticalreading.com/malcolm.htm>

Maps of Indigenous People in PA guided Questions.

https://drive.google.com/open?id=1ZDIpoIBT-NpWGPnV9s2V926drqT6Up8O0RJCKX9_K8Y

"NativeLand.ca - Teacher's Guide." Native. <https://native-land.ca/teachers-guide/>

Recognizing What Examples Are Examples Of. http://www.criticalreading.com/examples_of.htm

The Choice of Content: An Example. http://www.criticalreading.com/time_capsule.htm

Three Ways to Read and Discuss Texts. http://www.criticalreading.com/ways_to_read.htm

Unlocking History from Carlisle Indian School Records.

<https://drive.google.com/open?id=114b0etu78GMWfFUvtdLS43RLnaaZ8wZ9wtDF3h8Yp7s>

What Is Critical Reading? http://www.criticalreading.com/critical_reading.htm

Reflection / Rationale

The perspectives that I have gained from this institute really come back to providing a sense of community for all people in this country. For too long indigenous people of this land have been marginalized and written out of the narrative of a broader US History by ignorance, greed, issues of settler sovereignty over land, the doctrine of discovery, and forced assimilation. Historical trauma is real and it is manifested in so much of our history that the powers-that-be in the "majority" do not want to name it or acknowledge it. However, for our country to heal and truly live up to egalitarian ideals, it has to reconcile with the past and see it through the lens of native people. The first place change must start is in the classroom with how we present native people and often-marginalized groups in society. If we present our fellow human beings as such, then we can make a history that is reflective of everyone and in which everyone can find some measure of pride and healing. Through the techniques and the resources that I have learned about through this institute, I will bring this first step to my students; helping future generations to decolonize their minds and re-examine Native narratives that make our fascinating US History.