

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: Decolonize place

Grade Level : Junior and Senior

Subject Area Focus: Social Studies

TNAH Conceptual Focus: Place along with Colonization & Identity

Estimated Number of Days to Complete:

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Additional Creators (if any):

School, district, and state:

Date Submitted:

Curricular Project Summary:

This unit includes three lessons that provide students opportunities to analyze an article(s) discussing how indigenous history is not historically accurate through a public display either in a museum or a school mural.

Students will analyze primary sources pertinent to the history being conveyed in order for students to critically discern how the perspective is ahistorical or from a settler colonial perspective rather than from an indigenous perspective.

Students will eventually write a position paper as to whether or not the George Washington school mural should be removed due to it possibly causing historically trauma. With their position paper written, students will engage in a Socratic discussion grappling with the issues.

Throughout the unit, students will also have an opportunity to locate another public display: mural either in a school or municipal setting, a statue, or place name and analyze for the historical accuracy and representation within the community. Students will evaluate the authenticity of the history or the image being conveyed. If the public image(s) is ahistorical or perpetuates settler colonialism and negates accurate indigenous identity and culture, students will identify the civic entity responsible and convey their concerns along with advocacy for change.

Desired Results/Objectives

1. Essential Questions / Historical Questions:

What perspective(s) of history is being conveyed?

How can analysis of the images allow for further historical understanding and insights as to perspective(s)?

How can primary and secondary sources assist in analyzing the images portrayed?

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 historical context and portrayal of images after having analyzed primary and secondary sources related to the images and information being conveyed to the public.

Students will understand that images can either perpetuate settler colonialism and stereotypical information about indigenous identity.

Students will be able to take a position and critically discuss various perspectives based on a historical portrayal related to colonization and identity.

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

<https://dpi.wi.gov/social-studies/standards>

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

Standard SS.Inq5: Wisconsin students will be civically engaged.

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

<https://dpi.wi.gov/environmental-ed/standards>

ELS.C1: Students develop and connect with their sense of place and well-being through observation, exploration, and questioning.

ELS.EX3. Students assess how diversity influences health and resilience of natural and cultural systems.

4. Transfer Goals / Enduring Understandings:

Students will have a very practical and real understanding of what is being publicly and historically conveyed in their local community and place.

Students will be able to close read: highlight terms that are new to them, pose varying levels of questions from Costa's levels of questioning(see attached), and apply these skills in other content areas.

Students will begin to have an understanding as to the indigenous people(s) that lived on that land prior to European colonization, relationship with the land, and how those indigenous people(s) continue to shape that land through place names and public images.

Students analysis of articles and discussions will enable them to critically think about the historical relationships evident in their place; being able to question, discern, and seek out primary and secondary resources to assist in shaping their understanding.

Students will be civically engaged in their community as they become aware of public conveyance of historic information; if warranted, students will contact the appropriate civic entity and convey their concerns.

Students will also be aware of First Nations in the area or previously in the area in order to possible contact for information as well.

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: (Please describe and/or attach)

Pre-Assessment: (Anticipatory set) Students consult the Native Land app on their phone or the web site to see what indigenous peoples lived on the land that they currently live on @ <https://native-land.ca/> List those nations or peoples and determine is there local tribal government(s) or communities in that same area presently.

Students survey public imagery via murals, statue(s), or place names as to how they portray the indigenous people(s) and their relationship to that place. Students take pictures of mural, statue(s) or place name to Also, analyze how that image, statue, or place name conveys that contemporary and historical relationship along with first contact.

Formative / Student-Engaged Assessment: Prior knowledge of first contact between Lenape (Delaware) & Dutch along with analysis of historical imagery. Local inquiry regarding public image(s) conveying historical influence of indigenous people(s).

Summative Assessment: Position paper on George Washington mural, Socratic discussion, and analysis of local public image along with possible civic accountability.

Other Evidence: Analysis of mural images, primary and secondary sources.

Learning Plan

Lesson Summaries:

Lesson 1: Students will locate a local public mural, statue, or place name that reflects or conveys history of indigenous people(s) in their community. Research that historical image and conveyance for accurate portrayal. If imagery or historical depiction is problematic, student will historically rectify information and convey to appropriate civic or municipal entity.

Learning Events and Instruction:

LESSON 1:

Title: Who lived and lives here?

Details: Student inquiry is conducted throughout the 5- 6 day unit. Students will turn in image(s) analyzed and their findings at the end of the unit.

Guiding Questions: Who lived on this land? How is that information about those who lived on this land conveyed? Or is that information not evident or evidenced through public display? How is that relationship portrayed? Are those indigenous peoples or nation(s) still living on that land? If not, why not?

Lesson opening: Use image in Wisconsin State Supreme Court as an example with class. Analyze image with students, and pose guiding questions as to what further inquiry would need to occur in order to identify who is portrayed in that image? What is occurring in this image? Is there more information on this image available? What sources would need to be consulted in order to understand image being conveyed?

Lesson closing: Students share images analyzed, historical analysis, and possible communication to local civic entity if public portrayal is problematic or from solely a settler or colonial perspective.

Instructional Tips/Strategies/Suggestions: Provide opportunities throughout unit to check in with students on their inquiry for feedback and assistance in consulting primary, secondary sources, and civic entities that could be consulted in order to obtain information. This could include local archival sources, online resources, civic, and tribal nations in the area.

Lesson 2: Students will read the New York Times article, "What is Wrong with this Diorama?" You can read all about it.

<https://www.nytimes.com/2019/03/20/arts/design/natural-history-museum-diorama.html>

Title: Getting it right

Details: Students close read and generate further questions as they read. Students will list how the diorama did not accurately portray or convey the correct political organization and cultural mores of the Delaware or Lenape people based on their reading of a secondary source and watch as a class the analysis that supplements the article @ <https://www.youtube.com/watch?v=ndj59hGuSSY>

Guiding Questions:

Who is portrayed in that image? What is occurring in this image? Is there more information on this image available? What sources would need to be consulted in order to understand image being conveyed? Where is this image located, and why do you think it is located in that place?

Lesson opening: Have students initially analyze image by themselves, and then look with a table partner or learning partner at diorama without text corrections, and analyze for what is being conveyed. Create list with class publicly. Distribute reading and identify what the author has determined as not adequately conveying that historical narrative between the Delaware or Lenape? List those criticisms as a class. Have students in same learning partners or pairs read segments on political, cultural, and early contact information regarding the Delaware or Lenape. Have students generate an additional list of what they might include in their diorama critique. **If time warrants, students could draw their own diorama with these critiques in mind along with new information from the secondary source they consulted.

Lesson closing: Compare criticisms for article with that of student generated observations along with information identified in the secondary source on the Delaware. As a culminating activity, watch the following video and critique as a class. Share similar criticisms generated by students after watching <https://www.youtube.com/watch?v=ndj59hGuSSY> ***Share images created by critique.

Instructional Tips/Strategies/Suggestions: Using secondary source, Handbook of North American Indians, Smithsonian Institution, Washington, 1978, students will inform themselves as to the political organization and cultural practices of the Delaware. Historical account of early contact(s) and migration(s) of the Delaware people and the Europeans will be delineated and discussed as a class in light of inaccuracies highlighted in the article.

Lesson 3: Students will read San Francisco Chronicle article, "Offensive or Important" Debate flares anew over SF mural depicting slavery.

<https://www.sfchronicle.com/bayarea/article/Offensive-or-important-Debate-flares-anew-over-13748800.php>

Title: Historical trauma - should it be removed and deconstructed?

Details: Close read and analyze the article aforementioned in order to eventually have a Socratic dialogue on the removal of these murals utilizing their position paper.

Guiding Questions: Do these images need to be removed? Why or why not given the concerns over historical trauma? What could be problematic about these images? Who makes the decisions in a public arena what is traumatizing and what is not? Is there precedent or protocols for public images in your local area, including public schools or civic buildings? Why or why not?

Lesson opening: Check in with students as to what public images they are analyzing in their place. Solicit from students if there are any images that are problematic for them, and have students attempt to determine why that or those images might be traumatic for them or for another person. Discuss as a class. Also, discuss how this could be remedied if problematic or traumatic for themselves, an individual, or specific group. Check in as well with local school district policies regarding an unsafe or traumatizing learning environment.

Lesson closing: Conduct a Socratic discussion or dialogue having students referencing their individual position papers along with article and final decision on removal or mural panels. Have students complete a reflection based on their own position, and also after they have heard their classmates position papers and discussion based on their reading of the article and their own research of public imagery. After discussion, watch as a class the following critique @ https://www.youtube.com/watch?time_continue=2&v=sZEMpyvdAXQ

Instructional Tips/Strategies/Suggestions: May want to use school district policies on trauma informed schools or district protocols pertinent to a safe and conducive learning environment.

Materials and Sources Used

What secondary sources are being used (full citation)? Please annotate each source.

Bacon, D. (2019, July 3). Taking sides and telling the truth: The hidden history of the Arnautoff mural. People's World: Continuing the Daily Worker. Retrieved from <https://www.peoplesworld.org/article/taking-sides-and-telling-the-truth-the-hidden-history-of-the-arnautoff-mural/>

(Background information for teacher on impetus for murals as part of the WPA, and also the intention of the artist, Arnautoff.)

Behind the Updates to Old New York Diorama. (2018, November 10). Retrieved from <https://www.youtube.com/watch?v=ndj59hGuSSY>

(Complements article, "What is Wrong with this Diorama? You Can Read All about it, and highlights public comments while experiencing the diorama. Exposes students to real interactions and comments with the public as they experience the diorama.)

Davis, B. (2019, July 10). This Artist Painted the Black Radical Response to the George Washington Slaveholder Murals. Here's Why He Stands Against Destroying Them. Retrieved from artnet news website: <https://news.artnet.com/art-world/san-francisco-mural-victor-arnautoff-dewey-crumpler-1596409>

(Students are exposed to the impetus behind the George Washington mural in San Francisco, and are able to discuss how using those same mural panels could be rectifying historical trauma and conveying the true dynamics of both colonization and slavery. Also exposes students to contemporary response murals that may already be in their communities)

Fota, A. (2019, May 20). What is Wrong with this Diorama? You Can Read All About it. New York Times.

(Students read and discuss contemporary critique of the American History Museum diorama in order to identify historical inaccuracies and to determine how these images might perpetuate stereotypes and historical biases)

[george-washington-mural-controversial-art-to-be-painted-over-at-san-francisco-high-school/](https://www.cbsnews.com/news/george-washington-mural-controversial-art-to-be-painted-over-at-san-francisco-high-school/). (2019, July 4). Retrieved from CBS News website: <https://www.cbsnews.com/news/george-washington-mural-controversial-art-to-be-painted-over-at-san-francisco-high-school/>

(Students find out the court decision to remove or paint over the murals in question. Share this after the students write their position papers, conduct their Socratic discussion, and write their reflection after their peer discussion.)

Goddard, I. (1978). Delaware. In Handbook of North American Indians (Vol. 15, pp. 213-239). Washington, DC: Smithsonian Institution.

(Students will work in pairs to identify the political, cultural, and first contact information from a secondary source in order to compare the critique conveyed in the article by Fota, What is Wrong with this Diorama? Give an opportunity for students to discern information that is accurate regarding Delaware or Lenape political, cultural, and documentation between the Delaware and that of the Dutch.

Native-Land. (n.d.). Retrieved from Native-Land website: <https://native-land.ca/>

(Students will use web resource or app on their phone to initially locate what peoples were living on the land prior to European contact. This resource will be utilized to engage students as to their place, and allow them to begin to identify the indigenous peoples that they will need to know about as they begin their inquiry)

Nelson, J. (2019, July 20). School Board Votes to Paint Over George Washington Mural In San Francisco We explain why. The National Interest.

(Background information for teacher and students)

Professor Dewey Crumpler Defends GWHS Murals. (2019, June 14). Retrieved from https://www.youtube.com/watch?time_continue=2&v=sZEMpyvdAXQ

(Share with students after reading article and Socratic discussion, Offensive or Important? Debate flares anew over SF school mural depicting slavery. San Francisco Chronicle, in order for students to see impetus for mural created in the 1930s as a part of the Works Progress Administration and background on the artist, Victor Artnautoff.)

Tucker, J., & Wu, G. (2019, April 8). Offensive or Important? Debate flares anew over SF school mural depicting slavery. San Francisco Chronicle.

(Students close read this article individually, and then as an entire class to determine the pros and cons as to why these murals are determined to be historically traumatic. This debate or controversy is the basis for the class discussion and position paper.)

What other curricular materials do you plan to use to support the curricular project? See attached images for analysis, secondary source related to the Delaware, and supplemental handouts.

Reflection / Rationale

After teaching the lessons, what suggestions do you have for other teachers who might use this curricular project?

How does the content of this lesson plan clearly tie to perspectives gained from TNAH Institute? [e.g. How does it use resources provided during TNAH Institute in place of or to supplement existing resources? How does it analyze narratives and/or resources that would typically be used – how does the newly created lesson provide a counter-narrative to the accepted canon?]

The plethora of resources, discussions regarding place, and actually being present in the land and places we read about made the relationship between the land and people come alive. This proposed unit and lesson progression centered around a student's understanding of their own place and two contemporary examples of how history has been perceived, written, and publicly been shared in museums and schools offer opportunities to analyze, discuss and grapple with the accepted canon and counter-narrative.