

Welcome to...

# Integrating Indigenous Perspectives in K-12 Classrooms

Take a moment to tell us about yourself!

Scan the QR Code



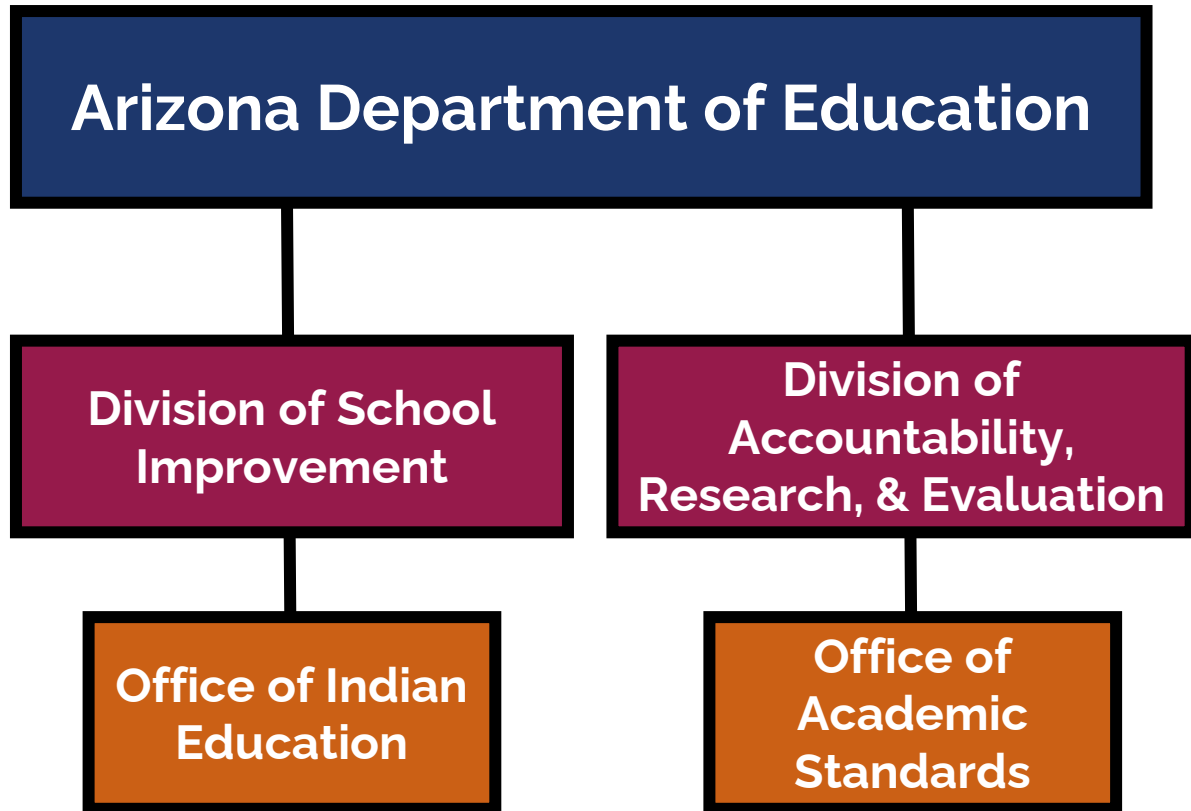
# Integrating Indigenous Perspectives in K-12 Classrooms



Co-hosted by  
Yavapai-Prescott Indian Tribe  
Arizona Office of Indian Education  
Arizona Office of Academic Standards

# Agency Overview

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“The Arizona Department of Education is a service organization committed to **raising academic outcomes** and empowering parents.”



# Office of Indian Education

- ❖ Administers federal and state programs to meet the educational and cultural needs of Arizona Native American students
- ❖ Offers technical assistance in collaboration with all ADE units who interact with Local Education Agencies (LEAs)
- ❖ Partners with internal and external entities to provide resources and professional learning for Native American students and educators

**Arizona Revised Statute 15-244**



One-Pager of OIE  
Programs and  
Resources



<https://bit.ly/OIEinfo>



# Today's Agenda

- Welcome
- Understanding the Why and the How
- Yavapai-Prescott Indian Tribal History
- Remarks from Tribal Leaders
- Recommendations and Planning
- Closing



# Today's Objectives

Participants will...

- ✓ **explore** the benefits of integrating Indigenous perspectives into K-12 classrooms
- ✓ **identify** opportunities to integrate Indigenous perspectives based on the AZ Social Studies Standards
- ✓ **discuss and apply** recommendations for respectfully integrating Indigenous perspectives into K-12 social studies instruction

**Why include Indigenous  
perspectives in K-12  
classrooms?**

# A Note on Terminology

- **American Indian and Alaska Native** (AI/AN) is the term used in federal government policy and research to refer specifically to **indigenous** peoples of the United States
- The term **Native** is often used officially or unofficially to describe **indigenous** peoples from the United States (Native Americans, Native Hawaiians, Alaska Natives), but it can also serve as a specific descriptor (Native people, Native lands, Native traditions, etc.).

Learn more at

<https://americanindian.si.edu/nk360/informational/impact-words-tips>



# A Note on Terminology

- The term **tribe** is often used as a general descriptor for **indigenous** communities. Groups in various regions of the United States use other terms in lieu of tribe, including nation, band, rancheria, pueblo, and village.
- Tribes often have more than one name because when Europeans arrived in the Americas, they used inaccurate pronunciations of the tribal names or renamed the tribes with European names. Every community has a distinct perspective on how they describe themselves. **Not all individuals from one community many agree on terminology.**

Learn more at

<https://americanindian.si.edu/nk360/informational/impact-words-tips>

# A Few More Terms

- **Federally recognized:** American Indian or Alaska Native tribal entity that is recognized as having a government-to-government relationship with the United States.
- **State-recognized:** tribes recognized by their respective state governments
- **Federal Indian reservation:** an area of land reserved for a tribe or tribes under treaty or other agreement with the United States, executive order, or federal statute or administrative action as permanent tribal homelands...
- **Tribal Enrollment:** official, legal membership in a federally or state-recognized tribe. Tribes establish membership criteria (e.g. blood quantum, descendance, residency, etc.)

**Sources:** U.S. Department of the Interior, Bureau of Indian Affairs  
<https://www.bia.gov/faq-category/why-tribes-exist-today-united-states>

**22** Sovereign tribal nations in our state

Over **55,000** Native American students

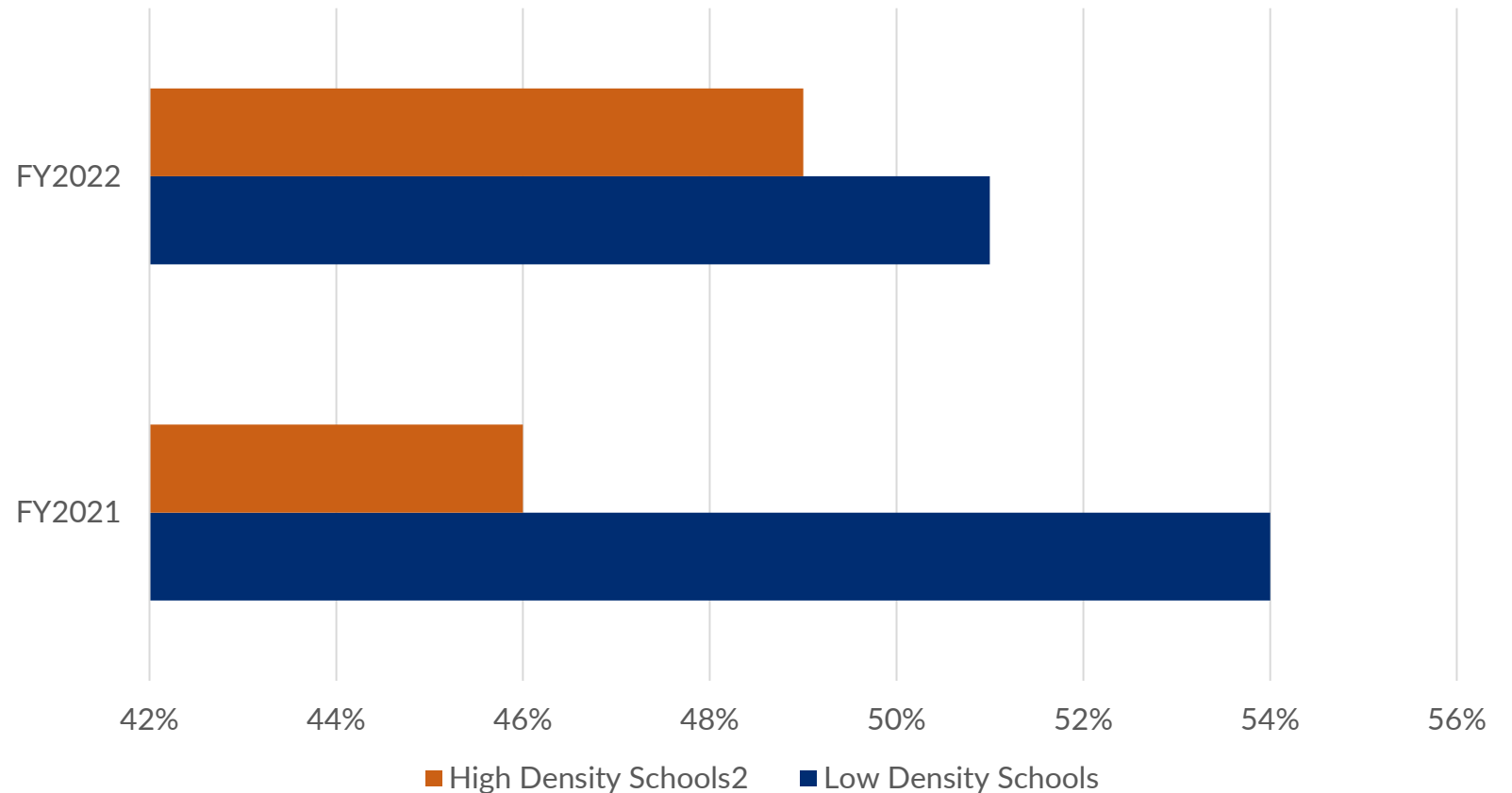
Representing over **110** sovereign tribal nations



**Source:** 2022 Increased Disruption, Decreased Progress Report

# Where do our students attend school?

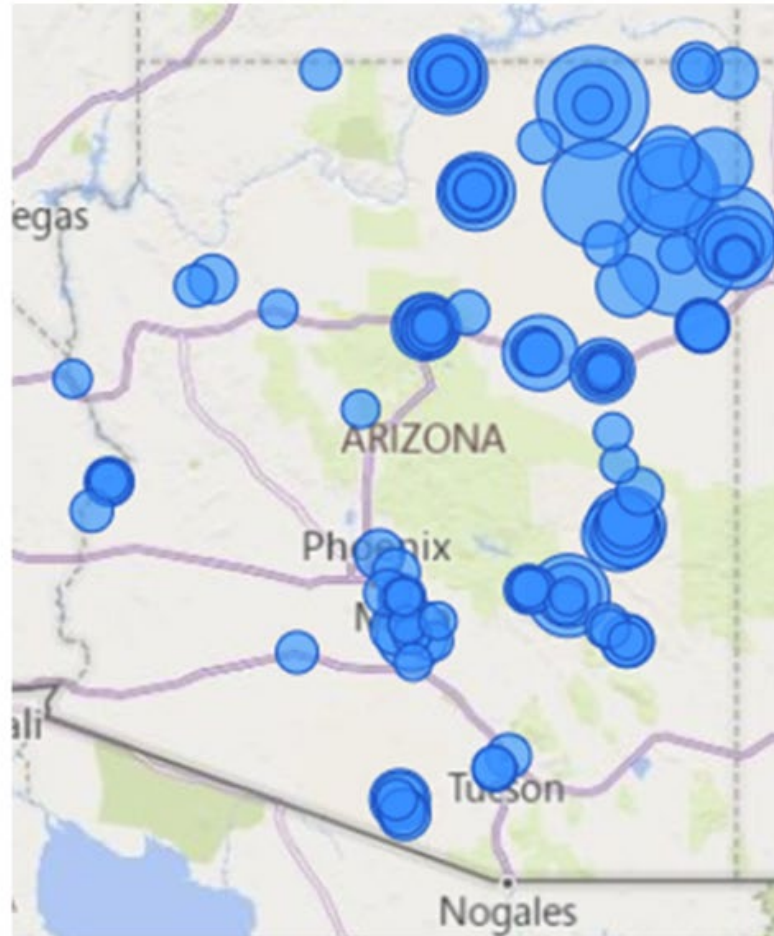
Figure 3: Percent of Native American Students Enrolled in High and Low-Density Schools in Arizona



Source: 2020 Arizona Indian Education Annual Report

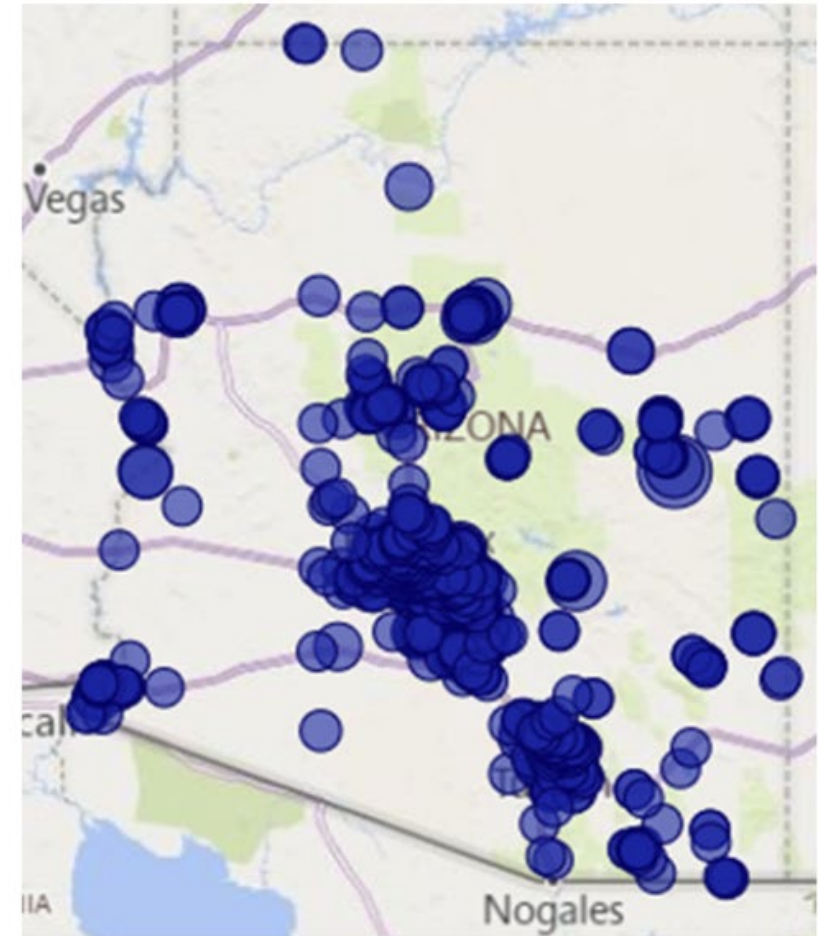
# Where do our students attend school?

### Geographical Information of High-Density Schools



Note: The darker color represents more overlapping of schools in the same area. The bigger bubble represents the higher NA student counts in October 1 enrollment.

### Geographical Information of Low-Density Schools



Note: The darker color represents more overlapping of schools in the same area. The bigger bubble represents higher NA student counts in October 1 enrollment.

Source: 2021 Arizona Indian Education Annual Report



# Statewide Academic Achievement

## English Language Arts

Source: *Arizona Indian Education Annual Report* (May, 2021)



Figure 6: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in ELA by Race/Ethnicity in SY21

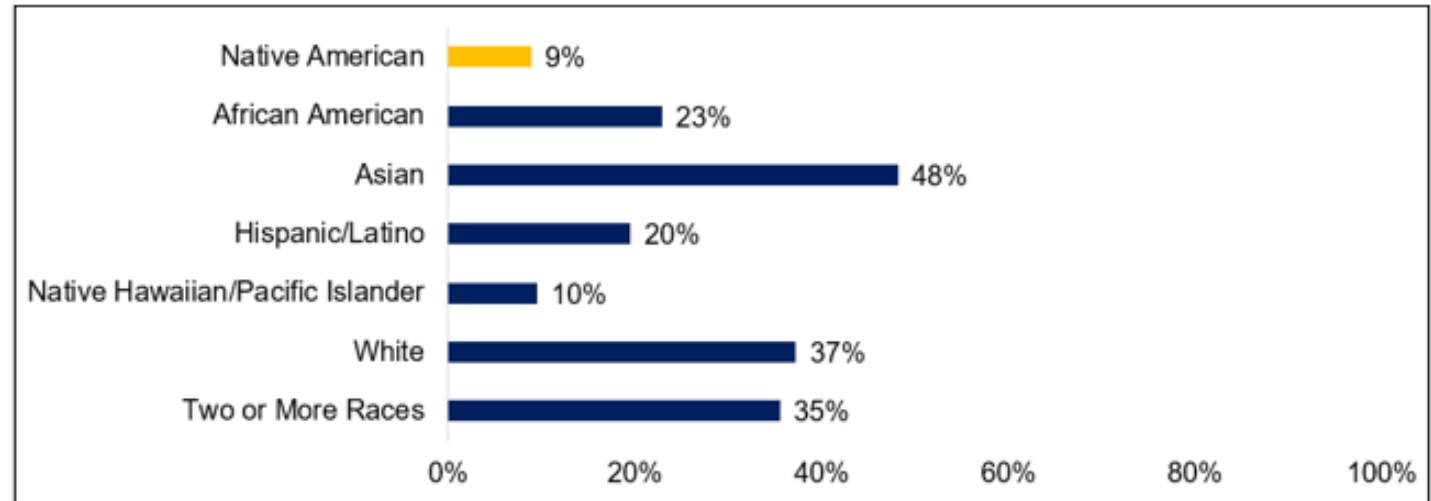
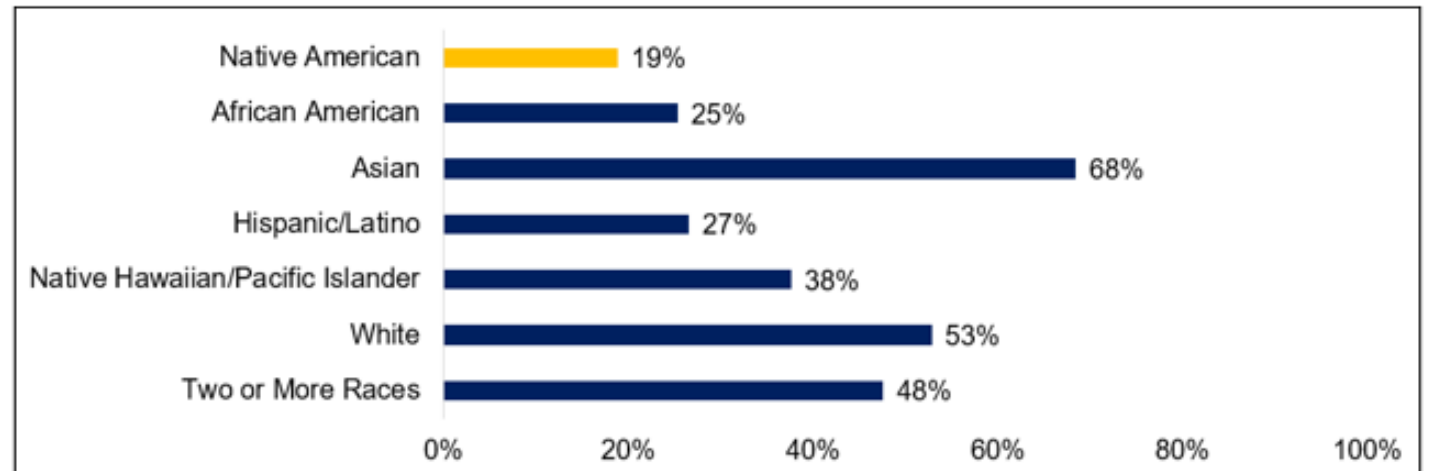
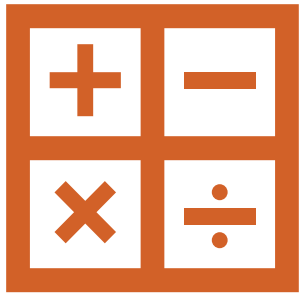


Figure 7: Percent Proficient of Grades 3-12 Students Enrolled at Low-Density Schools in ELA by Race/Ethnicity in SY21





# Statewide Academic Achievement Mathematics

Source: *Arizona Indian Education  
Annual Report (May, 2021)*

Figure 8: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in Math by Race/Ethnicity in SY21

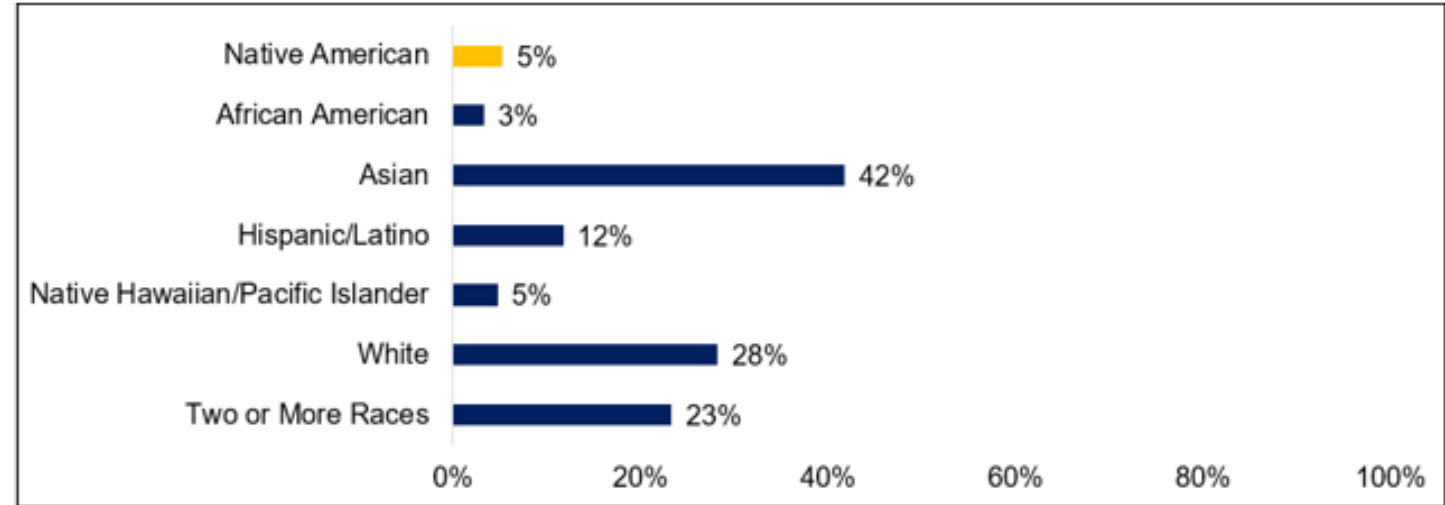
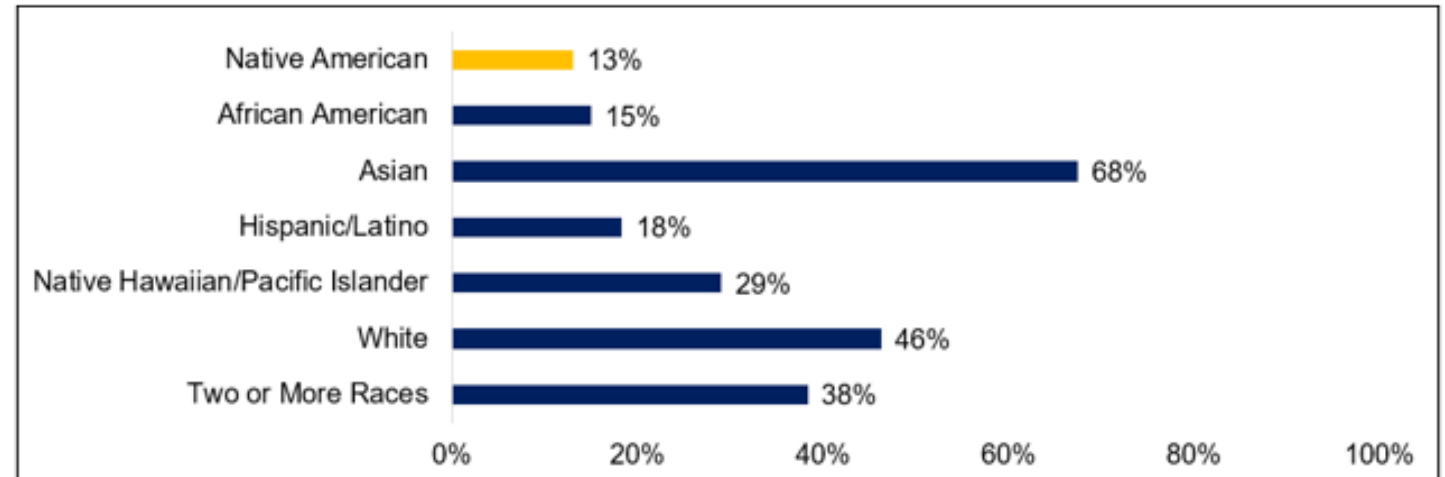
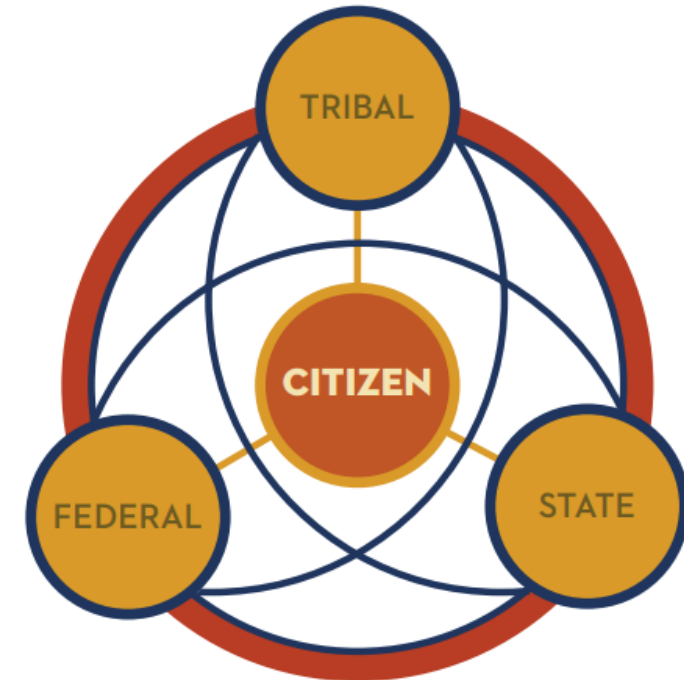


Figure 9: Percent Proficient of Grades 3-12 Students Enrolled at Low-Density Schools in Math by Race/Ethnicity in SY21



# What is tribal sovereignty?

- The **inherent** authority of Indigenous tribal nations to govern themselves within the borders of the United States.
- Tribal sovereignty includes the **inherent** right to govern one's community, the ability to preserve one's culture, and the right to control one's own economy.
- Native peoples and governments have **inherent** rights and a **political relationship** with the US government that does not derive from race or ethnicity.





# Connections to Indian Education



**370** treaties  
signed between  
1778 - 1871



Treaties contained  
provisions for  
educating Indians



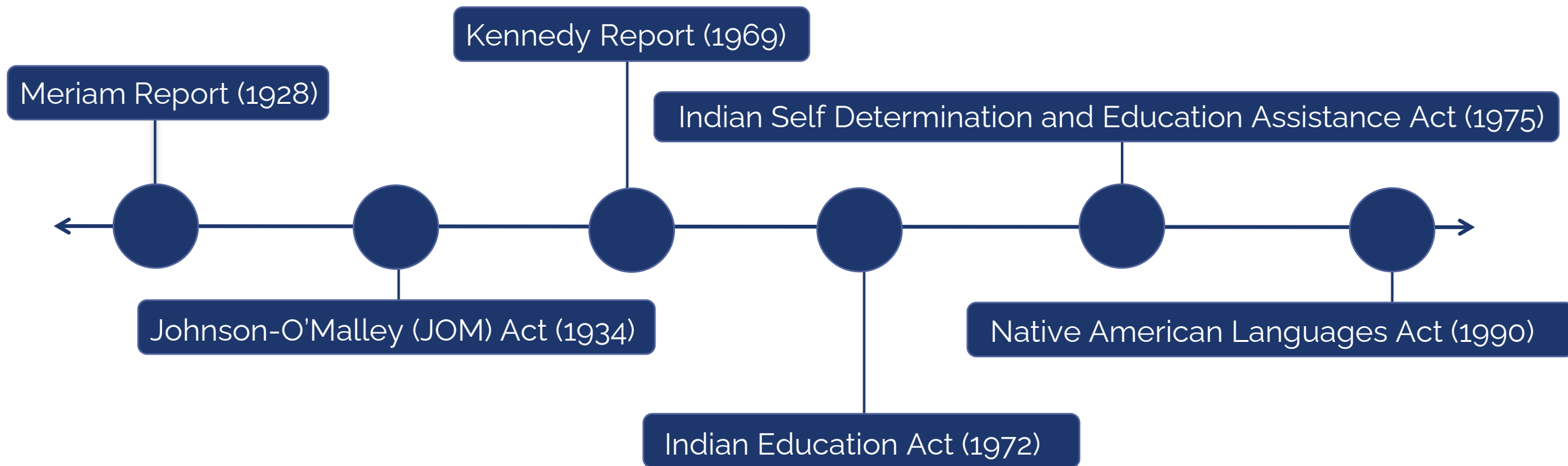
Led to Indian  
Boarding School Era  
beginning in 1880s

As a component of the “**Trust Responsibility**” of the Federal Government

# Contemporary Indian Education Policies

- **Indian Education Act (1972)** has been reauthorized under the Elementary and Secondary Education Act (ESEA), No Child Left Behind (NCLB), and Every Student Succeeds Act (ESSA)
- **A.R.S. 15-244 Indian Education Act** – OIE provides support to schools and tribal nations around:
  - curricula and instruction that are culturally relevant and aligned to state standards
  - family and community engagement

# Modern Indian Education Timeline



- Consistent call for education that was **culturally appropriate** and held Native students to the same **high standards** as others

# Culturally relevant approaches are inclusive of both



**Content  
(Curricular)**  
choices

and



**Process  
(Instructional)**  
choices

Because culture influences

**WHAT students**

and

**HOW they know**

# Evidence-based Instructional Strategies

1. **Connect** academic content to the lives and cultural contexts of students
2. **Collaborate** with subject matter experts
3. **Use** modeling and demonstration techniques
4. **Incorporate** culturally-specific American Indian communication styles and structures
5. **Develop** language and literacy skills across content areas
6. **Use** content related dialogue
7. **Allow** students to direct small group activities
8. **Uncover** knowledge in partnership with students
9. **Engage** students in cognitively challenging activities
10. **Participate** in professional development and implementation support

**Source:** Regional Educational Laboratory Southwest, published November 2021.

<https://ies.ed.gov/ncee/rel/regions/southwest/pdf/infographics/RELSW-Infog-AICRP-508.pdf>

# Traditional Indigenous Education

Teaching and learning practices that have been used by Indigenous communities for generations

## Characteristics

- Relational
- Place-based
- Experiential
- Holistic

## Pedagogical Methods

- Student-centered and inquiry-based
- Oral Traditions and Storytelling
- Modeling and Demonstration
- Intergenerational learning



# Read & Reflect

- 1. Silently read** about the 10 evidence-based instructional strategies and an overview of the AZ State Standards
- 2. Prepare** to discuss the prompt below with your shoulder partner

## Close Reading Toolbox

- ✓ I understand
- ★ Important
- ? I have a question
- ! I am surprised

## Reflection Prompt

What connections do you see between the instructional strategies and the goals of the AZ Academic Standards?

# Reading Reflections

## Turn and Talk

- What connections do you see between the instructional strategies and the goals of the AZ Academic Standards?





# Why include Indigenous perspectives?

**Strategy 1. Connect** academic content to the lives and cultural contexts of students

→ Improves test scores and academic achievement

(Kisker et al., 2012; Lipka & Adams, 2004; Hilberg et al., 2006)

→ Prepares Native students for college, career, and community success

→ Supports tribal sovereignty

→ Repairs historically negative relationships between Native students / families / communities and schools

# Why include Indigenous perspectives?

## Required by AZ Law

### **A.R.S. 15-710**

“All schools shall give instruction in the essentials, sources and history of the Constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona, **including the history of Native Americans in Arizona**. The instruction shall be given in accordance with the state course of study for at least one year of the common school grades and high school grades respectively.”

### **A.R.S. 15-341**

“The governing board shall...33. Incorporate instruction on **Native American history** into appropriate existing curricula”

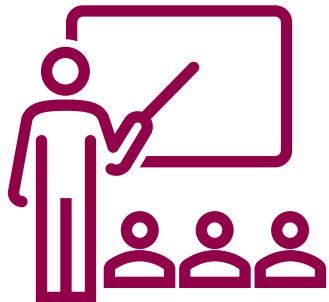
# Why include Indigenous perspectives?

## Required by AZ Social Studies Standards



- Include 34 explicit references to...

- “Native American”
- “Native”
- “Tribal” and “Tribal governments”
- “Indian” or “Indian nations”
- “Indigenous”



- Numerous implicit opportunities for connections

# Exploring the Standards by Grade Level

## Small Groups

- 10 minutes
- Discuss at least one standard you identified and any other reflections to the prompts below
- What are the obvious standards and what are a few others that may be not so obvious?
- Where do you see opportunities to integrate Indigenous perspectives within your grade level standards?

# Kindergarten AZ Social Studies Standards

## Course Considerations:

- Culture in the home, school, and community

## Grade Specific Standards:

- **K.SP1.3** With prompting and support, generate questions about individuals and groups from stories shared.
- **K.SP2.1** With prompting and support, identify people, places, objects, and events such as photographs, maps, and artifacts from a story or text.
- **K.SP3.1** With prompting and support, identify people, places, objects, and events studied.
- **K.C1.1** Ask and answer questions about people, places, objects, and events.
- **K.C1.3** Compare and contrast people, places, objects, and events.
- **K.G1.1** Use content to support.
- **K.G1.2** Explain.
- **K.H1.1** Compare one's own culture with the culture of others.
- **K.H4.1** Explain and explore the origins of key American symbols, traditions, and holidays.
- **K.H4.2** Explore the stories of key historical figures through informational text and biographies.

**K.H4.1** Explain and explore the origins of key American symbols, traditions, and holidays.

# Second Grade AZ Social Studies Standards

## Course Considerations:

- Development and change of civilizations and cultures
- Societal institutions and their belief systems

## Grade Specific Standards:

- **2.SP1.2** Understand how events of the past affect students' lives and community.
- **2.SP1.3** Generate questions about individuals and groups who have shaped a significant historical change.
- **2.SP2.1** Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
- **2.SP2.2** Compare perspectives of people in the past to those today through stories and biographies.
- **2.C2.2** Explain how all people, not just official leaders, play important roles in the world.
- **2.C4.1** Explain how people work together to identify and solve problems with our world.

**2.C2.2** Explain how all people, not just official leaders, play important roles in the world.

- **2.H1.3** Examine developments from the civilization and/or culture in a place or region studied.
- **2.H3.1** Generate questions about the institutions and belief systems of different societies.

h the world; and locate physical and

ey have changed over time in a place or

# First Grade AZ Social Studies Standards

## Course Considerations:

- Understanding perspectives of others
- Effects of...

## Grade Specific

- 1.SP1.2
- 1.SP1.3
- 1.SP2.1
- 1.SP3.1
- 1.SP3.2

**1.G2.1 Compare how human activities affect culture and the environment now and in the past.**

- 1.C1.3 Com...
- 1.C3.2 Explain the role and functions of governments.
- 1.G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus.
- **1.G2.1 Compare how human activities affect culture and the environment now and in the past.**
- 1.G3.2 Compare places past and present as it relates to content focus.
- 1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).
- 1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in our communities past and present.
- 1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.
- 1.H4.2 Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.

## Course Considerations:

- The contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona
- Economic, political, and geographic elements
- Structure of the state and local governments
- Roles and responsibilities as citizens of Arizona
- Examination of primary and secondary sources including written and oral histories, images, current events, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

## Grade Specific Standards:

- **3.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- **3.SP1.2** Compare life in specific historical time periods to life today.
- **3.SP1.3** Generate questions about individuals and groups who have impacted history.
- **3.SP2.1** Explain why individuals and groups have different points of view on the same event.
- **3.SP3.1** Describe the political, economic, and social conditions of Arizona.
- **3.SP3.3** Identify primary and secondary sources to analyze historical events.
- **3.SP3.4** Compare the political, economic, and social conditions of Arizona.
- **3.C1.1** Describe the structure of the state and local governments.
- **3.C3.1** Describe the structure of the state and local governments, and tribal governments.
- **3.E1.1** Describe and discuss industries and occupations that have shaped Arizona.
- **3.E2.1** Explain how availability of resources affect decision making in Arizona with respect to water and other natural resources.
- **3.E2.2** Describe how Arizona is connected to other states, Mexico, and other nations by the movement of people, goods, and ideas.
- **3.G1.1** Use and construct maps and graphs to represent changes in Arizona over time.
- **3.G2.1** Explain how people modify and adapt to the Arizona environment.
- **3.H3.1** Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.
- **3.H3.2** Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events, occupations that have shaped Arizona.

**3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.**



## Course Considerations:

- Theories about the first peopling of the Americas
- The development of Mesoamerican and South American civilizations including the Olmec, Inca, Maya, and Aztec
- American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)
- The causes and consequences of European exploration and colonization
- The environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th centuries

## Grade Specific Standards:

- **4.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- **4.SP1.2** Compare life in specific historical time periods to life today.
- **4.SP1.3** Generate questions about individuals and groups who have shaped significant historical events.
- **4.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
- **4.SP2.2** Explain connections among historical contexts and events.
- **4.E3.1** Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
- **4.G1.1** Use and construct maps and graphs to represent changes in the Americas over time.
- **4.G2.1** Compare the different ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
- **G3.1** Explain how the location and use of resources affects human settlement and movement.
- **4.G4.1** Explain the positive and negative effects of increasing economic complexity among different groups, countries, and new settlements.

**4.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.

...ity of multi-genre primary and secondary sources, narratives about cultures, civilizations, and innovations in

...cles of conflict and compromise that occurred in the convergence of Europeans, American Indians, and as before and after European exploration.

...ferent approaches used by the Spanish, Portuguese, in their interactions with American Indians.

...conomic, political, and religious ideas and institutions development of individual rights, freedoms, and

responsibilities in the Americas.

## Course Considerations:

- Historic and economic events from American Revolution to Industrialism
- Development and structure of the national
- Influence of immigration including push/pull factors, industrialization, urbanization, diversification of the population, and debates over immigration
- Contributions of various cultural and ethnic groups to the changing social and political structure of the U.S.
- Roles and responsibilities as citizens of the United States including participation in the political system

## Grade Specific Standards:

- **5.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- **5.SP1.2** Explain how events of the past affect students' lives and society.
- **5.SP1.3** Generate questions about individuals and groups who have shaped significant historical events.
- **5.SP2.1** Explain why the social, economic, and political conditions of a time period differed in different regions of the United States.
- **5.SP3.1** Develop a thesis statement about the United States that are open to debate.
- **5.SP3.3** Compare and contrast the social, economic, and political conditions and development of different regions of the United States.
- **5.SP4.1** Explain the impact of the United States history on the world.
- **5.C2.1** Explain how the United States history is shaped within the context of Industrialization.
- **5.E2.1** Compare the United States history within the context of key historical events.

- **5.E4.2** Analyze how agriculture, new industries, new technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time period being studied.
- **5.E5.1** Generate questions about individuals and groups who have shaped significant historical events.

**5.E4.2** Analyze how agriculture, new industries, new technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.

(racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

# Sixth Grade AZ Social Studies Standards

## Course Considerations:

- Growth of trade networks across the Eastern Hemisphere and impacts such as cultural exchange and diffusion, inventions, ideas, diseases, and languages
- Development of feudal systems in medieval Europe and Japan

## Grade Specific Standards:

- **6.SP1.2** Analyze connections among events and developments in various geographic and cultural contexts.
- **6.SP1.4** Evaluate the significance of past events and their effect on students' lives and society.
- **6.SP2.1** Explain how and why perspectives of people have changed throughout different historical eras.
- **6.E3.2** Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.

- **6.G1.1** Identify place
- **6.H1**
- **6.H4** statu

**6.E3.2** Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.

between locations of

immigrant/migration actions over time.

## Course Considerations:

- Revolutions around the world such as the American Revolution
- Global imperialism and its lasting consequences on regional conflict, stability, indigenous peoples, human movement, including slavery and involuntary migrations
- World War I and World War II including the time period between the wars with the rise of fascism
- Global conflicts and their consequences such as the Korean War, Vietnam War, Arab-Israeli Conflict, and Gulf War

## Grade Specific Standards:

- **7.SP1.1** Analyze connections among events and developments in broader historical contexts.
- **7.SP1.2** Classify a series of historical events and developments as examples of change and/or continuity.
- **7.SP1.3** Evaluate the significance of past events and their effect on students' lives and global
- **7.SP1.4** Use of
- **7.SP2.1** Analyze
- **7.SP2.2** Explain
- **7.SP2.3** Analyze
- **7.C4.1** Compare historical and contemporary means of changing societies to promote the common good.
- **7.E2.2** Evaluate current economic issues in terms of benefits and costs for different groups in society
- **7.G3.1** Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- **7.G3.2** Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.
- **7.G3.3** Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.
- **7.G3.4** Evaluate how human population and movement may cause conflict or promote cooperation.
- **7.G4.3** Analyze how changes in population distribution patterns affect changes in
- **7.H3.4** Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
- **7.H3.5** Investigate a significant historical topic from global history that has significance to an issue or topic today.
- **7.H4.1** Evaluate how the diversity of a society impacts its social and political norms.
- **7.H4.2** Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

**7.G3.4** Evaluate how human population and movement may cause conflict or promote cooperation.

# Eighth Grade AZ Social Studies Standards

## Course Considerations:

- Civil rights movements throughout American history such as African-Americans, Latinx, Asian-Americans, women, American Indians, LGBTQO individuals, persons with disabilities, youth, and the elderly
- Immigration
- Amendments
- Social movements, structure, and movements
- Environmental

**8.H3.2** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions

in under the law  
principles and  
protect these

## Grade S

- Every standard in eighth grade is adapted to incorporate indigenous voices and perspectives into your scope and sequence.
- **8.H3.2** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions

# High School AZ Social Studies Standards

## Course Considerations:

### World History

- Interregional interactions
- Political revolutions
- World War I and World War II
- Cold War
- Global imperialism
- Contemporary global issues
- Land use (geography)
- Population, movement, and migration (geography)
- Charts, graphs, and tables (geography)

### United States History

- Revolution and a new Nation
- Nation building and sectionalism
- Civil War and Reconstruction
- Emergence of Modern America through World War I
- Great Depression and World War II
- Postwar United States
- Contemporary United States
- Land use (geography)
- Population, movement, and migration (geography)
- Human interaction and the environment (geography)

### Civics/Government

- Structures and functions of tribal, local, state, national and international governments
- Institutions of the national government
- Media, interest groups, and political parties
- Elections, voting, and voting behavior
- Citizenship
- Civil Liberties and Civil Rights
- American political culture, values, and principles
- Public policy
- Land use (geography)
- Population, movement, and migration (geography)
- Charts, graphs, and tables (geography)

### Economics

- Exchange and markets
- National economy
- Human interaction and the environment (geography)
- Charts, graphs, and tables (geography)



# Learning from Tribal Nations in Arizona

# Reflections & Break

- Based on Yavapai-Prescott Indian Tribe's presentation, write on a sticky note...



- When finished, Bring your sticky notes to the posters and **take your break!**



**What can this look like  
in our classrooms?**

# Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (2019)

## National Council for the Social Studies Position Statement

### Recommendations

1. Commit to responsible representations
2. Teach current events and movements
3. Teach tribal governance and sovereignty as civics
4. Challenge Eurocentrism
5. Affirm Indigenous Knowledges
6. Learn from long standing Indigenous advocacy for curriculum reform
7. Foster relationships and engage in meaningful consultation

[https://www.socialstudies.org/system/files/publications/articles/se\\_8203167\\_0.pdf](https://www.socialstudies.org/system/files/publications/articles/se_8203167_0.pdf)

# Activity: Exploring the 7 Recommendations

**Step 1.** On your own, **read** the section of the position statement based on your assigned number

- Underline main ideas and specific recommendations
- Complete the That Sums it Up Graphic Organizer, the Independent Section

Discovery | That Sums It Up  
EDUCATION | GRAPHIC ORGANIZER

NAME: \_\_\_\_\_

**Independent Observations:** Read document you have been assigned, pausing frequently to record your observations below. Read the document a second time without pausing and star next to the five most important things to understand from the reading.

**Group Key Ideas:** Compare you list of top five key ideas with your group/partner. Work together to consolidate your ideas into a single list. Take notes below.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**Independent Summary:** Use your key points to develop a short one to two sentence summary of the readings.

\_\_\_\_\_

**Group Main Idea:** Use your summaries and the five key ideas to create a word or phrase that identifies the main idea.

\_\_\_\_\_



# Activity: Exploring the 7 Recommendations

**Step 2. Co-create** a poster summarizing the main idea and specific recommendations

- Use your evidence from the text
- Compare your key ideas and summaries
- Add your combined ideas to the poster including key ideas and a summary



Discovery | That Sums It Up  
EDUCATION | GRAPHIC ORGANIZER

NAME: \_\_\_\_\_

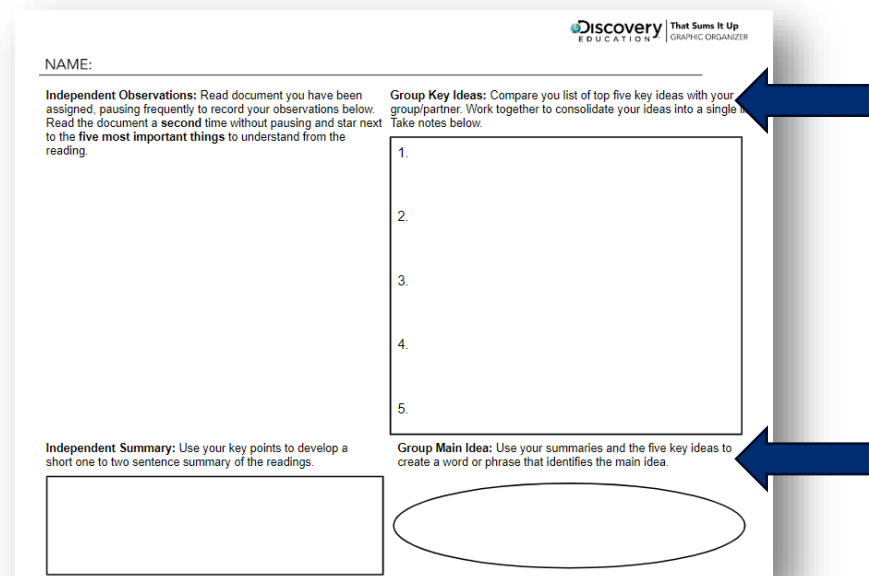
**Independent Observations:** Read document you have been assigned, pausing frequently to record your observations below. Read the document a second time without pausing and star next to the five most important things to understand from the reading.

**Group Key Ideas:** Compare your list of top five key ideas with your group/partner. Work together to consolidate your ideas into a single list. Take notes below.

- 1.
- 2.
- 3.
- 4.
- 5.

**Independent Summary:** Use your key points to develop a short one to two sentence summary of the readings.

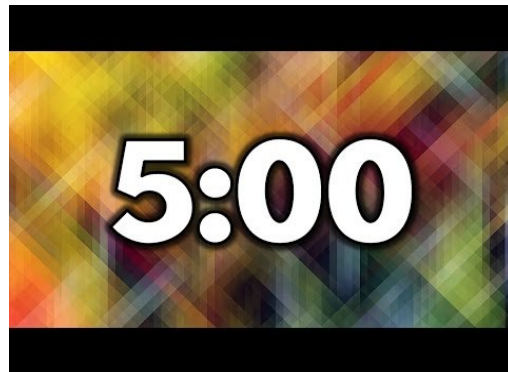
**Group Main Idea:** Use your summaries and the five key ideas to create a word or phrase that identifies the main idea.



**Activity:** Exploring the 7 Recommendations

**Step 3. Explore** the posters with your group and discuss

- Think about how you would implement these strategies into your classroom



# Project Zero Thinking Routines

Thinking Routines loosely guide learners' thought processes and encourage active processing.

These routines are simple structures, for example a set of questions or a short sequence of steps, that can be used across various grade levels and content. The routines become the ways in which students go about the process of learning. Routines are patterns of action that can be integrated and used in a variety of contexts.

The screenshot shows the Project Zero Thinking Routine Toolbox website. At the top left is the Project Zero logo (PZ in a circle) and the text 'PROJECT ZERO'. To the right is the Harvard Graduate School of Education logo. In the top right corner are social media icons for Twitter, Facebook, and Instagram, and a red button that says 'SUPPORT PZ'S REACH'. Below the logo is a navigation menu with links for 'Who We Are', 'Topics', 'Projects', 'Resources', and 'Professional Development', followed by a magnifying glass icon. The main heading is 'Project Zero's Thinking Routine Toolbox'. Below this is a paragraph of introductory text: 'Welcome to Project Zero's Thinking Routines Toolbox. This toolbox highlights thinking routines developed across a number of research projects at PZ. A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking. PZ researchers designed thinking routines to deepen students' thinking and to help make that thinking "visible." Thinking routines help to reveal students' thinking to the teacher and also help students themselves to notice and name particular "thinking moves," making those moves more available and useful to them in other contexts. If you're new to thinking routines and PZ's research, please click here to explore more about thinking routines. For Tips for Using Thinking Routines Effectively, click here. For an overview of the Thinking Categories, click here. For an alphabetical list of thinking routines, click here.' Below the text is a section titled 'Types of Thinking Categories' with a grid of ten colored boxes, each containing a category name: 'CORE THINKING ROUTINES' (yellow), 'INTRODUCING & EXPLORING IDEAS' (yellow), 'DIGGING DEEPER INTO IDEAS' (pink), 'SYNTHESIZING & ORGANIZING IDEAS' (light blue), 'INVESTIGATING OBJECTS AND SYSTEMS' (orange), 'PERSPECTIVE-TAKING' (teal), 'CONSIDERING CONTROVERSIES, DILEMMAS, AND PERSPECTIVES' (purple), and 'GENERATING POSSIBILITIES AND ANALOGIES' (light green).

# 1. Commit to responsible representations

Combat historical erasure, myths, and misrepresentation with accurate history, stories, and contributions

## Mainstream Myths

- Doctrine of Discovery
- Thanksgiving
- Manifest Destiny
- Pocahontas

## Avoid materials that:

- Generalize tribes
- Essentialize identity
- Commodify culture
- Romanticize history



SCAN ME

Booklist and Teaching Resources  
from the Labriola Center  
(Indigenous Library at ASU)

<https://libguides.asu.edu/k12IndigenousEducation>

# What can this recommendation look like?

4th

When teaching about a topic, force students to think from a variety of perspectives like in this activity: **Circle of Viewpoints**


1. Brainstorm a list of difference perspectives.
2. Choose one perspective to explore, using these sentence-starters:
  - I am thinking of ... *the topic* ... from the viewpoint of ... *the viewpoint you've chosen*
  - I think ... *describe the topic from your viewpoint. Be an actor—take on the character of your viewpoint*
  - A question I have from this viewpoint is ... *ask a question from this viewpoint*

Make sure to use multiple sources when having students complete this activity as it guides them to think critically.

Do this PRIOR to learning to see what knowledge and misconceptions your students have – then have it be your assessment to see what they have learned!

Geography & Travel

## Taino



San Salvador/Guanahani

Christopher Columbus' First Letter After Discovery of America // 1493 Primary Source

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in the late 15th century. They had long been on the defensive against the aggressive [Carib](#) people, who had conquered the [Lesser Antilles](#) to the east.

[See all media](#)

Category: [Geography & Travel](#)

Related Topics: [Central American and northern Andean Indian](#) • [Arawak](#)

When they were first encountered by Europeans



# Course Considerations and Standards

4th

## **Course Consideration:**

The causes and consequences of European exploration and colonization

## **H&SS Standards:**

**4.SP1.3** Generate questions about individuals and groups who have shaped significant historical events.

**4.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives on issues and events. • Key issues may include but are not limited to slavery, exploration, property rights, and colonization

**4.SP3.1** Develop questions about events and developments in the Americas.

**4.SP3.2** Compare information provided by different sources about events and developments in the Americas

**4. G3.1** Explain how the location and use of resources affects human settlement and movement. • Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas

**4.H2.2** Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.

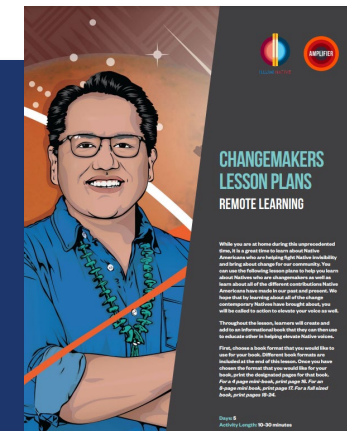
## 2. Teach current events and movements

**87%** of state-level U.S. and state history standards include references to Indigenous Peoples in a pre-1900 context (Shear et al., 2015)

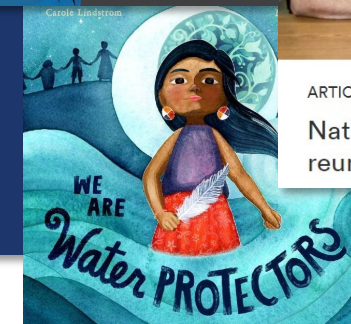


### Current Events and Movements in Indian Country

- Language and cultural revitalization
- Tribal Sovereignty (+ Food, Data, Cultural, etc.)
- Treaty rights (water, hunting, sacred sites)
- Water Protectors + Land Stewards
- Accurate representation (mascots, politics, film/media)
- Repatriation of sacred items and relatives
- Missing and Murdered Indigenous Peoples (#MMIWG2S)



ARTICLE  
Native American seeds being reunited with their tribes



# What can this recommendation look like?

HS  
Gov

When thinking about Current Events, avoid the traditional 'current event' summaries.

Use something like **Word-Phrase-Sentence** for deep reading that prepares students for discussion and connecting ideas.

*As an individual, review a text and then select:*

- Word that captured your attention or struck you as powerful.
- Phrase that moved, engaged, or provoked you.
- Sentence that was meaningful to you, that you felt captures the core idea of the text.

*As a group, discuss and record your choices. Begin by sharing your words, then phrases, then sentences. Explain why you made the selections you did. Looking at your group's collective choices of words, phrases, and sentences, reflect on the conversation by identifying:*

- What themes emerge?
- What implications or predictions can be drawn?
- Were there aspects of the text not captured in your choices?

The screenshot shows a news article from the Navajo-Hopi Observer. The article is titled "Landmark celebration: New national monument" and reports on President Joe Biden's signing of an executive order to create a new national monument in the Grand Canyon. The article includes a photo of a young woman celebrating with her mother. The article is dated August 15, 2023, and was published at 11:27 a.m. The article text describes the monument's name, "Baaj Nwaavjoo 'I'ah Kukveni - Ancestral Footprints of the Grand Canyon National Monument," and explains the significance of the name, which combines words from the Havasupai and Hopi tribes. The article also mentions the monument's location and the tribes' long fight for protection of the land.

NAVJO-HOPI  
Observer  
Proudly Serving the Navajo & Hopi Nations, Flagstaff & Winslow, Arizona

TUE, AUG. 22 WEATHER SUBSCRIBER SERVICES CONTACT US NEWS TIPS PUBLIC NOTICES

**Landmark celebration: New national monument**  
Biden signs order for new national monument to protect Grand Canyon lands sacred to tribes

Contact Us  
+ Submit Questions, Comments, or Story Ideas

Youth leader Maye Tloui-Lytle (Havasupai and Hopi) celebrates with her mother, Grand Canyon Tribal Coalition Coordinator Carleta Tloui at the declaration of the new Baaj Nwaavjoo 'I'ah Kukveni - Ancestral Footprints of the Grand Canyon National Monument. (Alexandra Wittenberg/NHO)

Alexandra Wittenberg, Navajo-Hopi Observer  
Originally Published: August 15, 2023 11:27 a.m.

RED BUTTE, Ariz. — President Joe Biden dedicated a new national monument bordering the Grand Canyon Aug. 8, combining two local native languages for its name.

The Baaj Nwaavjoo 'I'ah Kukveni — Ancestral Footprints of the Grand Canyon National Monument takes "Baaj Nwaavjoo" or "where the Tribes roam," from the Havasupai tribe and 'I'ah Kukveni, "our footprints," from the Hopi.

The name choice shows the land's strong ties to the Havasupai and Hopi tribes, which are just some of the dozen in the Grand Canyon Tribal Coalition that have been fighting for protections of this land from possible uranium mining and other ecological and cultural threats.

The new monument spans nearly 1 million acres of public lands around the canyon in three different sections. It is bordered by the Kanab watershed boundary and Kanab Creek drainage in the northwestern area and the Havasupai Reservation and Navajo Nation in the southern area. In the northeastern area, it stretches from Marble Canyon to the edge of the Kaibab Plateau. The land is managed by the Bureau of Land Management and the U. S. Forest Service.

Photo Gallery  
Biden designates monument

# Course Considerations and Standards

HS  
Gov

## **Course Consideration:**

Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

## **H&SS Standards:**

**HS.SP1.1** Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.

**HS.SP1.4** Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**HS.SP4.3** Distinguish between long-term causes and triggering events in developing an argument.

**HS.C1.3** Explain and use deliberative processes implemented in various civic and political institutions.

**HS.C4.5** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.

**HS.G2.1** Analyze interactions within and between human and physical systems.

**HS.G4.2** Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.

## 3. Teach tribal governance and sovereignty as civics

- **Build your own background knowledge**
- **Define terms such as:** sovereignty, dual citizenship, self-determination, treaty, confederate tribe, etc.
- Include tribal when discussing local, state, and federal government relationships and other civics themes
- Teach treaty rights from both perspectives
- Prepare Native students to be engaged tribal citizens
- Teach legislation and/or events that have affirmed or negated tribal sovereignty
  - U.S. Constitution (Commerce Clause)
  - Marshall Trilogy (Supreme Court Case)
  - United Nations on Indigenous Peoples

### Affirming Indigenous Sovereignty: A Civics Inquiry

Sarah B. Shear, Leilani Sabzalian, and Lisa Brown Buchanan

“The definition of sovereignty is to have control over your own lands, and resources, and assets, and to have control over your own vision for the future, and to be able to absolutely determine your own destiny.”

— Wilma Mankiller (Former Principal Chief of the Cherokee Nation)



Lessons of Our Land



# What can this recommendation look like?

8th

Students can never be taught "too much" civics especially when it comes to the relationship between tribal nations, states, the US, and the world.

There are many lessons about tribal sovereignty itself but be mindful of the events that effect tribal sovereignty, especially treaties.

On top of annotating text, let students explore by completing **+1 Routine**.

After reading a text, watching a movie, listening to a lecture, or being presented with new information or ideas in some manner, a group of learners does the following:

## Recall

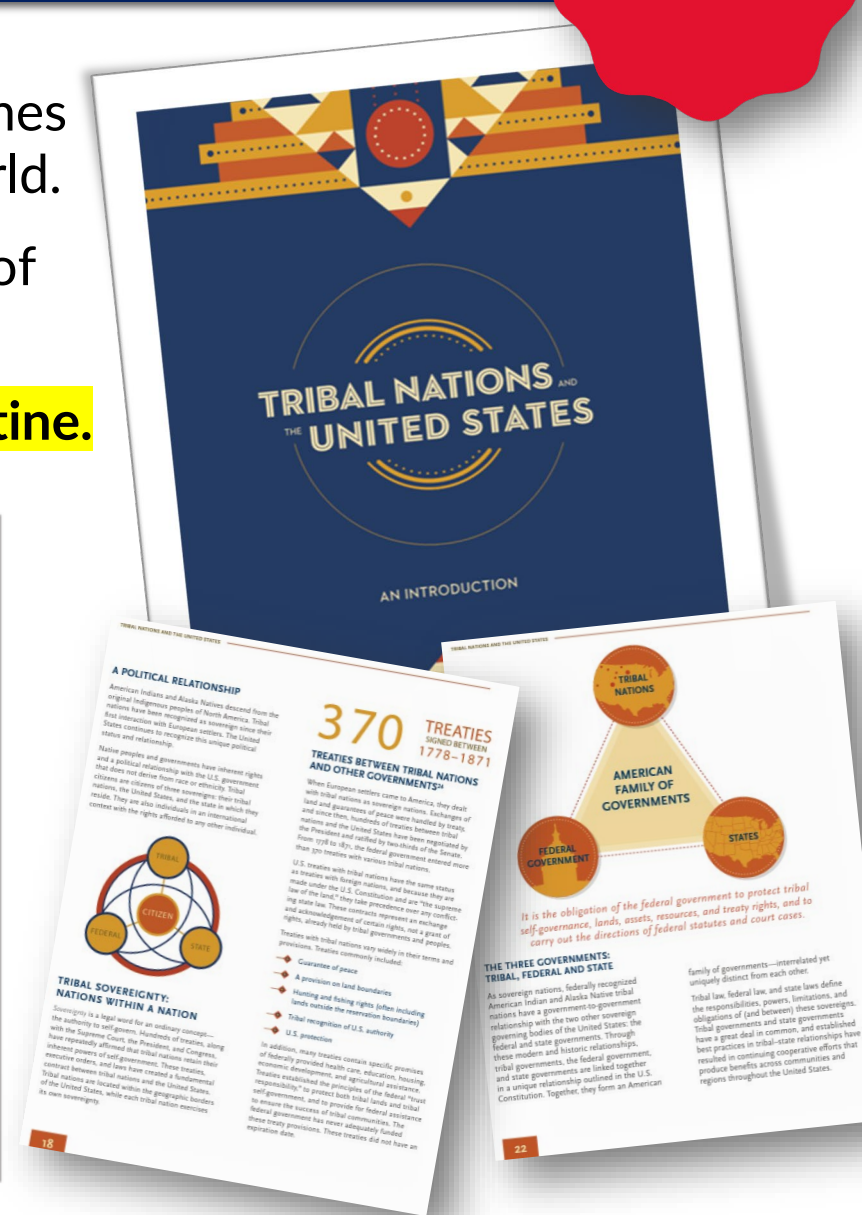
In 2-3 minutes and working individually, each learner generates a list of key ideas that he or she recalls from the presentation that he/she feels is important to hang onto. Learners do this from memory rather than reviewing notes or material.

## Add (+) 1

Learners pass their papers to the right. Taking 1-2 minutes, each student reads through the list in front of him/her and adds one new thing to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas). REPEAT this process at least two times.

## Act

Return the papers back to the original owner. Learners read through and review all the additions that have been made on their sheets. At the same time they may add any ideas they have picked up from reading other's sheets that they thought were worthwhile.



# Course Considerations and Standards

8th

## **Course Consideration:**

Foundations of the United States government stemming from historical events such as the American Revolution and Civil War

Social movements and issues both historical and current including the constitutional principles and structures (amendments, courts, Congress, and executive orders) that spur, promote, and protect these movements

## **H&SS Standards:**

**8.SP1.1** Analyze connections among events and developments in broader historical contexts

**8.SP1.3** Evaluate the significance of past events and their effect on students' lives and society

**8.SP3.5** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.

**8.C1.1** Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems. • Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights

**8.C3.2** Examine the origins and purpose of constitutions, laws, treaties, and international agreements.

**8.C3.3** Compare the structures, powers, and limits of government at different levels in the US

**8.H2.1** Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.

## 4. Challenge Eurocentrism

**“Eurocentric perspectives as neutral or universal truths”  
(NCSS, 2019, p.170)**

- Encoding Eurocentric norms, values, and knowledges
- Consider your curricular standpoint (facing west vs. east)
- Bring in diverse voices to emphasize **multiple perspectives** of historical events

### **Helpful Tips:**

- Use narratives – connect to storytelling traditions
- Trade books for younger students
- Primary and secondary sources featuring Indigenous voices



# What can this recommendation look like?

5th

Build out the historical narrative by asking yourself, "Who is missing?"

If teaching Westward Expansion or the Territorial Period, do not JUST teach from a Eurocentric point of view. Use **Same, Different, Connect, Engage** for students to think beyond the content and themselves.

**Same** In what ways might this person and you be similar?

**Different** In what ways might the person and you be different?

**Connect** In what ways might the person and you be connected as human beings?

**Engage** What would you like to ask, say, or do with the person if you had the chance?

Allow students to read interviews with a variety of individuals recounting their experiences during the Pioneer/Territorial Period.

Use this as a Jigsaw Opportunity opportunity for students to share their connections and understandings.

Source: Narcissa Prentiss Whitman and Marcus Whitman, Mrs. Whitman's Letters 1843-1847 (Portland, OR, 1894), 104-106, available at <https://babel.hathitrust.org/cgi/pt?id=loc.ark:/13960/t06w9pj8b&view=1up&seq=58>; Narcissa Whitman, "A Journey across the Plains in 1836," Transactions of the Nineteenth Annual Reunion of the Oregon Pioneer Association for 1891 (Portland: A. Anderson and Co., 1893), 40-59, available at <https://www.sos.wa.gov/legacy/publicationsviewer/?title=Journey%20across%20the%20plains%20in%201836.&page=44&id=126>.

## PLATTE RIVER, JUST ABOVE THE FORKS, JUNE 3, 1836

### Letters from Homestead

Farmer Philip Greenberg reported on "We had a very good crop this year and crop of the Jewish farmers has been 1

Davis Rubin wrote a letter that was p "I settled in 1892. I took a homestead Jewish settlement was founded by Ba settlers left except three or four. Mos straw piles and drank slough water, a signed Davis Rubin

Excerpted from an article in the "Har Abraham Calof, the Sage of Overland course we mean individual life but it 1911, when the county superintende farmers form clubs in your township Many of the hardships that the farms cities like birds from their nests, the Dear people. I am a friend of everyth the angel of his fortune." Mr. Calof goes on to suggest that the task set before us."

Dear Sister Harriet and Brother Edward:

*Friday eve, six o'clock.* We have just encamped for the night near the bluffs over against the river. The bottoms<sup>[1]</sup> are a soft, wet plain, and we were obliged to leave the river yesterday for the bluffs. The face of the country yesterday afternoon and today has been rolling sand bluffs, mostly barren, quite unlike what our eyes have been satiated with for weeks past. No timber nearer than the Platte,<sup>[2]</sup> and the water tonight is very bad—got from a small ravine. We have usually had good water previous to this.

Our fuel for cooking since we left timber (no timber except on rivers) has been dried buffalo dung; we now find plenty of it and it answers a very good purpose, similar to the kind of coal used in Pennsylvania (I suppose now Harriet will make up a face at this, but if she was here she would be glad to have her supper cooked at any rate in this scarce timber country). The present time in our journey is a very important one. The hunter brought us buffalo meat yesterday for the first time. Buffalo were seen today but none have been taken. We have some for supper tonight. Husband is cooking it—no one of the company professes the art but himself. I expect it will be very good.

The Fur Company is large this year; we are really a moving village—nearly four hundred animals, with ours, mostly mules, and seventy men.<sup>[3]</sup> The Fur Company have seven wagons drawn by six mules each, heavily loaded, and one cart drawn by two mules, which carries a lame man, one of the proprietors of the company. We have two wagons in our company. Mr. and Mrs. S., husband, and myself ride in one, Mr. Gray and the baggage in the other. Our Indian boys drive the cows and Dulin, the horses. Young Miles leads our forward horses, four in each team. Now E., if you want to see the camp in motion, look away ahead and see first the pilot and the captain, Fitzpatrick, just before him, next the pack animals, all mules, loaded with great packs; soon after you will see the wagons, and in the rear, our company. We all cover quite a space. The pack mules always string one after the other just like Indians. . . .

t in good season. This is the first time that the

it, so can't wonder a Jew couldn't farm. The first ions. When I come in 1892 all the colonial to do. When they threshed, they slept in the lip. T. 857, R. 62, Section 30."

t will sometimes make the first play on life. Of or results. It is not quite a year, or in the winter of uniting will do and with inspiration cried out: y a new life shines in the farmers atmosphere. here the children of the farms fly away to the

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# Course Considerations and Standards

5th

## **Course Consideration:**

Historic and economic events from American Revolution to Industrialism including but not limited to the American Revolution, Constitutional Convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America looking at origins, founders, and key political, economic, and social figures as they relate to the events outlined above such as technological developments, urbanization, territorial expansion, industrialization, political parties, and universal suffrage

Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution and amendments, and landmark Supreme Court cases

## **H&SS Standards:**

**5.SP1.2** Explain how events of the past affect students' lives and society.

**5.SP1.3** Generate questions about individuals and groups who have shaped significant historical changes and continuities. • Key individuals or groups should represent the time period being studied and be inclusive of the diversity represented in the history of the United States

**5.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives. Key issues and events can include but are not limited... westward expansion, Indian boarding schools, immigration, Manifest Destiny

**5.SP3.3** Compare information provided by multiple sources about events and developments in the United States.

**5.E1.1** Give examples of financial risks that individuals and households face within the context of the time period studied.

**5.H4.1** Use primary and secondary sources to describe how different groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

# 5. Affirm Indigenous Knowledges

## Incorporate Indigenous ways of teaching, learning, knowing and being

- Include community-based knowledge
  - Local history, experiences, places
  - Invite / co-create with community experts such as elders or first language speakers
- Honor oral traditions and storytelling
- Balance individualistic learning structures with collectivist opportunities that **center relationships**

**Evidence-based Culturally Relevant Instructional Strategies**



# What can this recommendation look like?

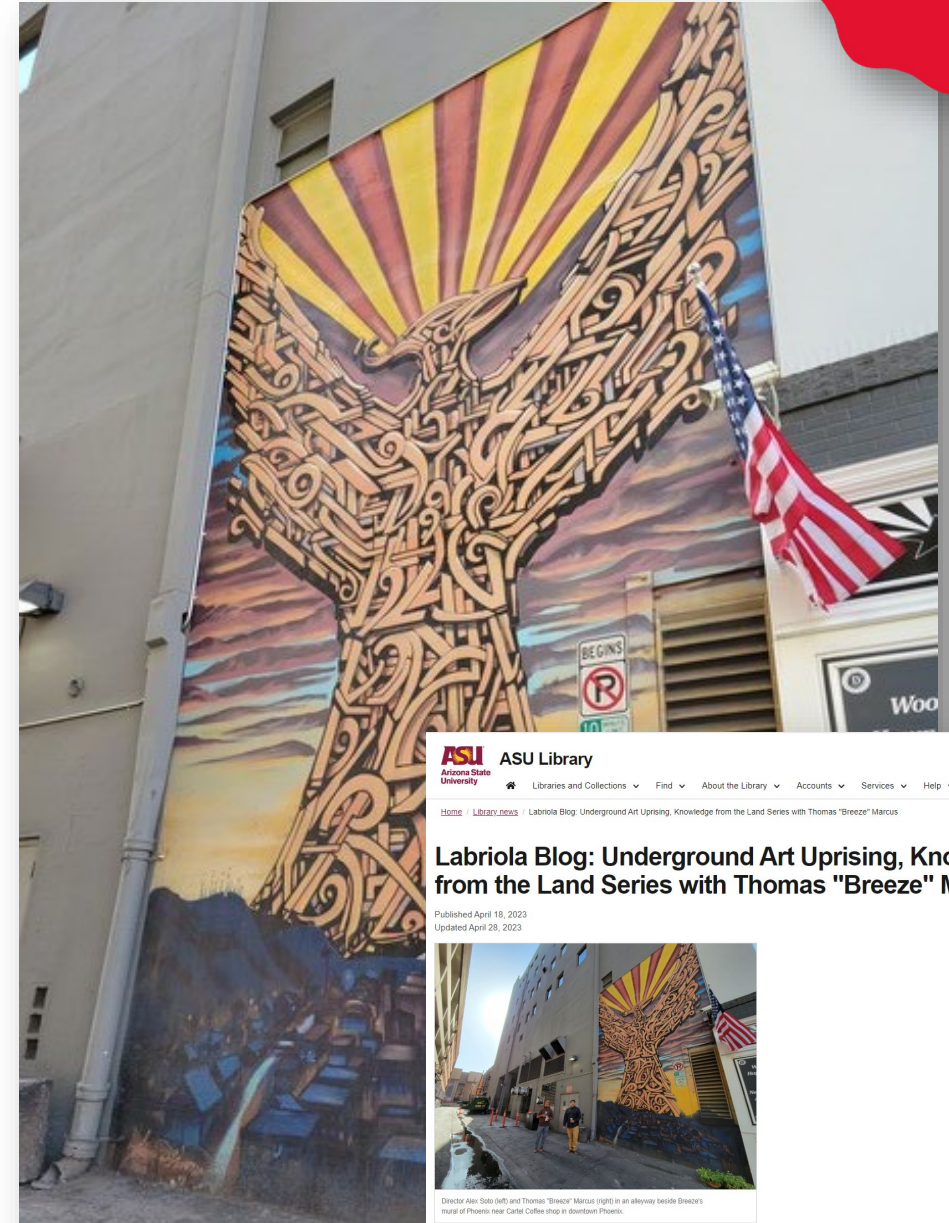
3rd

First and foremost, USE THE COMMUNITY! Learn about your students and their ways of knowing and being.

Allow students to explore Indigenous knowledges and experiences with diverse activities and sources. Having students complete the **Unveiling Stories** thinking routine changes students understanding of relationships.

- What's the story?
- What is the human story?
- What is the world story?
- What is the new story?
- What is the untold story?

Use pedagogical practices that support your Indigenous students like the [Teaching Tips for Learning with Native American Students](#) from the ADE Office of Indian Education.



# Course Considerations and Standards

3rd

## **Course Consideration:**

The contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona

Roles and responsibilities as citizens of Arizona

Examination of primary and secondary sources including written and oral histories, images, current events, and artifacts

## **H&SS Standards:**

**3.SP1.2** Compare life in specific historical time periods to life today.

**3.SP2.1** Explain why individuals and groups have different points of view on the same event.

**3.SP3.6** Construct arguments and explanations using reasoning, examples, and details from sources.

**3.SP4.2** Summarize the central claim in a secondary source.

**3.C3.2** Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government

**3.H2.2** Examine how individuals and groups have worked together throughout Arizona's history.

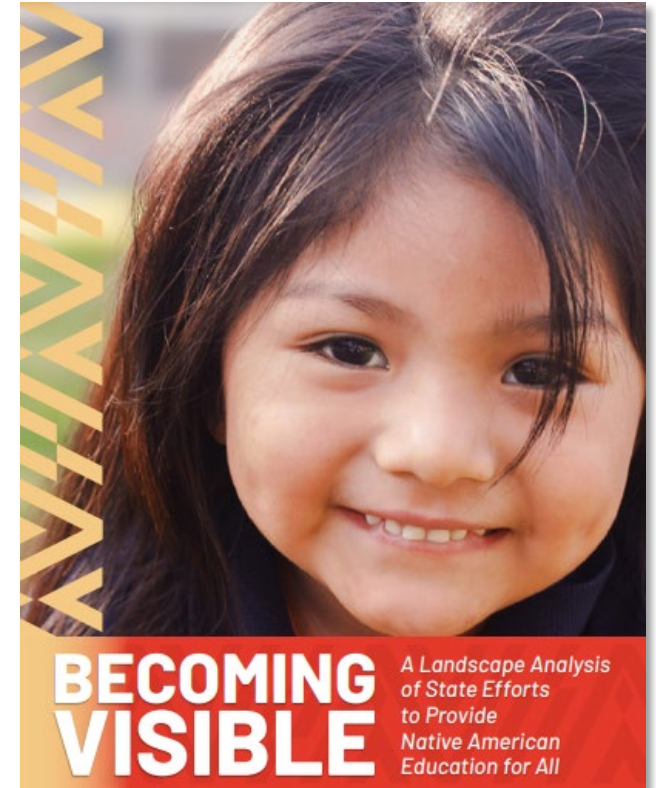
**3. H3.1** Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation. • Key concepts such as but not limited to women's rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers, Latino American, and juveniles

**3.H3.2** Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

## 6. Learn from long-standing Indigenous advocacy for curriculum reform

### Center Indigenous Voices

- Prioritize perspectives of local tribal leaders, elders, and communities
- **Other State Efforts:** ND, OR, WA, MT
- Efforts of National Native American Organizations
  - NNABSHC, NIEA, NMAI, Illuminative
- Advocate for representation in your curriculum with others



# What can this recommendation look like?

4th

## [Inquiry Design Model \(IDM\) Blueprint™](#)

### Hunting and Gathering

NDNAEU 1 "Sacred Relatives", NDNAEU 2 "Learning & Storytelling", NDNAEU 3 "Sharing & Generosity", NDNAEU 5 "Tribal Policies, Treaties and Sovereignty", NDNAEU 6 "Native Contributions", NDNAEU 7 "Native Identity"

**Compelling Question** What primary skills led to the survival of all mankind?

G.6\_12.3.1 Describe the differences and similarities among cultures around the world.  
 Health Standard 8: Demonstrate the ability to advocate for personal, family, and community health.  
 Foreign Language Culture Standard 2.2.3 Discuss the relevance of tangible products (i.e. regalia) of the culture (e.g., dress, types of dwellings, and foods).  
 WH.6\_12.1-6.E1.3 Explain the impact of the development of agriculture on the social, cultural, and economic lives of individuals.  
 ND.6\_12.1.2 Explain the human settlement patterns in North Dakota.  
 ND.6\_12.1.3 Interpret current thematic maps to identify where people live and work and how land is used.  
 ND.6\_12.4.1 Identify the Native American groups in North Dakota before European contact and describe their culture.

**Standards and Practices**

**Staging the Question** How was Hunting and Gathering part of the Native American way of life?

**Supporting Question 1**      **Supporting Question 2**      **Supporting Question 3**

How did Native Americans in North Dakota hunt and gather for survival? How was hunting and gathering part of their way of life and culture? How did they use the land and care for the land? What are some of their traditional foods?

How is hunting and gathering considered today by Native Americans? How and why is it part of Treaty Rights?

How did other peoples of the world hunt and gather for survival? How are things today in this regard? Do you hunt? Why or why not?

### Formative Performance Task

Partner work: Create a media project of their choice (Video, pamphlet, word doc, short story, etc) to describe their answers to the supporting questions above.

### Featured Sources

North Dakota Native American Heritage  
<https://www.ndtourism.com/articles/north-dakota-american-indian-heritage>

Native American Lifestyle  
<https://www.bbc.com/news/health-19242422>  
[https://www.bbc.co.uk/bitesize/guides/z3xftyc/revision/2#:~:text=Native%20Americans%20were%20hunter%20gatherers,buffalo%20hunt%20\(on%20horseback\).](https://www.bbc.co.uk/bitesize/guides/z3xftyc/revision/2#:~:text=Native%20Americans%20were%20hunter%20gatherers,buffalo%20hunt%20(on%20horseback).)

Cultural Traditions  
<https://tribaltradeco.com/blogs/teachings/cultural-traditions-of-native-american-hunting-and-gathering>

### Formative Performance Task

Partner work: Create a media project of their choice (Video, pamphlet, word doc, short story, etc) to describe their answers to the supporting questions above.

### Featured Sources

Early American History  
<http://www.kiwi.com/orig>

Treaty of Fort Laramie  
<http://www.gr8dev.com/19242422>  
<http://www.sittipeo.com/fort-laramie-1851-1868>

### Formative Performance

**SUMMATIVE PERFORMANCE TASK: Supported Claim (written/spoken) or Demonstration of Process (project-based)**

**SUMMATIVE PERFORMANCE TASK: Extension**

### Taking Informed Action / Real World Application

Students will create group projects to determine what it would take to feed the entire class for a year. Students will determine the content, formats, and expectations of what would need to be conveyed in the project.

Students will have a world foods festival at the school, celebrating the various foods of the world and represented by the nations of the students.

Students will lobby to create a food bank at the school. Students will work with local officials to help with local food banks in the community.

Disclaimer: Educators are encouraged to use these lessons as a guide, especially when it comes to capturing standards and required content for their instructional disciplines. Adapt, synthesize, abbreviate, and incorporate are just some of the encouraging words to educators to USE any of the NDNAEU lessons to make them their own.



# Course Considerations and Standards

4th

## **Course Considerations:**

American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)

Regional settlement patterns, significant developments

## **H&SS Standards:**

**4.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.

**4.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.

**4.SP3.2** Compare information provided by different sources about events and developments in the Americas.

**4.SP3.6** Present summaries of arguments and explanations using print, oral, and digital technologies.

**4.SP4.2** Summarize the central claim in a secondary work of history

**4.SP4.3** Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

**4.E3.1** Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.

**4.G2.1** Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

**4.G3.1** Explain how the location and use of resources affects human settlement and movement.

**4.H1.1** Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.



## 7. Foster relationships and engage in meaningful consultation

### Collaborate with Community & Local Experts

- Title VI / Johnson O'Malley Native American Education Program staff
- Reach out to tribal education and culture departments
  - Contact Information for all 22 tribal nations in Arizona:  
<https://www.azed.gov/oie/arizonas-federally-recognized-tribes>
- Explore places of meaning around your community
- Look for interviews, videos online, social media, Native new sources
- Do Life in the Community Where You Teach ([Edutopia Article](#))

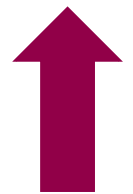


# Quick Reflections

1. Which recommendation are you most interested in applying in your classroom?
2. Which thinking routine are most excited to use in your classroom?



**Scan the QR Code to share your reflections**



# Starting Points for Framing Indigenous Education Topics

- Key concepts for educators and learners
- Modeled after other States' Essential Understandings
- Consider where these topics fit into existing curricular resources

<b>Topics in Indigenous Education</b>	<b>Tribal Sovereignty and Governance</b>
<b>Individual and Collective Identity</b>	<b>Knowledge and Kinship Systems</b>
<b>Resilience, Wellness, and Development</b>	<b>Federal Indian Law, Policy, and Treaties</b>
<b>Language, Oral Traditions, and Storytelling</b>	<b>Relationships to Place / Land</b>

# Brainstorming

## 1. Explore resource collection

## 2. Share your ideas with a partner

- What are you taking away from our time together today?
- How are you going to apply what you've learned to your instructional design?
- What connections are you making to your specific context and classroom?



**Wakelet of Resources: <https://wke.it/w/s/zHDq0g>**

# Closing Reflections

# Time for Questions

What questions do you have about integrating Indigenous perspectives in your classroom?





# Closing Takeaways

- Integrating Indigenous perspectives supports increased academic achievement among Native American students
- Look for explicit and implicit opportunities to include Indigenous perspectives in the AZ State Social Studies Standards
- Honor the knowledge of local tribal nations and community / cultural experts through relationship building and consultation
- Intentionally plan for how you will respectfully integrate Indigenous perspectives – consider responsible representation, current events and movements, tribal sovereignty, and Indigenous knowledge

# Feedback Survey

- ✓ Please complete the following survey.



SCAN ME

**Survey link:**

<https://azed.surveymonkey.com/r/WF9YNP7>



# Closing Thank You

## Questions? Contact Us

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