

First Americans 101: Day 2

Unit: Introduction to Native Studies

Lesson Name: How Have Native Peoples Demonstrated Resilience?

Timeframe: 1 Day

Standards / Objectives - OKH 1.3, OKH 1.4, OKH 2.3, USG 3.3, USG 3.4, USH 1.3

Specific Learning Targets - Upon completion of this lesson, students will have a basic understanding of how Native identity is defined, examples of historic efforts to undermine tribal communities, and contemporary ways in which Native identity is resurgent.

Skills and Background Knowledge - This builds upon the elements and understandings of Day 1. Students should be able to discuss the information they gained from the previous day.

Teacher Materials Needed: Access to Internet, Projector, index cards

Student Materials Needed:

- Access to What Does It Mean to Be Native? slidedeck
- Access to [The Impact of Westward Expansion on Native American Communities | DocsTeach](#),
- Copies (physical or digital) of [Sentence Frames and Questions - Day 2](#)

Opening / Bell Ringer:

- After reviewing the slidedeck What Does It Mean to Be Native?, Use a shared Google Doc - What was your biggest takeaway in learning what it means to be Native?

Direct Instruction / Mini Lesson / I Do:

After reviewing takeaways from yesterday's lesson, ask students to hypothesize how Western movement by European people may have affected Native Americans.

Guided Practice / We Do:

Choose one document from the Impact of Westward Expansion site and begin filling out [Sentence Frames and Questions - Day 2](#). Students will work together to fill out page one and read several sources.

Independent Practice / You Do:

Students will take the information gathered and answer questions on page 2 comparing new knowledge to their original hypotheses.

Student Engagement with Content

- Students will read primary sources that explain US policies and actions with regard to Native peoples. Students synthesize the information they have gathered and answer: "What is this document telling us about this time?"
- Academic Vocabulary: Treaties, Sovereignty, Displacement, Allotment, Boarding Schools, Reservations, Colonization, Assimilation

Evidence of Learning / Assessment:

- Use page 2 of the Sentence Frames and Questions document
- Students may work with a partner to discuss and refine their answers
- Students should use appropriate academic vocabulary from today's list

Closing / Exit Ticket

- Students write or draw on an index card some of the feelings they associate with the knowledge from this lesson

Homework / Extended Learning (if appropriate)

- Students may finish any incomplete assignments to turn in tomorrow.

Potential Adaptations

- Scaffolding:
 - Some students may need a simplified or condensed version of documents.
 - Students may need to be directed in the difference between personal feelings and the causes and effects of policies.
- Further models:

- A word wall with further explanation of academic vocabulary may be necessary.
- Extension:
 - Challenge accelerated level students to create a counterargument: How would this policy be justified as necessary?