

**Newark Teacher Project
Social Justice Curriculum Unit (SJU)
Bree Picower
Fall 2021**

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PART 1: PLANNING THE UNIT OVERVIEW

Part I: Unit Overview

Potential grade level: 6th grade

Unit Title:

Topic: Indigenous Land Loss

Topic Justification (How does this topic address 4I's, 6 elements, CCW, community responsiveness, student interest)

The topic of indigenous land loss throughout the last 200 years, along with the modern day consequences of that loss focuses on community responsive education. Not only does Newark occupy indigenous land, but many of our students are Puerto Rican, and are unaware about the first indigenous people who lived on the island, then called *Borinquen*. This unit will help them learn about the land they occupy here, as well as the land their family occupied or continue to occupy. One of the frameworks that is focused on in this unit is the institutional oppression the law has carried out in legalizing the displacement and genocide of indigenous communities from their own land. Throughout the unit, the 6 Elements of Social Justice curriculum design will be incorporated. For students who have a personal connection to Puerto Rico, this topic will engage them in their interest about their ethnic background, as well as foster self love. For students who do not share that connection, they will be able to learn something new about their peers and respect the history that comes with the lesson. At its core, the unit will bring to light the social issues that continue to plague the island that connect to Indigenous people's plights on *Turtle Island*, such as land & food sovereignty, and how they can act to assist as allies.

Themes (about 4-6 words or phrases)

- Settler colonialism
- Sovereignty
- Racist policy/Institutional Racism
- Marginalization

Section II: Enduring Understandings

What do you want students to remember 10 years from now?

1. Students will understand that just because something is legal does not mean it is moral.
2. Students will understand that marginalized cultures experience erasure caused by the expansion of cultures in power.
3. Students will understand that dominant cultures often deliberately steal from other cultures to become more powerful.
4. Students will understand that marginalized communities have always fought back against their oppressors in some way.

Essential Questions:

What question provides a doorway into this topic?

1. Who first found this land?
2. Is the law always right?

- 3. How have mistreated communities fought back against oppression?
- 4. How have dominant groups become and stay powerful?

Abstract

This unit will introduce the topic of Indigenous people to our students. The students will first deconstruct popular myths surrounding Indigenous people, both in the United States, or Turtle Island, as well as in Puerto Rico since most of our students come from that diaspora. They will learn that most of them have Indigenous ancestry, which will help create a sense of personal connection to the unit. This unit will investigate laws that oppressed Indigenous people such as the Indian Removal Act, as well as ways they have fought back against oppression as seen in the Land Back Movement. Students will also have the opportunity to find ways they can continue to educate themselves on current Indigenous issues and how to be an ally to Indigenous people.

Part 2: Planning With Standards

NJS Standards Addressed: Use the **2020 standards** for your subject area and find between 3-8 standards that cover the unit you are planning. Regardless of your subject area, also choose 3-7 social studies standards that cover your unit that you could use to justify why your topic is appropriate. <http://www.state.nj.us/education/cccs/>. Feel free to use any other content standards that fit your unit.

Standards for your subject area

Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

NJSLSA.W6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

2020 Social Studies Standards

6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

Part 3: 3 Day Unit

Unit Title: Do you know your history?	Teacher: Fisher & Roman Rivera	Grade: 6
Unit Description: This topic will introduce Indigenous people to the students. It will begin by debunking common myths surrounding Indigenous people in the United States as well as Puerto Rico. The students will learn that most students have Indigenous ancestry based on the large Puerto Rican	Standards Addressed: 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found	

population of the class. This unit will encompass laws that actively oppress Indigenous people and how they have and continue to protest against injustice. Students will have the opportunity to find their own ways they would like to continue to support Indigenous people as an ally.

in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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Enduring Understandings

- 1) Students will understand that just because something is legal does not make it moral.
- 2) Students will understand that historically non-dominant cultures experience erasure caused by the expansion of cultures in power.

Essential Questions

- 1. Who first found this land?
- 2. Is the law always right?
- 3. How have mistreated communities fought back against oppression?
- 4. How have groups of people conquered land in the past?

3) Students will understand that dominant cultures often deliberately steal from other cultures to become more powerful.

List Individual Student Needs:

1. Guided reference sheets ([DM&CE Guided Reference Sheet](#))
2. Different seating arrangements closer to the Smartboard.
3. 1 on 1 support.

Day	Daily Mini-Lesson Summary (Reading/Writing Workshop: Minilesson, Guided/Small Group/Independent Practice, Closure)	Assessment: Phrased as: "Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)"
Day 1: Debunk Myths & Cultural Erasure	<ol style="list-style-type: none"> 1. Activate background knowledge- What do you know about Native/Indigenous people? 2. Complete K & W sections of KWL chart 3. Debunk myth about Indigenous people dying off in the U.S.- Introduce NJ's Nanticoke-Lenape tribe 4. Debunk myth about Taino people with DNA video 5. Show Llamylis' ancestry results 6. Show Cultural Erasure Snippet 7. Discuss Cultural Erasure in Student's Lives 8. Complete W & L section of KWL Chart 	<ul style="list-style-type: none"> ● Students will demonstrate understanding of Indigenous people and their history's erasure in their academic curriculum as evidenced by student responses to discussion questions that ask why they are not taught about Indigenous history in their curriculum. ● Students will demonstrate understanding of how marginalized cultures are erased by the dominant culture as evidenced by student responses through discussions. ● Students will demonstrate understanding of how and for what purpose marginalized cultures experience erasure as evidenced by their written responses in their KWL Chart.
Day 2: Land	<ol style="list-style-type: none"> 1. Introduce Land Loss video 2. Discuss: What Happened? 	<ul style="list-style-type: none"> ● Students will demonstrate understanding of their specific law and how it contributed to land loss as evidenced by the information in their presentation.

<p>Loss & Protests</p>	<ol style="list-style-type: none"> 3. Question: Is the law always right? Were these laws protested against? 4. Learning about Land Loss - Students split into small groups of 4-5. <ul style="list-style-type: none"> ○ The Indian Removal Act ○ Cherokee Protest & the Trail of Tears ○ Land Back Movement 5. Whole Group Share 6. Complete ILLP Graphic Organizer 	<ul style="list-style-type: none"> ● Students will demonstrate understanding of the protests against their specific law as evidenced by the information on their presentation. ● Students will demonstrate understanding of how laws can oppress marginalized groups as evidenced by their written responses in their graphic organizer. ● Students will demonstrate understanding of how marginalized groups have and continue to fight back against oppression as evidenced by their written responses in their graphic organizer.
<p>Day 3: How to Be Better Allies</p>	<ol style="list-style-type: none"> 1. Introduce What It Means to be an Ally Video. 2. Introduce Resource List students will use for research. 3. Model end result of research on Google Slides. 4. Independent Research on ways to support Indigenous people. 5. Whole Group Share Out 	<ul style="list-style-type: none"> ● Students will demonstrate understanding of how to be an ally for Indigenous people as evidenced by their Google Slides presentation that showcases at least 2 ways they want to continue learning about or supporting Indigenous people. ● Students will demonstrate a curiosity of the different ways Indigenous people continue to fight against their oppression as evidenced by their response to the exit ticket.

Part 4: Lesson Plan

Name Fisher & Rivera	Debunk Myths & Cultural Erasure	Grade Level: 6th
<p>1a. STANDARD: 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>1b. ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Students will understand that dominant cultures often deliberately steal from other cultures to become more powerful. ● Students will understand that marginalized cultures experience erasure caused by the expansion of cultures in power. 	
<p>2a. TIERED STUDENT LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ● Level 1: Students will be able to write who are the Indigenous people of Newark and Puerto Rico in their KWL chart. ● Level 2: Students will be able to understand that Indigenous people are part of their history ● Level 3: Students will be able to start thinking about why these histories are not taught to them at school. 	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <ul style="list-style-type: none"> ● Nanticoke-Lenape Tribe of NJ <ul style="list-style-type: none"> ○ Where did they inhabit NJ pre-Columbus? Where are they located now? ● Taino People of Puerto Rico <ul style="list-style-type: none"> ○ The gap of information between what is recorded in “official” colonial records versus the oral stories passed down through families. ○ The Taino people who survived escaped into the mountains where they assimilated with African slaves and European colonizers. ○ Recent DNA research reveals that 3 sets of genes that came from ancient Indigenous skeletons match the genes found in present day Puerto Ricans. ● Cultural Genocide/Erasure <ul style="list-style-type: none"> ○ Marginalized groups face erasure when the dominant culture or group destroys their artifacts (important cultural items such as 	

	sacred texts, fashion, history) and cultural practices (religious beliefs, languages, rituals)	
3. ASSESSMENT <ul style="list-style-type: none"> • Students will demonstrate understanding of Indigenous people and their history’s erasure in their academic curriculum as evidenced by student responses to discussion questions that ask why they are not taught about Indigenous history in their curriculum. • Students will demonstrate understanding of how marginalized cultures are erased by the dominant culture as evidenced by student responses through discussions. • Students will demonstrate understanding of how and for what purpose marginalized cultures experience erasure as evidenced by their written responses in their KWL Chart. 		
4. INDIVIDUALIZED STUDENT NEEDS <ul style="list-style-type: none"> • Reteaching • One and One support • Guided reference sheets 		
PROCEDURE AND PRACTICE		
TEACHER’S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
1. LAUNCH/STARTER/ANTICIPATORY SET (5 min.) Pass Out KWL Charts Raise Your Hand If: <ul style="list-style-type: none"> • You know what the words Indigenous/Native American mean • You know something about Indigenous/Native people • You know something about the Indigenous/Native people of where your parents/grandparents are from <ul style="list-style-type: none"> ○ For Black students, note that there are Indigenous tribes in Africa. If they are Haitian, there were Indigenous tribes (the Taino) on the island pre-Colombus. Take a moment to fill out the K part of your chart on what you already know.	Students will raise their hand based on what they know on each question. Students will fill out the K part of the KWL chart. Students will fill out the W part of the KWL chart.	SmartBoard Slides KWL Indigenous terms, DM&CE G...


<p>Take a moment to fill out the W part of your chart on what you want to know.</p>		
<p>2. LEARNING ACTIVITIES (20 minutes) Guided Exploration (5 minutes) Debunk myth: Indigenous people went extinct.</p> <ul style="list-style-type: none"> ● Nanticoke Lenape Tribe of NJ Slide ● Taino people of Puerto Rico: Show up to 3 minutes of DNA video <ul style="list-style-type: none"> ○ NOTE: The oral histories of PR families did not match “official” colonial documents that said the Indigenous people were wiped out. Now we have DNA evidence that backs up what families have already known. ● Show Llamylis’ ancestry results <ul style="list-style-type: none"> ○ Connect DNA evidence to oral stories Grandmother told her about an aunt who looked Indigenous (brown skin and straight black hair). ● Show Cultural Erasure snippet (@ 6:20-7:24). <ul style="list-style-type: none"> ○ Review Slide: Definition of Cultural Genocide/Erasure. ○ Turn and Talk for 2 minute: How does erasing other cultures help invading cultures become and stay powerful? <ul style="list-style-type: none"> ■ Think of the stealing/banning of <ul style="list-style-type: none"> ● Land ● Language ● Traditions ○ Who is telling the story? <ul style="list-style-type: none"> ■ The teacher’s question said that the Air Nation had an army. How does that make the Fire Nation look better? ■ Turn & Talk: If national history textbooks are saying one thing, and people are saying another, what’s the problem? 	<p>Students will be taking notes on new information they’re learning. Students will be watching the video, taking notes on new information they’re learning.</p> <p>Students are watching the video. Students will turn and talk to a partner and discuss their thoughts.</p> <p>Students are watching the video.</p> <p>Students will turn and talk to a partner and discuss their thoughts.</p>	<p>Video Ancestry Results Cultural Erasure snippet Smartboard, KWL</p>

<p>2a. TIERED STUDENT LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ● Students will be able to research how certain laws negatively impacted Indigenous people into losing their land. ● Students will be able to research how Indigenous people have organized against acts of oppression. ● Students will be able to create visual displays of information using Google Slides to summarize the cause and effects of racist laws and/or legal documents. 	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <ul style="list-style-type: none"> ● Laws that negatively impacted Indigenous People that led to them losing their land. <ul style="list-style-type: none"> ○ The Indian Removal Act ● Protests against laws <ul style="list-style-type: none"> ○ Cherokee Protest & Trail of Tears ● Modern Day Issues <ul style="list-style-type: none"> ○ Land Back Movement 	
<p>3. ASSESSMENT</p> <ul style="list-style-type: none"> ● Students will demonstrate understanding of their specific law and how it contributed to land loss as evidenced by the information in their presentation. ● Students will demonstrate understanding of the protests against their specific law as evidenced by the information on their presentation. ● Students will demonstrate understanding of how laws can oppress marginalized groups as evidenced by their written responses in their graphic organizer. ● Students will demonstrate understanding of how marginalized groups have and continue to fight back against oppression as evidenced by their written responses in their graphic organizer. 		
<p>4. INDIVIDUALIZED STUDENT NEEDS</p> <ul style="list-style-type: none"> ● Reteaching ● One and One support ● Guided reference sheets 		
<p>PROCEDURE AND PRACTICE</p>		
<p>TEACHER'S ROLE Questions to Ask</p>	<p>WHAT ARE STUDENTS DOING?</p>	<p>MATERIALS</p>
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (5 min.)</p> <ul style="list-style-type: none"> ● Review: How do cultures get erased? ● Introduce Land Loss video <ul style="list-style-type: none"> ○ Turn and Talk: How do you think Indigenous people lost so much land? 	<p>Students will turn to a partner and share their ideas on what could have possibly led to Indigenous people losing most of their land.</p>	<p>SmartBoard</p>
<p>2. LEARNING ACTIVITIES (15 minutes)</p>		<p>Chromebooks</p>

<ul style="list-style-type: none"> ● Is the law always right? How were these laws protested against? ● Small Groups: ● <i>In your small groups of 4 to 5 students, each group will fill in a Google Slide that we have set up for you. In the slides you will include:</i> <ul style="list-style-type: none"> ○ <i>What is the topic you're learning about. So if you are learning about the Indian Removal Act, you are going to write that in that space.</i> ○ <i>What happened because of that law or protest? What happened to Indigenous people? What did they do?</i> ○ <i>Pictures related to the topic you are learning about.</i> ● Roles (there can be more than one person taking on the same role besides the Presenter, but at least one person should be in charge of a role) : <ul style="list-style-type: none"> ○ Presenter: Who is going to present your slide to the class? ○ Note taker: Who is going to write down the information and answers in the slide? ○ Photographer: Who is going to put pictures related to your topic in the slide? ○ Researcher: Who is going to watch the video or read the text to find the information for your slides? ● <i>If you finish early, you can fill out your graphic organizer about your topic.</i> ● Teachers will be rotating around the classroom to assist students who need to be retaught if necessary. ● Teachers will frequently check on student(s) for 1 on 1 support. 	<p>Students will work in their small groups to conduct research on their assigned law and protests against that law (if applicable).</p> <p>Students will assign themselves the roles they would like to take for the presentation.</p> <p>Students will answer the prompts on google slides.</p> <p>Students will be completing the Sequence anchor chart with the effects of these laws on Indigenous people.</p>	<p>Ready Saved Articles</p> <p>The Indian Removal Act/ Other Video</p> <p>Cherokee Protest & Trail of Tears</p> <p>Land Back Movement</p>
<p>3. CLOSURE</p> <p>Whole Group Share Out (6 minutes)</p> <ul style="list-style-type: none"> ● Each group will get up to 2 minutes to share what they have learned from their topic. 	<p>Groups will present the information they found regarding their subject to the class.</p>	

<ul style="list-style-type: none"> ○ <i>The presenter of the group will go up to the front of the classroom to summarize their findings and their answers at the Smartboard.</i> ○ <i>As your peer is teaching you about your their topic, you should be filling out your graphic organizer with they key information they are sharing with you.</i> <p>Exit Ticket</p>	<p>Students in the audience will be completing the Sequence anchor chart with the effects of these laws on Indigenous people.</p>	<p>ILLP Graphic ...</p>
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		

Name Fisher & Rivera	How to Be Better Allies	Grade Level: 6th
<p>1a. STANDARD:</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>	<p>1b. ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Students will understand that marginalized communities have always fought back against their oppressors in some way. 	
<p>2a. TIERED STUDENT LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ● Students will be able to research different ways of supporting Indigenous people. 	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <ul style="list-style-type: none"> ● Indigenous Media <ul style="list-style-type: none"> ○ Shows like Molly of Denali ○ Comic Books ○ Middle Grade Books 	

<ul style="list-style-type: none"> • Students will be able to create visual displays of information using Google Slides to highlight the ways they are interested in learning more from Indigenous people. 	<ul style="list-style-type: none"> ○ Ted Talks • News Sites with articles about Indigenous issues <ul style="list-style-type: none"> ○ CBC Kids ○ VICE ○ PBS ○ NPR 	
3. ASSESSMENT <ul style="list-style-type: none"> • Students will demonstrate understanding of how to be an ally for Indigenous people as evidenced by their Google Slides presentation that showcases at least 2 ways they want to continue learning about or supporting Indigenous people. • Students will demonstrate a curiosity of the different ways Indigenous people continue to fight against their oppression as evidenced by their response to the exit ticket. 		
4. INDIVIDUALIZED STUDENT NEEDS <ul style="list-style-type: none"> • Reteaching • One and One support 		
PROCEDURE AND PRACTICE		
TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
1. LAUNCH/STARTER/ANTICIPATORY SET (5 min.) <ul style="list-style-type: none"> • <i>Today we are going to move on to how we can best support Indigenous people today by being allies. This video will give you some ideas on what that means, and what you can do to help.</i> • How to Be An Ally 	Students will write down their reaction.	SmartBoard
2. LEARNING ACTIVITIES (15 min) <ul style="list-style-type: none"> • <i>Today you will be doing your own research with some resources we have found for you, on how you can best support Indigenous people. We found hashtags on social media, Ted Talk videos, comic books, interesting news articles, and more. You will get to</i> 	Students will be listening as we explain what they will be doing for their activity.	Chromebooks 

<p><i>choose at least 2 ways you would like to learn more and support Indigenous people.</i></p> <ul style="list-style-type: none"> ● <i>Just like you did in our last lesson, you will fill out your own Google slide and show us what interested you. Here is an example of how I filled my own slide out.</i> <ul style="list-style-type: none"> ○ <i>We will show our own ready made models of how we would like to support Indigenous people.</i> ● Guided: <ul style="list-style-type: none"> ○ Powerpoint Slides Prompts <ul style="list-style-type: none"> ■ What are 2 ways I can be an ally? ■ Why did you choose these two ways? ● Transition to Individual Work <ul style="list-style-type: none"> ○ Teachers will be rotating around the classroom to assist students who need to be retaught if necessary. ○ Teachers will frequently check on student(s) for 1 on 1 support. 	<p>Students will be watching us explain what the end result of their search should look like.</p> <p>Students will be researching different ways to support Indigenous people by accessing the links we provided.</p>	
<p>3. CLOSURE (10 min) Whole Group Share Out</p>	<p>Students will go up to the SmartBoard and showcase the 2 ways they would like to be an ally and why those two methods interested them.</p>	<p>Exit Ticket on Google Forms</p>
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		