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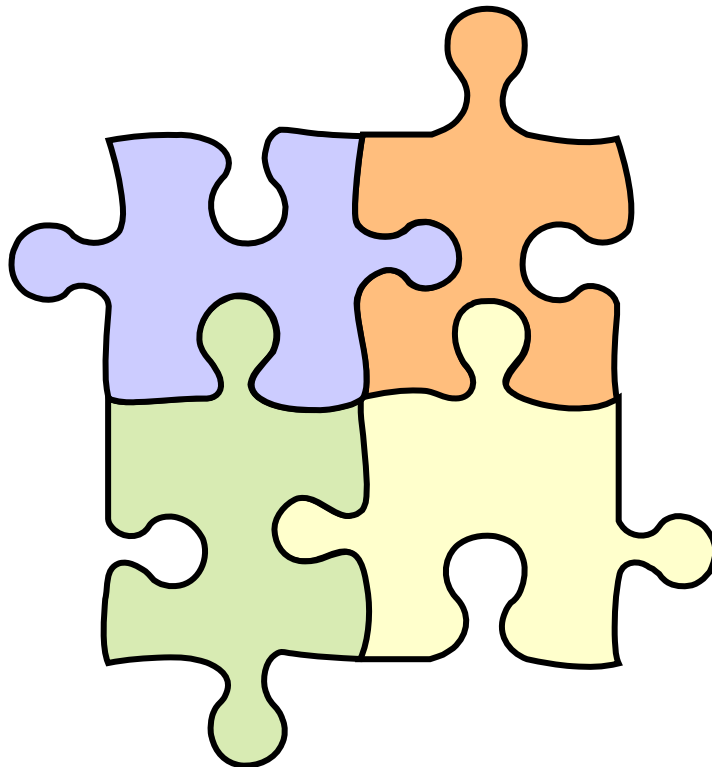
The following Social Studies Curriculum was created by Patricia Coughlan, a teacher participating in a National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

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**NATIONAL ENDOWMENT FOR THE HUMANITIES SUMMER INSTITUTE FOR TEACHERS**  
***“TOUCH THE PAST”***  
**UNIVERSITY OF WISCONSIN**

**Social Studies Curriculum Grade 6**

**UNIT OF STUDY: Anthropologists: Puzzlers of Past Peoples**



## **UNIT RATIONALE:**

**The native Lakota, Tatanka lotanka, better known by his European name Sitting Bull, understood the true value of what we as educators should be deciding when we approach Social Studies curriculum through the backward design model. Sitting Bull said, “Let us put our heads together and see what life we will make for our children.” His tribal wisdom expresses the need for educators to conduct thoughtful discussion and analysis to determine what it is the children really need to know at the “end” (the enduring understandings) and to then use that thinking to thoughtfully design the steps that will permit children to reach that outcome or way of life.**

**Yet, there’s much Social Studies work to be done to reach that goal. Too many of today’s texts and curricula resources continue to gloss over the early peoples of America and to espouse the traditional Columbus role as that of a “discoverer.” This first mythic exposure ignores the methods of anthropology as valuable tools with which to objectively explore culture. Instead, the myth quickly teaches children that there is a culturally dominant voice that discounts other voices in American history. Consequently, very early on children learn through the educational curriculum to disregard the perspectives, and the lives of people of color. For example, the “Columbus Myth” teaches that it is acceptable for “one group of heavily armed, white people from a “civilized” country to claim and control the lands of distant non-white others (Bigelow. Rethinking Columbus: the next 500 years. 1998. p10.)” Clearly not a respectful and thoughtful outcome that today’s modern American Social Studies educator wishes to establish as a way of life for future generations.**

**Hence, the necessity for Social Studies instruction that incorporates the study of objective anthropological methods and the study of America’s earliest people pre-European contact is essential to building a basic understanding and appreciation for America’s diverse heritage as well as establishing the responsibility of social scientists to ethically investigate and record the past. Effective Social Studies curriculum should broaden students’ perspective of human beings, allow them to recognize shared patterns of culture, develop their critical thinking, and require them to understand the methodology utilized to investigate, verify, and interpret the past as a way of preserving our heritage and as a guide for future decision making.**

## STAGE 1- DESIRED RESULTS

**NEW JERSEY KEY CONTENT STANDARDS:** *This unit of study, Anthropologists: Puzzlers of Past Peoples will build upon the knowledge and skills gained in the previous grades while providing new background knowledge, anthropology methods, and skills to enhance future Social Studies instruction. The following list includes standards that are met through this unit and those standards that require this unit's necessary background knowledge and skills to ensure future content learning.*

**6.1 Social Studies Skills - All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.**

### **A. Social Studies Skills**

1. Analyze how events are related over time.
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.
3. Assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in context.
5. Examine current issues, events, or themes and relate them to past events.
6. Formulate questions based on information needs.
7. Use effective strategies for locating information.
8. Compare and contrast competing interpretations of current and historical events.

9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
11. Summarize information in written, graphic, and oral formats.

**6.2 Civic Life, Politics, and Government –All students will know, understand and appreciate the values and principles of American democracy an the rights, responsibilities, and roles of a citizen in the nation and the world.**

**B. American Values and Principles**

1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Tatanka lotanka (Sitting Bull), Paul Robeson, and Cesar Chavez.

### **C. The Constitution and American Democracy**

4. Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the Dred Scott Decision, separate but equal in *Plessy v. Ferguson*, and the rights of minorities in the Indian Removal Act.
6. Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.

### **D. Citizenship**

1. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have been addressed.
4. Explain the benefits, costs, and conflicts of a diverse nation.

### **E. International Education: Global Challenges, Culture, and Connections**

1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use of threat of military force.

2. Discuss how the United States interacts with other nations of the world through trade, treaties and agreements, diplomacy, cultural contacts, and sometimes through the use of military force.
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
9. Discuss how cultures may change and that individuals may identify with more than one culture.
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purpose of subjugation and exploitation.

**6.3 World History – All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.**

**A. The Birth of Civilization to 1000 BCE**

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:
  - Early hominid development, including the development of language and writing

- Migration and adaptation to new environments
- Differences between wild and domestic plants and animals
- Locations of agricultural settlements
- Differences between hunter/gatherer, fishing, and agrarian communities

2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).

### **C. Expanding Zones of Exchange and Interaction to 1400CE**

4. Analyze the rise of West African Empires of Ghana, Mali, and Songhai and compare with changes in Asia, Europe, and the Americas.

5. Analyze the relationships between Mesoamerican and Andean societies, including:

- The growth of urban societies and urban planning
- Religions and rituals
- Governing structure and economy
- The construction of the Mesoamerican calendar
- Similarities in agriculture, societal structures, and artisan crafts



## **D. The Age of Global Encounters (1400-1750)**

3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.

### **6.4 United States and New Jersey – All students will demonstrate knowledge of United States and in New Jersey history in order to understand life and events in the past and how they relate to the present and future.**

## **C. Many Worlds Meet (to 1620)**

1. Discuss factors that stimulated European overseas explorations between 15<sup>th</sup> and 17<sup>th</sup> centuries and the impact of that exploration on the modern world.

2. Trace the major land and water routes of explorers.

3. Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).

4. Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Inca and Aztec empires, expeditions in the America Southwest, and the social composition of early settlers and their motives for exploration and conquest.

5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.

6. Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.

7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.

#### **6.4 D. Colonization and Settlement (1585-1763)**

3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.

4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.

5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.

6. Identify factors that account for the establishment of African slavery in the Americas.

7. Discuss Spanish exploration, settlement, and missions in the American Southwest.

### **E. Revolution and the New Nation (1754-1820)**

7. Describe and map American territorial expansions and the settlement of the frontier during this period.
8. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).
9. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).

### **F. Expansion and Reform (1801-1861)**

3. Explain the concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).
7. Compare political interests and views regarding the War of 1812 (e.g., US responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory).
9. Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.
10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).

## **G. Civil War and Reconstruction (1850-1877)**

5. Discuss the Dawes Act of 1887, how it attempted to assimilate Native Americans by converting tribal lands to individual ownership, and its impact on Native Americans.

### **6.5 B. Economics and Society**

1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.

### **6.6 B. Places and Regions**

1. Compare and contrast the physical and human characteristics of places in regions in NJ, the United States, and the world.
2. Describe how regions change overtime.

## **D. Human Systems**

1. Discuss how technology affects the ways in which people perceive and use places and regions.
2. Analyze demographic characteristics to explain reasons for variations between populations.

3. Compare and contrast the primary geographic causes for world trade.
4. Analyze the patterns of settlement in different urban regions of the world.
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.
6. Compare the patterns and processes of past and present human migration.
7. Explain and identify examples of global interdependence.
8. Describe how physical and human characteristics of regions change over time.

### **ENDURING IDEAS/UNDERSTANDINGS:**

*As a result of this unit of study, the students will understand that:*

- **Through objective analytical/scientific questioning and exploration social scientists arrive at an approximate truth that is altered by new prehistorical and historical research.**
- **Contact between two different groups of people results in cultural diffusion.**
- **All human cultures have recognizable patterns of behavior.**
- **Regardless of time, humans have the ability to critically think.**
- **Cultural practices are influenced by social, political, geographic, and economical systems.**
- **Systems change over time based upon needs, resources, and circumstances.**

- **Archaeology is the method by which anthropologists and historians study past cultures and systems.**
- **Primary and secondary sources inform us of the development and practices of cultures and systems.**
- **Evidence and data are necessary to support a claim or thesis.**
- **Prehistory is the time before humans made written records.**
- **History is the time period that begins with written records.**
- **Society's records and cultural practices reflect their embedded injustices and bias.**
- **There is no such thing as complete objectivity only levels of subjectivity.**
- **Discovery represents the point of view of the supposed discoverers.**
- **Native American cultures were well established and predated European contact.**
- **Native Americans do not represent one culture, but are a series of cultures whose systems vary based upon geography and resources.**
- **American History reflects only a small portion of the time in which people inhabited what is today the United States.**
- **Investigations of the past require ethical and responsible investigations of all cultures.**

## **ESSENTIAL QUESTIONS**

*As a result of this unit of study the students will be able to answer the essential questions:*

- *How does new research alter prehistory/history?*
- *What is culture? How does culture develop? How is culture transferred?*
- *Why and how does the contact of two cultures create change?*
- *What is a system and how do systemic changes impact a culture?*
- *What is archaeology and how is it connected to anthropology and history?*
- *How do primary and secondary sources inform us about the development and systems of specific cultures?*
- *Why does a culture's ability to keep written records enhance or interfere with a social scientist's analysis of a culture?*
- *Why does traditionally Social Studies instruction focus more on history than prehistory?*
- *What is bias and how does it relate to objectivity and subjectivity?*
- *How do the records of a culture reflect embedded bias?*

- *How did the exploration of the Americas change Native American cultures?*
- *Why is history written by the victors?*
- *Why do Native American cultures get collectively labeled and how do they differ?*
- *Why do history books typically focus on the year 1492 as the start of American history when so much came before that date?*
- *How can we as a nation advocate for ethical investigations of our past that responsibly honors the diversity of all America's people?*



<u>Knowledge Objectives</u>	<u>Skill Objectives</u>
<p data-bbox="176 378 737 415"><b>Students will be able to (SWBAT):</b></p> <p data-bbox="176 464 953 630"><i>What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skills?</i></p> <ul data-bbox="235 683 961 1325" style="list-style-type: none"> <li data-bbox="235 683 961 846">• <b>Become aware of contextual importance in interpreting material culture and the need to leave artifacts in context at an archaeological site.</b></li> <li data-bbox="235 899 961 976">• <b>Understand that an artifact conveys information and meaning.</b></li> <li data-bbox="235 1029 961 1066">• <b>Identify and explain cultural patterns.</b></li> <li data-bbox="235 1120 961 1325">• <b>Explain how anthropologists use the scientific methods of archaeology to observe evidence and then form conclusions based upon the patterns that the evidence suggests.</b></li> </ul>	<p data-bbox="982 378 1142 415"><b>SWBAT:</b></p> <ul data-bbox="1041 643 1822 1373" style="list-style-type: none"> <li data-bbox="1041 643 1822 680">• <b>Define culture, prehistory, and history.</b></li> <li data-bbox="1041 734 1822 846">• <b>Use the scientific method to analyze and interpret material artifacts for patterns of culture.</b></li> <li data-bbox="1041 899 1822 976">• <b>Analyze and interpret primary and secondary sources to make informed decisions.</b></li> <li data-bbox="1041 1029 1822 1066">• <b>Define and analyze the structure of systems.</b></li> <li data-bbox="1041 1120 1822 1196">• <b>Provide evidence and data to support a claim, issue, or thesis statement.</b></li> <li data-bbox="1041 1250 1822 1373">• <b>Create, revise, edit, and publish writings in various modes – persuasive, informative, and creative, etc.</b></li> </ul>

- **Foster a greater appreciation for Native American cultures and their vastness in the Americas prior to European contact.**
- **Understand and explain how cultural interaction causes diffusion and change.**
- **Recognize the patterns of culture and system that are similar and different (Native Americans, European arrivals, modern US European descendants, and recent immigrants).**
- **Explain that systems change over time based upon needs, resources, and circumstances.**
- **Explain that early humans utilized the same critical thinking skills humans do today to analyze resources, make decisions, and create technological improvements.**
- **Understand and formulate multiple perspectives on a given issue.**

- **Analyze and debate current issues that influence various US populations and our nations past.**
- **Use oratorical and discussion strategies to persuade and defend an issue based upon evidence.**
- **Use computer applications to gather and organize information and to solve problems.**
- **Expand student vocabulary in archaeology and anthropology through word analysis and context clue settings.**
- **Encourage students to integrate new vocabulary into their formal and creative writings.**
- **Recognize the difference between observation and inference.**
- **Compare and contrast cultural differences.**

- **Cultural remains reflect the knowledge, values, traditions and beliefs of a culture.**
- **Explain why history is written by the victors and how the victors' documents demonstrated embedded bias.**
- **Explain how prehistorical and historical truth changes with new research and discovery.**

- **Detect and evaluate author and audience bias in cultural artifacts and writings.**
- **Demonstrate organized and useful note-taking skills.**
- **Create a timeline.**
- **Analyze and interpret a variety of maps.**
- **Create visual representations such as graphic organizers to clarify ideas and their relationships.**

## **Stage 2 - ASSESSMENT EVIDENCE**

### **TRADITIONAL ASSESSMENTS**

**Quiz**

**Worksheets**

**Homework or Class Activity Responses**

**Essay**

### **PERFORMANCE ASSESSMENTS**

**Journal Entries**

**Current Events/News Reviews**

**Critical Essays**

**Creative Writing – “Anthropologist as Author” -Cultural Short Story**

**Simulations**

**Visuals: Graphic Organizer Table, Timeline Poster**

## STAGE 3 LEARNING PLAN

### **Learning Activities:**

**What learning experiences and instruction will enable students to achieve the desired results? How will the design:**

**W = Help the students know WHERE the unit is going and WHAT is expected? Help the teacher know WHERE the students are coming from (prior knowledge, interest)?**

**H = HOOK all students and HOLD their interest.**

**E = EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issues?**

**R = Provide opportunities to RETHINK and REVISE their understandings?**

**E2 = Allow students to EVALUATE their work and its implications?**

**T = Be TAILORED to the different needs and abilities of learners?**

**O = Be ORGANIZED to maximize the initial and sustained engagement?**

### **Sequencing the learning:**

Note: The following is the sequence of learning that should occur for this unit of study. All topics listed should be covered in sequence. Teachers should use their professionalism to adapt activities or generate new activities to fit their instructional style. It is essential that any alterations maintain integrity to the unit's rationale, standards, enduring ideas/understandings, essential questions, knowledge objectives, and skill objectives.

1. Begin with entry journal question, "If you were digging in your backyard garden and uncovered a piece of pottery or an arrow point what would you do and why?" After students have written for a few moments, ask them to now consider, "What would you do if it was a human skull? How would that change your response?" Lead a brief discussion sharing views. Use these questions to hook students into considering the fundamental basis of anthropology. Next ask students, "What is anthropology?" Use this question to generate a KWL(S) – {what students know, what they want to know, what they have learned, and what they still would like to know}. *Note: the s should be completed near the unit's end for further research or independent enrichment.* Student responses can be recorded on butcher paper, Tablet PC, or in journals to be utilized later and /or posted in the classroom throughout the unit of study. (**H**)
2. Further student interest in the unit by showing 3 DVD or video clips focusing on a social scientist specialist. Suggested films Indian Jones in *The Raiders of the Lost Ark* as archaeologist, Mary Leakey in *National Geographic's Mysteries of Mankind* as anthropologist, Benjamin Franklin Gates in *National Treasure* as historian. **Do not show the entire films.** While watching the film clips, students should complete a comparative table. Directions for making a table are found at the end of the unit. Either the table can be teacher made or students designed. Elements of the table should include film title, character, job title, job

description, and other observations. Once students are finished viewing the films, share student findings and observations. Discuss the role of social scientists: archaeologists, anthropologists, and historians.

3. Introduce the essential questions and discuss the unit activities and final performance tasks, “Anthropologist as Author- Short Story Writing and Critical Analysis Essay. (W, O)
4. Note key vocabulary terms are introduced as needed by the various learning activities and performance tasks. A suggested list includes: analyze, ancestry, anthropology, archaeology, artifact, assumption, attributes, bias, clans, chiefdom, collective, contact, context, credibility, cultural diffusion, culture, curation, customs, data, dating methods, descendants, displaced, diversity, document, embedded, ethical, evidence, excavate, excavation unit, extended family, features, geologist, history, hypothesize, immigrants, inference, intact, interaction, lie by omission, logical, marginalized, material culture, methodology, nuclear family, objective, observation, paleontologist, pattern, perspective, prehistory, primary source, product, propaganda, reasoning, resources, responsibility, scarcity, scientific method, secondary source, site, stratigraphy, subjective, subsistence, systems, technology, traditions, tribes, victor etc. (E)
5. Build students background knowledge to support the learning activities and tasks through available anthropology, archaeology, history, and Native American resources including suggested websites, current events, visuals, and non-fictional texts. Copies of the Usborne Archaeologist should be available for all students. As an ongoing activity students should maintain a Current Events News Review exploring current articles that address the unit’s essential questions. (E)
6. Present content attainment lesson on observation and inference. Have students work in groups to analyze a picture for cultural clues. For high ability students or upper grades use the picture of three people (Helen Keller, Annie Sullivan, and Alexander Graham Bell available at the American Foundation for the Blind:

<http://www.afb.org/Section.asp?SectionID=1&TopicID=194&SubTopicID=6&DocumentID=865>) along with the National Archives analyzing photo form

([http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf).) For middle school use the Boy in Water Worksheet p7 (Digging and Discovery: Wisconsin Archaeology – Teacher’s Guide and Student Materials, 2000). Discuss the importance of objectivity to observation. (**H, E, T**)

7. Present content attainment lesson on the scientific method and how it is used by social scientists. (**E**)
8. Give a quiz recalling the scientific method and vocabulary terms introduced up to this point. (**E**)
9. Broaden student understanding of the importance of context by dividing them into cooperative groups and completing Activity#1: Context Clues pp10-11 (Digging and Discovery: Wisconsin Archaeology – Teacher’s Guide and Student Materials, 2000). (**E, E2, T**)
10. Using student’s experiences from Learning Plan Sequence 1 thru 9 ask student’s the following questions:  
“Why is it difficult to record our past, What factors influence how our past is recorded, Is our picture of the past accurate?” Student responses can be recorded on butcher paper and posted as a reminder for later unit discussions. (**W, R, E2**)
11. Present content attainment lesson on cultural commonalities. Make sure each student gets a copy of the cultural commonality list from Soil Sleuths: Cracking Civilizations’ Code, 2001. At this time the Paper Bag Players activity from Soil Sleuths can be completed to give students a chance to analyze and detect the factors that make up all cultures. (**E**)
12. Assign end of unit performance assessment: “Anthropologist as Author”. Go over assignment requirements and rubric. Assignment synopsis: Students will be given a folder containing clues to a culture. Students will



then have to write a short story that incorporates these clues as part of an imaginary character's daily existence and time era. Illustrations may be included in the story for extra points (**W, E, T, O**)

13. In their journals ask students to define the word, "discovery". Next ask students to answer the following question "Who discovered America?" Ask students to give as much detail as they can about the discovery. Before discussion have students read: *Indians Claim Italy by "Right of Discovery"* p16, Rethinking Columbus, 1998. Now ask students if they wish to modify their journal writing. Give a few minutes for any revision. Discuss students' journal responses and the idea that Columbus discovered America. (**H, E, R, E2**)
14. Next, follow the lesson plan called *Discovering Columbus: Re-reading the Past* in Rethinking Columbus pp17-21. This extensive plan has the students experience a "Finders, Keepers" simulation, further explore the concept of discovery, role-play a scene from Columbus's voyages, analyze Columbus's writings, and re-examine common held beliefs. Additionally, students will critique historical texts for the way they present the Columbus "discovery". Suggested reading during this time for older or GT students should include excerpts from Lies My Teacher Told Me. (**E, E2, T, R**)
15. Introduce critical essay assignment and writing rubric. Student's will analyze through writing using a thesis and supportive evidence the following quote: "*We have no reason to celebrate an invasion that caused the demise of so many of our people and is still causing destruction today...*" ~ Susan Shown Harjos Note: This essay analysis can start as a journal prompt followed by discussion as part further lessons and may even be assisted by library research periods. (**W, E, O**)
16. Present content attainment lesson(s) exploring historical background information which focuses on the theories (Vikings, Beringia, etc.) surrounding America's habitation and the prehistory of America's early peoples from hunter/gathers to European contact. Systems and the availability of resources on the

development of systems should be explored. Have students map the habitation or resources of early America. (E)

17. Student pairs should now research the prehistory/history of a particular Native American tribe and complete a comparative timeline poster showing key events/attributes in the tribes' history and key events in European history. Review the elements of a poster and have students create the timelines in a poster format. Directions and a rubric would aid students in this process. Have students present their timelines. (E, T)
18. Show student's a painting or artistic rendering of Europeans or settlers exchanging goods with Native Americans. Have students analyze the rendering for bias. Further discuss the concepts of bias. Ask student's to respond in writing to the following: "Who are the men in this painting and what questions do you have about what you see in this painting?" or use the National Archives form on analyzing photographs/artwork found at [www.archives.gov/digital\\_classroom/index.html](http://www.archives.gov/digital_classroom/index.html) Allow student's time to research the painting's history and then discuss their findings. (E)
19. Provide students the opportunity to share their current events collection. Discuss how their articles address the unit's essential questions. (E, R, E2)
20. Ask students to respond in their journals to the following: "History is written by the victors." Discuss student responses. Introduce the concept of propaganda and have students view a clip of the movie, *Pocahontas* (Disney version) or *Dances with Wolves*. Follow the film with the article, *The Pocahontas Myth* by Chief Roy Crazy Horse ([www.powhatan.org/poac.html](http://www.powhatan.org/poac.html)) or *America to Indians: Stay in the 19<sup>th</sup> Century*" (Rethinking Columbus pp14). Discuss whether modern American film makers continue the myth of the noble savage and utilize propaganda/stereotypes in their treatment of Native Americans. Ask students

to brainstorm other films or stories that continue to support a stereotypical view of Native American (e.g. *Peter Pan, Squanto, etc.*). Using a **(E, R, E2, T)**

21. Next have students write a justification for why people may choose to foster stereotypes even when understanding that their actions may ultimately be ethically irresponsible and discriminatory. **(H)**
  
22. Students work independently on their performance assessments “Anthropologist as Author” and Critical Analysis Essay. Students should self- and peer evaluate their progress to revise and improve according to the teacher created rubrics. **(E2, R, T, O)**
  
23. Show students the Steve Kelly cartoon from Rethinking Columbus p13. Analyze the cartoon and discuss the current issues surrounding illegal immigrants. Revisit student current events collections. **(E, R, E2, T)**
  
24. Provide students an opportunity to share their completed writings. **(E, R, E2, T)**
  
25. At unit’s end ask students, “When do you think Americans realized their treatment of Native Americans was less than honorable?” beings was wrong and why did they allow it to continue?” Ask the students, “Do

you remember a time in your life when you knew you did something wrong, an apology was not enough?"  
(E, R, E2)

26. Next have students read, *Canada Apologizes to its Native People* and then use *What's in an Apology?* to guide an end of the unit discussion on how do today's social scientists have an obligation to accurately portray America's past (Rethinking Columbus pp136-137). Ask students how their understanding and views of Native Americans, Columbus, and social scientists have changed. Debrief the unit's **KWLS** adding to the **S** and encouraging students to conduct individual or GT enrichment if desired. (E2, R, T)

## Resources

### Unit Content:

Bigelow, Bill. ed. (1998). *Rethinking Columbus: The Next 500 Years*. Rethinking Schools, Milwaukee, Wisconsin.

Coughlan, Patricia & John Duwyn. (2001). *Soil Sleuths: Cracking Civilization's Code*. University of Connecticut, Connecticut, Storrs.

Fagan, Brian. (2005). *Ancient North America: The Archaeology of a Continent*. 4th ed. Thames and Hudson, New York.

Malone, Bobbie. ed. (2000). *Digging and Discovery: Wisconsin Archaeology* (teacher guide). State Historical Society of Wisconsin, Madison.

Malone, Bobbie. ed. (2000). *Digging and Discovery: Wisconsin Archaeology* (student text). State Historical Society of Wisconsin, Madison.

Mississippi Valley Archaeology Center. (2006) *Pre-European Cultures*. Educational Website, <http://www.uwlax.edu/mvac/PreEuropeanPeople/EarlyCultures/index.html>

National Council for the Social Studies. (1994). *Curriculum Standards for Social Studies*. Washington, DC: Author.

New Jersey Department of Education Core Content Standards. (2004). *Curriculum Standards for Social Studies*. Trenton, New Jersey: Author.

### **Gifted & Talented:**

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[www.nagc.org](http://www.nagc.org) National Association for Gifted Children

[www.gifted.uconn.edu](http://www.gifted.uconn.edu) Neag School of Education UConn

[www.davidsoninstitute.org](http://www.davidsoninstitute.org) Davidson Institute for Talent Development

[www.education.uiowa.edu/belinblank](http://www.education.uiowa.edu/belinblank) The Belin & Blank International Center for Gifted Education and Talent Development at the University of Iowa

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