**11th Grade Indigenous History and Epistemology  
Designer: Arlyn John   
Date: 7/7/15**

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| **Stage 1 Desired Results** | | | |
| **Directions:** Choose multiple CCSS (or other standards), copy and paste them here, and unpack them for big ideas and assessment verbs by highlighting.  **Common Core State Standards (**[**www.corestandards.org**](http:///h)**), Next Generation Science Standards (**[**http://www.nextgenscience.org**](http:///h)**), Indigenous Standards (found in Course Sites).**  [**CCSS.ELA-Literacy.RI.11-12.9**](http:///h) **Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.**  [**CCSS.ELA-Literacy.RI.11-12.1**](http:///h) **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**   * **I can cite strong textual evidence to support my analysis.**   [**CCSS.ELA-LITERACY.SL.11-12.1.A**](http:///h) **Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**   * **I can prepare effectively by having critically read, researched, and analyzed text.**   **CCSS.ELA-LITERACY.W.11-12.5**  **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)**   * **I can strengthen my writing using the process of critique.**   **CCSS.ELA-LITERACY.W.11-12.2.A**  **Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**   * **I can organize, design, and create complex**   [**CCSS.ELA-LITERACY.SL.11-12.2**](http:///h) **Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**   * **I can integrate and synthesize various sources of information and design diverse presentations that utilize Indigenous protocol.**   [**CCSS.ELA-LITERACY.SL.11-12.5**](http:///h) **Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add**  [**CCSS.ELA-LITERACY.RL.11-12.7**](http:///h) **Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**   * **Analyze multiple interpretations of indigenous stories, drama, poems, songs, and epistemology.** * **Interpret and conceptualize multiple interpretations of Indigenous stories, drama, poems, songs, and epistemology.**   [**CCSS.ELA-LITERACY.RL.11-12.4**](http:///h) **Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**  [**CCSS.ELA-LITERACY.RL.11-12.2**](http:///h) **Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.** | | | |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?   1. Indigenous epistemology 2. Liberation education 3. Circular philosophy | | | |
| CHOSEN BIG IDEAS(S): | ***Transfer*** | | |
| *I want my students to \_customize their environment utilizing critical analysis skills (Nisahakees), organized design and planning (nahata’), mindful movement and implementation (Iina), and deliberate reflection and critique (Sihasin)\_\_\_\_\_\_\_, so that in the long-run, on their own, they will be able to \_live a life that centers around Indigenous epistemology and values.* | | |
| ***Meaning*** | | |
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|  | UNDERSTANDINGS  *Students will understand that…*   * Indigenous education is a high quality holistic education system that provides “the skills needed for any tribal member to function adequately within their natural environment.” (Cornell Pewewardy) * In order to develop an authentic Indigenous education system one must analyze and evaluate the implications US Indian policy(s) have had on the Indigenous way of life. * Something of high quality is customized, hand-made, and imaginative that improves and expands life. | | ESSENTIAL QUESTIONS  **Students will develop a thorough high quality post-graduation and wellness plan that will center on Indigenous education theory concepts, epistemology (circular philosophy), and myths. Students will also incorporate and “Indigenize” western academic skills (writing, analysis, design, and evaluate) to create a modernized Indigenous plan. Students will also incorporate and “Indigenize” western and modern wellness concepts of fitness and nutrition in conjunction with and synthesized to historical Indigenous based concepts of fitness and nutrition.**     * In analysis of the deliberate racist US Indian policy(s) what are some creative and divergent ways in which to decolonize? * What can you design that re purposes the many fragmented Indigenous philosophies, concepts, wellness plans, and nutritional information with the intention of adequately functioning within the natural environment? * In what ways can you apply the many fragmented Indigenous philosophies, concepts, wellness plans, and nutritional information so as to “Indigenize” modern concepts of fitness and nutrition? |
|  | ***Acquisition*** | | |
|  | *Students will know…*  Unit 1: Liberation Education:  Liberation education is a pr-axis, a constant dialogue between people, not one proposing its domination or ideas onto another, but a collective understanding and reflection. (Freire, Paulo. Pg. 76)   1. Collective Understanding 2. Liberation education in practice 3. The concept of collective understanding 4. The concept of oppressed and oppressor 5. The concept of pedagogy   Unit 2: Up cycling Indigenous Education models   1. Concept of up cycle 2. The Navajo education learning model (Nisahakees, Nahata’, Iina, Sihasin) 3. The NACA Native Lit model of annotation 4. Various Indigenous epistemologies 5. Various European/US Indian policy(s). \   Unit 3: Circular Philosophy   1. The concept of circular philosophy (being related and involved) 2. The concept of Imply 3. The concept of being related and involved, stereotype, and Christian Cosmogony   Unit 4: Colonization   1. Concept of colonization 2. The danger of the single story 3. The perpetuation of the single story with the creation of Indian policy(s). 4. Various United States Indian policies   Unit 5: Analyze and access the value of Indigenous Winter Stories   1. (Azho’o’o Niltsaa’) Mindful listening 2. Self-awareness 3. Breath (nilchi’ diyin dine’e, nilchi’biyi’ siziinigii) 4. Appropriate protocol for analyzing various Winter Stories   Unit 6: Indigenous epistemology and ecology   1. Navajo ecology (Sacred mountains, stories, deities associated with the mountains, characteristics, and influences) 2. Navajo ceremonial food (Sacred names, deities associated with the plants and animals, characteristics and influences 3. Navajo medicinal plants (Sacred names, deities associated with the plants, characteristics, influences, and medicinal properties) | | *Students will be skilled at…*  Unit 1: Liberation Education  Liberation Education:  Liberation education is a praxis, a constant dialogue between people, not one proposing its domination or ideas onto another, but a collective understanding and reflection. (Freire, Paulo. Pg. 76)   * What is a collective understanding? How do you achieve a collective understanding? * Stepping Stones * What is the collective understanding and how was it achieved? * Assess the need for liberation education. Why is this essential for today’s education?   Unit 2: Upcycle Indigenous Education models   * Upcycling and modernizing the Navajo education model as a valid model to analyze, create, and critique academic work. * Using the Navajo education learning model to critically analyze the implications of US Indian policy(s). * Using the NACA Native Lit model of annotation to analyze text (written, spoken, video, and/or art) * Analyzing the influence Christianity, science, and money had on the European interpretation and evaluation of Indigenous people and the creation of Indian policy(s).   Unit 3: Circular Philosophy   * Utilizing the concept of circular philosophy to analyze the implications of US Indian policy(s). * Determining the implied racist meaning of US Indian policy(s). * Analyzing and articulating how economics, Christianity, and racist stereotypes are related and involved to one another within the context of US Indian Policy(s).   Unit 4: Colonization   * Assessing and evaluating the modern impact of colonization within the context of US Indian policy(s).   Unit 5: Analyze and access the value of Indigenous Winter Stories   * Giving open-minded and genuinely interested attention. * Creating a space and time to fully absorb what is said * Paraphrasing what is being heard and seeking clarification * Listening with empathy and sympathy. * Mindfully focusing, sitting, breathing, and listening to the present. * Recalling specific details of the mindfulness sessions. * Acknowledging and being cognizant of the wind inside their body. * Listening while being cognizant of the judgements and evaluations and determining the difference between just listening and listening with judgement. * Analyze multiple interpretations of a story based on peer and adult discourse. * Analyze and make interpretations of a story based on the Navajo Education model. * Determine the meaning of Indigenous words and phrases used in the text and the impact the word choice on meaning and tone. * Determine two or more themes or central ideas of a text and analyze the meaning within the context of the Navajo Education Model.   Unit 6: Indigenous epistemology and ecology   * Analyze and make interpretations within the context of the Navajo Education Model * Analyze and determine the applicability of the Navajo ecological concepts in relation to their own cultural background * Analyze and determine the applicability of the Navajo ecological concepts in relation to the “modern” urban life. * Analyze the Navajo ceremonial food system and make evaluations of the applicability of these foods in a modern day setting. * Analyze the Navajo medicinal plant system and make evaluations of the applicability of these foods in a modern day setting. * Analyze the Navajo natural laws and apply them to today’s world. * What could you do better to make sure everyone is included in the discourse and understanding? * How does liberation education fit into the Navajo Education Model? * What is the relationship between liberation education and circular philosophy? * What are some ways we could practice and implement liberation education in the classroom? * What are some norms that will help create a more democratic group work process? * What is a facilitator? * What does it mean to listen within context of circular philosophy? * What does it mean to design and plan within the context of circular philosophy? * What does it mean to implement? * What does it mean to reflect? |
| **Stage 2 – Evidence** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| Standards-based A+ Rubric in Student-friendly Language   |  |  |  | | --- | --- | --- | | Performance Assessment Criteria and Standard Alignment  **Students will develop a thorough post-graduation and wellness plan that will center on Indigenous education theory concepts, epistemology (circular philosophy), and myths. Students will also incorporate and “Indigenize” western academic skills (writing, analysis, design, and evaluate) to create a modernized Indigenous plan. Students will also incorporate and “Indigenize” western and modern wellness concepts of fitness and nutrition in conjunction and synthesized to historical Indigenous based concepts of fitness and nutrition.** | Complete | Needs Revision | | **I can collect via active research, note taking, visual depiction such as drawings, video/voice recordings information that is pertinent and consistent with my understanding of the EU’s, that answers the EQ’s, and helps me in completing my summative assessment.** |  |  | | **I can organize my information in a way that is efficient, clean, and conducive to completing my summative assessment such as in a binder, digital online system such as google drive, and/or in a portfolio.** |  |  | | **I can analyze using Indigenous research model (Navajo education model), multiple interpretations of indigenous stories, film, drama, poems, songs, and epistemologies.** |  |  | | **I can use my analysis of various Indigenous stories, drama, poems, songs and epistemologies specifically circular philosophy and determine valid information to be used in my design process.** |  |  | | **I can use specified and valid research to design and create a personal wellness plan** |  |  | | **I can implement my plan based on Indigenous Core values. My plan should be implemented in a way that considers the development and maintenance of harmonious relationships with all things (nature, people, tools, and space), is accountable for the healthy development of my community (people, environment, and all living things), provides a service to my community, and is enriched and centered on Indigenous protocol such as speaking in my Indigenous language, creating space for my community to critique my work, providing food and prayer to my community.** |  |  | | **I can strengthen my writing, presentation, and organization skills using the process of critique.** |  |  | | | PERFORMANCE TASK(S):    What (cognitive verb + big idea):   * Customize their environment to deliberately and in an organized clean manner create something that expands and improves their lives. * Fit their indigenous belief system and their personal wellness to any environment they find themselves * Analyze and evaluate the implications of US Indian policy(s)   Why (copied and pasted EUs from Stage 1):  To Understand:   * Indigenous education is a high quality holistic education system that provides “the skills needed for any tribal member to function adequately within their natural environment.” (Cornell Pewewardy) * In order to develop an authentic Indigenous education system one must understand the Indigenous history and relationship with this country * Something of high quality is customized, hand-made, and imaginative that improves and expands life.   How (GRASPS, written to and for students):  **Goal: Students will develop a thorough post-graduation and wellness plan that will center on Indigenous education theory concepts, epistemology (circular philosophy), and myths. Students will also incorporate and “Indigenize” western academic skills (writing, analysis, design, and evaluate) to create a modernized Indigenous plan. Students will also incorporate and “Indigenize” western and modern wellness concepts of fitness and nutrition in conjunction and synthesized to historical Indigenous based concepts of fitness and nutrition.**  **Role: You are a designer and creator of modern Indigenous education systems.**  **Audience: Peers, staff, family, community members, and academic scholars**  **Situation: You are in a privileged situation where you have the ability to be creative; to design and determine how you want to live in this country/world.**  **Product, Performance, and Purpose:**  **Step 1: Read and analyze the intent of US Indian policy using an Indigenous education learning model.**  **Step 2: Write analytically and poetically their evaluation of the implication certain US Indian policy(S) have had on their personal life using the Indigenous concept of Circular philosophy.**  **Step 3:**  **Standards and Criteria for Success:** | |
| <type here> | | OTHER EVIDENCE:   1. Fixico, Donald L. The American Indian Mind In a Linear World. New York: Routledge, 2003. 2. Lee, Lloyd. Dine Masculinities. North Charlestons: Createspcace Independent Publishing Platform, 2013 3. Wilson & Yellow Bird. For Indigenous Eyes Only. Santa Fe: School of American Research Press, 2005 4. Freire, Paulo. Pedagogy of the Oppressed. New York: The Continuum International Publishing Group Inc, 2005 5. Berkhofer, Robert F. The White Man’s Indian. New York: Vintage Books, 1978 | |
| |  | | --- | | **Stage 3 – Learning Plan** *What units will you teach, and what skills will students master, as a result of this yearlong curriculum?* |   **\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_ Academic Year Curriculum Map Template**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Unit Big Idea (Title)** | **Unit Essential Question(s)** | **Unit Standard(s)** | **Assessment(s)** | **Time Frame** | | **What big idea anchors this unit?** | **What EQ will anchor conceptual, critical thinking related to the big idea?** | **What core standard(s) anchors this unit, and therefore what observable skills will you evaluate ?** | **What summative assessment will provide you evidence of skills and understanding?** | **What is the approximate time frame for the teaching and learning in this unit?** | | 1. **Liberation Education** | 1. What is a collective understanding? How do you achieve a collective understanding? 2. Stepping Stones 3. What is the collective understanding and how was it achieved? 4. Assess the need for liberation education. Why is this essential for today’s education? | [**CCSS.ELA-Literacy.RI.11-12.1**](http:///h) **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**  [**CCSS.ELA-LITERACY.SL.11-12.1.A**](http:///h) **Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.** | 1. Implement liberation education within the classroom by designing group norms and expectations. |  | | 1. **Upcycling an Indigenous Education model** | 1. **How can you upcycle an Indigenous model and use it in the modern world?** 2. **What is the function of the Navajo Education Model?** 3. **What would a detailed analysis of a US Indian policy within the framework of the Navajo Education Model look like?** | [**CCSS.ELA-Literacy.RI.11-12.9**](http:///h) **Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.**    [**CCSS.ELA-Literacy.RI.11-12.1**](http:///h) **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**    [**CCSS.ELA-LITERACY.SL.11-12.1.A**](http:///h) **Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.** | 1. Detailed analysis of a US Indian policy within the framework of the Navajo Education Model. | 2 weeks | | 1. **Circular Philosophy** | 1. **What is the function of circular philosophy** 2. **What would a detailed analysis of US Indian policy look like through the lens of circular philosophy?** 3. **In what ways would the policy makers change a particular US Indian policy so that it incorporates circular philosophy?** | [**CCSS.ELA-LITERACY.W.11-12.5**](http:///h) **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12**[**here**](http:///h)**.)**    [**CCSS.ELA-LITERACY.W.11-12.2.A**](http:///h) **Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** | 1. Write and create a visual piece that analyzes how economics, Christianity, and racist stereotypes are **related to and involved** with one another within the context of US Indian Policy(s). | **5 weeks** | | 1. **Colonization** | 1. **How did the policy makers use policy as a form of colonization?** 2. **What is the long term impact of these policies?** 3. **Are we still being colonized by some of these policies?** | [**CCSS.ELA-LITERACY.SL.11-12.2**](http:///h) **Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**    [**CCSS.ELA-LITERACY.SL.11-12.5**](http:///h) **Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** | 1. **Develop assessment questions intended to collect information about the long term impact of a particular Indian policy?** 2. **Create a visual media presentation of these stories (qualitative research).** | **4 weeks** | | 1. **Analyze and evaluate the value of Indigenous winter stories** | 1. **What are the central themes** embedded **within the Winter Stories?** 2. **In what ways could these themes become part of your success as a NACA student?** 3. **In what ways could you “modernize” or upcycle the use of these winter stories? Make them Fresh!!!** | [**CCSS.ELA-LITERACY.RL.11-12.7**](http:///h) **Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**    [**CCSS.ELA-LITERACY.RL.11-12.4**](http:///h) **Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**    [**CCSS.ELA-LITERACY.RL.11-12.2**](http:///h) **Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.** | 1. **Using your creative initiative, take a traditional winter story and make it fresh by modernizing the presentation so that it is appealing to middle and high school students.** | **4 weeks** | | 1. **Indigenous epistemology and ecology** |  | [**CCSS.ELA-LITERACY.SL.11-12.2**](http:///h) **Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**  [**CCSS.ELA-LITERACY.SL.11-12.5**](http:///h) **Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add**  [**CCSS.ELA-LITERACY.RL.11-12.7**](http:///h) **Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)** | **Students will develop a thorough high quality post-graduation and wellness plan that will center on Indigenous education theory concepts, epistemology (circular philosophy), and myths. Students will also incorporate and “Indigenize” western academic skills (writing, analysis, design, and evaluate) to create a modernized Indigenous plan. Students will also incorporate and “Indigenize” western and modern wellness concepts of fitness and nutrition in conjunction with and synthesized to historical Indigenous based concepts of fitness and nutrition.** | **6 weeks** | | | | |