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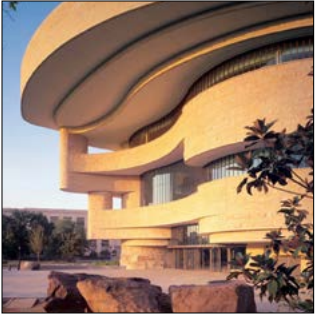
Smithsonian

NATIVE KNOWLEDGE 360° ESSENTIAL UNDERSTANDINGS

A Guide to Disciplinary Connections and Classroom Applications



INTRODUCTION



Top: National Museum of the American Indian, Washington, DC
Bottom: National Museum of the American Indian, New York, NY

Currently, there is little evidence in classroom materials—textbooks, curricula, or academic standards—of important historical and contemporary events that include Native American knowledge and perspectives, and little or no integration of these events into the larger narratives of American history and contemporary society. As a result, many students leave their K–12 experience without core knowledge and understanding about Native Americans—their histories, their dynamic and diverse cultures, and the issues that are critical to Native peoples today. Many teachers lack training in how to teach about Native Americans. This reflects how education systems have a troubling history of glossing over difficult truths, perpetuating stereotypes, and limiting Native peoples to the periphery of American history and society. The understanding that Native people are core actors in the collective history and future of the United States is lacking in classrooms and society at large.

To address this challenge, the Smithsonian’s National Museum of the American Indian launched its national education initiative, Native Knowledge 360° (NK360°), to transform teaching and learning about Native Americans. NK360° provides educators and students with new perspectives on Native American history and cultures through educational materials, virtual student programs, and teacher training that incorporate Native narratives, more comprehensive histories, and accurate information to enlighten and inform teaching and learning about Native America. NK360° challenges common assumptions about Native peoples and offers a view that includes not only the past but also the vibrancy of Native peoples and cultures today.

Fundamental to the initiative is the NK360° Framework for Essential Understandings about American Indians (EUs): it serves as a foundation for educational materials developed by the National Museum of the American Indian. The EUs also offer alternatives to typical narratives and equip educators with a conceptual framework for rethinking how they can construct student learning experiences about Native Americans. This guide supports the practical application of the EUs for use in the classroom. Educators can use this guide to not only inspire, but also realistically inform how they can bring more complete content and student learning experiences about Native Americans into their classrooms.

ORGANIZATION AND CORE COMPONENTS



2018 Native Knowledge 360° Summer Teacher Institute, Photographs by Matailong Du. Smithsonian's National Museum of American Indian

The guide is organized around six of the themes outlined in the NK360° Framework for Essential Understandings about American Indians:

- American Indian Cultures
- Time, Continuity, and Change
- People, Places, and Environments
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society¹

An Essential Understanding is provided for each theme. An Essential Understanding has the power to correct misunderstandings and transform thinking about Native Americans.

Each Essential Understanding also includes key concepts. The key concepts clarify and give examples of content related to the Essential Understandings. Educators can use the key concepts to inform how they approach teaching the Essential Understanding.

The disciplinary lens and student practices give snapshots of possible learning experiences in different subject areas.

The recommended resources offer NK360° classroom-ready resources related to specific key concepts, by subject and grade bands.

Subject Areas and Grade Bands

Because teaching and learning about Native Americans can occur in meaningful ways across different subject areas, this guide intentionally gives examples for the application of the Essential Understandings in three disciplines: English language arts, social science/studies, and science.² The selection of these subjects is meant to give evidence to and inspiration for how educators can bring new ways of thinking about Native Americans into their curriculum. Teachers of other disciplines can also find meaning in the Essential Understandings and key concepts. Educators can use their professional knowledge and experience to build on this guide and find opportunities for additional cross-curricular application.

Just as teaching and learning about Native Americans can occur in a variety of subject areas, students of various ages can have thoughtful and engaging learning experiences in which Native Americans are prominent. The resources available through NK360° are primarily developed for students in grades 3–12; however, teachers of younger learners could take or modify aspects of lessons and resources to build appropriate learning experiences.

NK360° Resources

The recommended NK360° resources featured in this guide share the stories of Native American people, cultures, and nations across different regions (Northern Plains, Pacific Northwest, Southeastern, Mid-Atlantic, Midwest). NK360° lessons and resources come in a variety of formats, including digital lessons, websites, teaching posters, teacher guides, and helpful handouts. We invite you to visit the [NK360° website](#) and view all [NK360° informational and instructional resources](#), as well as [search the museum's collection](#).

1. The original NK360° Framework for Essential Understandings includes ten themes for teaching and learning about Native Americans: American Indian Cultures; Time, Continuity, and Change; People, Places, and the Environment; Individual Development and Identity; Individuals, Institutions, and Society; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; and Civic Ideals and Practices.

2. Common Core, C3 Framework for Social Studies, Next Generation Science Standards

THEME

Six of the ten original themes are covered in this guide.

KEY CONCEPTS

Each Essential Understanding contains key concepts that clarify and give examples of content that relates to the Essential Understanding.

DISCIPLINARY LENS AND STUDENT PRACTICE

What a student learning experience related to the Essential Understanding could look like in

- ENGLISH LANGUAGE ARTS
- SOCIAL STUDIES/SCIENCES, and
- SCIENCE.

RECOMMENDED RESOURCES

NK360° classroom-ready resources and instructional ideas related to specific key concepts are organized by subject and grade bands.

Bolded text indicates direct alignment to academic standards (Common Core, C3 Framework, and Next Generation Science Standards).

Underlined blue text indicates URLs to specific sections of NK360° resources that are especially relevant to teaching about a specific key concept.

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AMERICAN INDIAN CULTURES

KEY CONCEPTS

- There is no single American Indian culture or language.
- American Indians are both individuals and members of a tribal group.
- For millennia, American Indians have shaped and been shaped by their culture and environment. Elders in each generation teach the next generation their values, traditions, and beliefs.
- Kinship and extended family relationships have always been and continue to be essential in the shaping of American Indian cultures.
- American Indian cultures have always been dynamic and changing.
- Interactions with Europeans and Americans brought accelerated and often devastating changes to American Indian cultures.
- Native people continue to fight to maintain the integrity and viability of Indigenous societies.
- American Indians share many similarities with other Indigenous people of the world, although there are also many differences among them.

Essential Understanding

Culture is a result of human socialization. People acquire knowledge and values by interacting with other people through common language, place, and community. In the Americas, there is vast cultural diversity among more than 2,000 tribal groups. Tribes have unique cultures and ways of life that span history from time immemorial to the present day.

ESSENTIAL UNDERSTANDING

The Essential Understanding describes what students should know and understand about the theme.

AMERICAN INDIAN CULTURES

Disciplinary Lens and Student Practice: How Can I Teach This?

ENGLISH LANGUAGE ARTS: Reading Literature

Seek out stories that incorporate elements of the key concepts: there is no single American Indian culture, American Indian cultures are dynamic and changing, kinship and extended family relationships are important, and interactions with Europeans and Americans impacted Native cultures in many ways. See the [NK360° Worksheet for Selecting Native American Literature](#) for suggestions on how to thoughtfully select and teach different texts by and about Native people.

SOCIAL SCIENCES: Geography and History

When teaching about human-environment interaction in geography, bring in Native perspectives about the importance of places, regions, and cultures. Help students see that there is no single American culture or language and that American Indian cultures are dynamic and changing. Bring in Native perspectives when looking at historical sources and using evidence related to Native American cultures. The inquiry [Discussion: Indian Removal: What Does It Mean to Remove a People?](#) gives insight into the connections between culture and the environment, how Native people have always fought to maintain the integrity and viability of their societies, and the devastating impacts of removal.

SCIENCE: Earth and Environmental Science

The key concepts that relate to the environment and the values, traditions, and ways of life of American Indians. When guiding students, use the [Environmental Challenge](#) to help students analyze arguments to determine the importance of land to environmental health.

AMERICAN INDIAN CULTURES

FEATURED NK360° RESOURCE

[Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?](#)

Grade Band	English Language Arts	Social Sciences
Grades 3-5	Use images and quotes to prompt students to ask and answer questions about the importance of land (supporting question two).	Use images and quotes to prompt students to ask and answer questions about the importance of land (supporting question two).
Grades 6-8	Have students compare and contrast the experience of reading narrative text and listening to its audio translation as well as practice reading texts in different forms (quotes, text excerpts, and poems). Students can engage with one or more of the nation case studies (Crow, Northern Cheyenne, Ojibwe, Northern Plains, or Three Affiliated Tribes).	Have students work collaboratively in small groups to follow one Native American tribe through each supporting question (land, kinship, and nation) and then identify and analyze elements of culture specific to the tribe and peoples they studied. Students might also consider the distinct experiences that show diversity among the different Native nations featured in the lesson.
Grades 9-12	Use supporting question one. What does Native nationhood mean? Use supporting question two. How do kinship systems work to create a system of belonging? Use supporting question three. How do Native people experience belonging? Use supporting question four. How do Native people experience belonging?	Use supporting question one. What does Native nationhood mean? Use supporting question two. How do kinship systems work to create a system of belonging? Use supporting question three. How do Native people experience belonging? Use supporting question four. How do Native people experience belonging?

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AMERICAN INDIAN CULTURES

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- ▣ Interactions with Europeans and Americans brought accelerated and often devastating changes to American Indian cultures.
- ▣ Native people continue to fight to maintain the integrity and viability of Indigenous societies.
- ▣ American Indians share many similarities with other Indigenous people of the world, although there are also many differences among them.

Essential Understanding

Culture is a result of human socialization. People acquire knowledge and values by interacting with other people through common language, place, and community. In the Americas, there is vast cultural diversity among more than 2,000 tribal groups. Tribes have unique cultures and ways of life that span history from time immemorial to the present day.



Photograph by Bob Zeller, January 14, 2017. Billings Gazette

AMERICAN INDIAN CULTURES



Miss Tiny Tot Crow Nation at the Crow Nation opening parade, 2014. Smithsonian's National Museum of the American Indian

Disciplinary Lens and Student Practice: How Can I Teach This?

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Seek out stories that incorporate elements of the key concepts: there is no single American Indian culture, American Indian cultures are dynamic and changing, kinship and extended family relationships are important, and interactions with Europeans and Americans impacted Native cultures in many ways. See the [NK360° Worksheet for Selecting Native American Literature](#) for suggestions on how to thoughtfully select and teach different texts by and about Native people.

SOCIAL SCIENCES: Geography and History

When teaching about human-environment interaction in geography, bring in Native perspectives about the importance of places, regions, and cultures. Help students see that there is no single American Indian culture or language and that American Indian cultures are dynamic and changing. Bring in Native perspectives when looking at historical sources and using evidence related to Native American cultures. The inquiry [American Indian Removal: What Does it Mean to Remove a People?](#) gives insight into the connections between culture and the environment, how Native people have always fought to maintain the integrity and viability of their cultures, ways that Native cultures have had to adapt and change, and the devastating changes that removal brought to American Indian cultures.

SCIENCE: Earth and Human Activity

The key concepts that American Indians have shaped and been shaped by their culture and environment and that elders in each generation teach the next generation their values, traditions, and beliefs can connect to the study of the earth and human activity. When guiding students in an investigation of human impact on the environment and the significant and complex issues surrounding human uses of natural resources and their resulting impacts, use case studies from the website [American Indian Responses to Environmental Challenges](#) as part of your instruction. Students will be able to ask questions, analyze and interpret data, construct explanations, and engage in arguments to demonstrate understanding of core ideas related to human activity and the importance of Native cultures, values, traditions, and beliefs to informing responses to environmental challenges.

KEY CONCEPTS

- ▣ There is no single American Indian culture or language.
- ▣ American Indians are both individuals and members of a tribal group.
- ▣ American Indian cultures have always been dynamic and changing.

AMERICAN INDIAN CULTURES

 **FEATURED NK360° RESOURCE**

Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?

Grades 3-5

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS

SUPPORTING QUESTION 1:
[Land](#)

SUPPORTING QUESTION 2:
[Kinship](#)

▣ Use images and quotes to prompt students to **ask and answer questions** about the **importance of land** (supporting question one) and **kinship** (supporting question two), from multiple **Native American perspectives** (Crow, Northern Cheyenne, Oceti Sakowin [Sioux], Three Affiliated Tribes).

▣ Have students **compare and contrast the experience of reading narrative text and listening to its audio translation** as well as **practice reading texts in different forms** (quotes, text excerpts, and poetry). Students can engage with one or more of the nation case studies (Crow, Northern Cheyenne, Oceti Sakowin [Sioux], or Three Affiliated Tribes) presented in supporting questions one and two.

▣ Use supporting question one, What gives Native nations a sense of belonging to the land?, and/or supporting question two, How do kinship systems work to create a system of belonging?, as an opportunity for students to **participate effectively in a range of collaborative discussion on diverse issues/topics**. Have students **rely on evidence from featured sources to express their ideas clearly and persuasively**.

SOCIAL SCIENCES

SUPPORTING QUESTION 1:
[Land](#)

SUPPORTING QUESTION 2:
[Kinship](#)

SUPPORTING QUESTION 3:
[Nation](#)



Photograph by Larry Mayer, September 13, 2015. Billings Gazette

▣ Have students work collaboratively in small groups to follow one Native American tribe through each supporting question (land, kinship, and nation) and then **identify and analyze elements of culture specific to the tribe and peoples they studied**. Students might also consider the distinct experiences that show diversity among the different Native nations featured in the lesson.

KEY CONCEPT

For millennia, American Indians have shaped and been shaped by their culture and environment.

AMERICAN INDIAN CULTURES

FEATURED NK360° RESOURCE

Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter?

Grades 3-5

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS

SUPPORTING QUESTION 1:
[Identity](#)

SUPPORTING QUESTION 2:
[Threats](#)

SUPPORTING QUESTION 3:
[Actions](#)

Have students, in groups or working independently, spend time with the three case studies (Puget Sound, Columbia River/Plateau, and Pacific Coast) presented in supporting question one. Let students **use the sources (objects, quotes, and images) to determine the main idea and recount key details**. Students can **practice using information from the featured sources to demonstrate understanding of the main idea**.

Have students **engage in analysis of primary and secondary sources**, with **attention to scientific and technical texts** featured in each case study in supporting question two. Students should **cite several pieces of textual evidence that most strongly supports analysis of what the text says**.
 Related student worksheet: [Case Study Analysis](#)

Start by having students read the introductory essay about essential connections between foods and cultures. After reading the essay, students should dig deeper by reviewing sources in each supporting question with **attention to how the ideas in the essay are developed/shaped/refined**. Students can **conclude with an objective summary of how the food practices of Pacific Northwest Native nations do not just reflect their identities but define them**.

SOCIAL SCIENCES

SUPPORTING QUESTION 1:
[Identity](#)

SUPPORTING QUESTION 2:
[Threats](#)

SUPPORTING QUESTION 3:
[Actions](#)

Have students first look to sources in supporting question one to see how Native peoples in the Pacific Northwest have a **long history of shaping and being shaped by their culture and environment**. Then use the case studies in supporting question two to learn about how European and American settlers in the Pacific Northwest made **consequential changes to the environment** that continue to impact the region today.

Present the compelling question, Why do the foods we eat matter?, as an opportunity for students to investigate **how humans and their environment affect one another**. In each supporting question, **bring attention to how cultural and economic decisions influence environments and the daily lives of people**.
 Related student worksheets: [Supporting Question One Case Study Analysis \(identity\)](#), [Supporting Question Two Case Study Analysis \(threats\)](#), [Supporting Question Three Case Study Analysis \(actions\)](#)

Have students examine supporting question two to evaluate how **political and economic decisions have influenced cultural and environmental characteristics of various places and regions**. Students should spend time with each case study (dams and pollution) in order to better understand how the **decision to develop dams and the continued pressures on watersheds in the Pacific Northwest reflect both economic and political decision making**.

SCIENCE

SUPPORTING QUESTION 2:
[Threats](#)

SUPPORTING QUESTION 3:
[Actions](#)



Salmon grilling over a fire pit, Neah Bay, Makah Indian Reservation, Washington, August 27, 2005. Photograph by Konrad Wothe, courtesy of Alamy Stock Photo

Use the case studies in supporting question three to get students to **think about how to maintain biodiversity and ecosystem services**. The three case studies featured in supporting question three provide evidence of how Native nations and their partners are working to restore, maintain, and sustain healthy ecosystems for salmon runs in the Pacific Northwest.

Give students an opportunity to **apply their own ideas about how to mitigate negative effects of human activity on the environment**. After students spend time with the case studies in supporting questions two and three, have them consider a local environmental issue/challenge. Encourage students to apply what they've learned from the case studies to **design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity in their community**.

KEY CONCEPT

□ Kinship and extended family relationships have always been and continue to be essential in the shaping of American Indian cultures.

AMERICAN INDIAN CULTURES

**FEATURED NK360° RESOURCE**

Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?

Grades 3-5**ENGLISH LANGUAGE ARTS**
SUPPORTING QUESTION 2:
[Kinship](#)

□ Have students spend time on one or more of the four nation case studies featured in supporting question two (kinship). Students can practice **describing the people, places, and events they see/read, using details and expressing feelings.**

Grades 6-8

□ Present students with the **theme or central idea of kinship** (see definitions of kinship at the beginning of each nation case study in supporting question two). Then have students **examine how kinship is conveyed through details from the featured sources (images, objects, quotes, and text)**. Finally, have students **construct a written or oral summary of the theme/idea with evidence** from one or more of the four nation case studies.

□ Related student worksheet: [Supporting Question Two: Kinship Systems](#)

Grades 9-12

□ Use the case studies in supporting question two as an opportunity for high-school students to **initiate and participate effectively in a discussion on the significance of kinship for four Native nations** (Crow, Northern Cheyenne, Oceti Sakowin [Sioux], and Three Affiliated Tribes). Have students work to **express their ideas on kinship clearly and persuasively and rely on evidence** gleaned from one or more of the four nation case studies.

SOCIAL SCIENCES
SUPPORTING QUESTION 2:
[Kinship](#)


Photograph by Casey Page, February 17, 2016. Billings Gazette

□ Treat supporting question two as a case study on one aspect of Native American cultures: kinship. Have students review one or more of the four nation case studies, with **attention to evidence that shows how and why kinship is an important part of a tribe's culture**. Encourage students to **reflect on how kinship can create a feeling of belonging for the Native peoples featured in the case studies.**

□ Related student worksheet: [Supporting Question Two: Kinship Systems](#)

KEY CONCEPTS

- ▣ Interactions with Europeans and Americans brought accelerated and often devastating changes to American Indian cultures.
- ▣ Native people continue to fight to maintain the integrity and viability of Indigenous societies.

AMERICAN INDIAN CULTURES

 **FEATURED NK360° RESOURCE**

American Indian Removal: What Does It Mean to Remove a People?

Grades 3-5

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS

- [Muscogee Case Study](#)
- [Cherokee Case Study](#)



Flag of the Muscogee (Creek) Nation, ca. 2000–04, Oklahoma. Smithsonian's National Museum of the American Indian, 26/5149

▣ The Muscogee and Cherokee removal case studies include a variety of formats (text, video, images, objects, and quotes) that offer opportunities for students to **ask and answer questions about the text** (explicitly and by inference), **interpret information and explain how it contributes to an understanding of the text**, and **cite** (clearly and thoroughly) **several pieces of text to support analysis of what the text says**.

▣ **Bring treaties between Native nations and the United States government into your teaching of seminal U.S. texts.** The Muscogee and Cherokee removal case studies feature excerpts of important treaties for each Native nation. Students can use these treaty excerpts to practice **delineating and evaluate the reasoning of signing certain treaties**, from Native and European, and later American, points of view. Students can also **consider the extent to which these early treaties between nations include constitutional principles and use of legal reasoning**.

SOCIAL SCIENCES

- [Muscogee Case Study](#)
- [Cherokee Case Study](#)
- [Six Different Native Nations Case Study](#)

▣ Consider teaching about the forced removal of Native Americans to help students gain historical perspective and practice empathy. Use the Six Different Native Nations stories to investigate how **individuals and groups differed in their perspectives during the same historical period**. Have students compare and contrast the different viewpoints and actions of Native leaders, peoples, and communities during the removal era.

▣ Related student worksheet: [Six Different Nations Student Task](#)

▣ Use the three supporting questions in the American Indian removal digital inquiry to help students practice **organizing applicable evidence into a coherent argument about the past**. Students can use the featured sources and tasks in each supporting question to come to their own conclusions about the compelling question, What does it mean to remove a people? Alternatively, students might focus on just one supporting question and practice developing claims based on evidence.

▣ Related student worksheets: [Muscogee Student Task](#), [Cherokee Student Task](#), [Six Different Nations Student Task](#)

▣ Bring Native perspectives to the forefront when teaching about the removal era in American history. Have students use one or more of the supporting questions in the digital inquiry *What Does It Mean to Remove a People?* to reflect on the ideas of resistance, resilience, and persistence. Students can use the Muscogee, Cherokee, and/or Six Different Native Nations case studies to **analyze key historical events and contributions of individuals through Native perspectives**. Each case study demonstrates that while interactions with Europeans and Americans brought accelerated and often devastating changes to American Indian culture, Native people have continued to fight to maintain the integrity and viability of Indigenous societies.

SCIENCE

- [Contemporary Case Study: High Tide](#)

▣ Students could use the contemporary case study as a starting point to do further research about the relationship between climate change and forced human migration.

TIME, CONTINUITY, AND CHANGE

KEY CONCEPTS

- ▣ Many American Indian communities have creation stories that specify their origins in the Western Hemisphere.
- ▣ American Indians have lived in the Western Hemisphere for at least 15,000–20,000 years and have interacted with one another over millennia.
- ▣ American Indian cultures have always adapted and changed in response to environmental, economic, social, and other factors.
- ▣ European contact resulted in devastating loss of life, disruption of tradition, and enormous loss of lands for American Indians.
- ▣ Hearing and understanding history (American and world) from Native perspectives provides an important point of view and expands the social, political, and economic dialogue.
- ▣ Indigenous people played a significant role in the history of the Americas.

Essential Understanding

Indigenous people of the Americas shaped life in the Western Hemisphere for millennia. After contact, American Indians and the events involving them greatly influenced the histories of the European colonies and the modern nations of North, Central, and South America. Today, this influence continues to play significant roles in many aspects of political, legal, cultural, environmental, and economic issues. To understand the history and cultures of the Americas requires understanding American Indian history from Indian perspectives.



Navajo Weaver and Child, 1952. Painting by Andy Tsinajinnie (Yazzie Bahe/Andy Tsinajinnie/Andrew Van Tsihnahjinnie), (Navajo/ Diné), Smithsonian's National Museum of the American Indian, 26/2370

TIME, CONTINUITY, AND CHANGE



First Furlough, 1945. Watercolor by Quincy Tahoma, the Smithsonian's National Museum of the American Indian, T236014

Disciplinary Lens and Student Practice: How Can I Teach This?

ENGLISH LANGUAGE ARTS: Reading Informational Text, Speaking and Listening, and Writing

Opportunities to read informational texts that feature Native perspectives, voices, and events can expand a student's understanding of and appreciation for how Indigenous people have played a significant role in the history of the Americas. Students can read and analyze excerpts from treaties, speeches, and letters to recognize that Native perspectives provide an important point of view about historical and contemporary issues. Students can also ask and answer questions about key details in a text about American Indian creation stories read aloud, presented orally, or introduced through other media. The museum's [Star Stories](#), short animated traditional stories that give special meaning to the stars above, give students an opportunity to recount stories, including traditional stories from diverse cultures, and determine their central message, lesson, or moral. Argumentative and research-based writing give students outlets to examine ways in which Indigenous people of the Americas have shaped life in the Western Hemisphere. Students might conduct short or sustained research projects to answer a question they have about how European contact resulted in devastating loss of life, disruption of tradition, and enormous loss of lands and how Indigenous people responded to and survived this devastation.

SOCIAL SCIENCES: History

From elementary grades through high school, students practice historical-thinking skills. This material offers great opportunities to bring in Native voices and perspectives to enhance students' understanding of history. Students can compare the lives and perspectives of people in the past to those of today, explain connections among historical contexts and why individuals and groups differed in their perspectives during the same period, or analyze the relationship between historical sources and the secondary interpretations made from them. For those events and people that may be more familiar to students—such as encounters and relationships between early European explorers and Native Americans, American Indian removal and the “Trail of Tears,” or the Plains Indian Wars—teachers can elevate Native accounts, histories, and narratives to build more complete understanding of these historical events and their significance today. The NK360° resources about the [“Sale” of Manhattan](#), [American Indian Removal](#), and [Northern Plains Treaties](#) provide questions, sources, and tasks that students can use to better understand both the devastating loss of life and disruption to traditions that European contact resulted in, but also that American Indian cultures have always adapted and changed in response to different factors. Educators can also seek out unfamiliar stories and events to further demonstrate the diverse and significant roles Indigenous people have played in the history of the Americas. Take time to learn about stories that may not be as well known, such as the actions and agency of tribes during the [Pacific Northwest Fish Wars](#) the renewal of traditions by [Navajo people when returning to their homelands](#), or the incredible innovation displayed by the [Inka Empire](#) thousands of years ago and its legacy today.

KEY CONCEPT

Creation stories specify a community's origin and are important to many American Indian communities.

TIME, CONTINUITY, AND CHANGE

**FEATURED NK360° RESOURCE**

Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS
SUPPORTING QUESTION 1:
[Land](#)


Photograph courtesy of Bernadine Young Bird, Hidatsa

In supporting question one, students learn about the importance of homelands to four different Native nations. Each nation's case study begins with a story (audio and text) that provides insight into the kinds of relationships that Native peoples have with their lands. Students might **compare/contrast the experience of reading the story and then listening to the audio version**. Then, students can **determine the theme(s) or central idea of one or more of the nation case studies and explain how the theme is conveyed through details/sources**.

Related student worksheet: [Supporting Question One: Land](#)

High-school students can use supporting question one as a starting point from which to **initiate and participate effectively in collaborative discussions** about the importance of homelands to Native peoples. The opening essay, [Belonging to Place, Family, and Nation](#), provides important context for setting the appropriate tone for a thoughtful discussion about place-based connections. Students should look for sources that illustrate the connections between homelands and creation stories and be prepared to **express their ideas clearly and respectfully**.

KEY CONCEPTS

- American Indians have lived and interacted in the Western Hemisphere for thousands of years.
- American Indian peoples and cultures have always adapted and changed over time.

TIME, CONTINUITY, AND CHANGE

FEATURED NK360° RESOURCE

American Indian Removal: What Does It Mean to Remove a People?

Grades 3-5

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS

[Removal Video](#)

[Staging the Question \(Introduction\)](#)

[Muscogee Case Study](#)

[Cherokee Case Study](#)

[Six Different Native Nations Case Study](#)

Have students **practice interpreting information from a variety of formats** using the introductory section NK360° digital inquiry, *What Does it Mean to Remove a People?* Students can watch the opening video as well as examine the paintings and quotes in the opposing perspectives section. Students can use information from the paintings to **demonstrate understanding and explain how different formats (images, quotes, video) contribute to an understanding of the topic.**

Related student worksheet: [Introduction to Removal](#)

Students can use the NK360° digital inquiry *What Does it Mean to Remove a People?* as a resource to **start a short research project about how American Indian peoples and cultures have always adapted and changed over time.** Students can use some or all components of the digital inquiry to **build their knowledge about the topic and draw (gather) evidence from informational text (sources) in order to inform analysis, reflection, and further research.**



Ernest Spybuck (Absentee Shawnee), Shawnee Home Life about 1890, 1908-1910. Smithsonian's National Museum of the American Indian, 2/5785

SOCIAL SCIENCES

[Removal Video](#)

[Staging the Question \(Introduction\)](#)

[Muscogee Case Study](#)

[Cherokee Case Study](#)

[Six Different Native Nations Case Study](#)

Have students watch the opening video to the removal inquiry. Students can use the content in the video to support their explanations about **why individuals and groups differed in their perspectives during the same historical period** (the removal era). Students might follow up with the opposing perspectives section of the staging-the-question (introduction) section to further think about the perspectives of Native Americans who have lived and interacted in the Western Hemisphere for thousands of years.

Middle-school students can use selected case studies in each supporting question to **analyze multiple factors that influenced the perspectives of Native peoples during the removal era.** Have students look for and reflect on evidence that shows both the long history of Native peoples in the Western Hemisphere and examples for how American Indian peoples and cultures have adapted and changed over time.

Have students use some or all of the supporting-question case studies (Muscogee Case Study, Cherokee Case Study, Six Different Native Nations Case Study) to **analyze key historical events and contributions of Native individuals** before, during, and after the removal era. This exercise will help students recognize the agency and actions of Native peoples both in the past and today and see how American Indian peoples and cultures have always adapted and changed over time.



Native Nations Removed West, 1817-58. Map by Gene Thorp/Cartographic Concepts, Inc. © Smithsonian's National Museum of the American Indian

KEY CONCEPT

European contact resulted in devastating loss of life, disruption of tradition, and enormous land loss for American Indians.

TIME, CONTINUITY, AND CHANGE



FEATURED NK360° RESOURCE

The Pawnee Treaties of 1833 and 1857

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS

SUPPORTING QUESTION 1:
Before, During, and After the 1833 Treaty

SUPPORTING QUESTION 2:
Coercion and Assimilation



Map by Gene Thorpe. Cartographic Concepts, Inc. © 2014 Smithsonian's National Museum of the American Indian

In supporting question one, students can practice how to **cite textual evidence to support analysis of what the text says**, specific to the **1833 Treaty**, with **attention to the disruption of tradition and enormous land loss for American Indians**.

In supporting question two, students can **trace and evaluate specific claims** made by Indian agents about the Pawnee peoples that demonstrate the disruption of tradition for Pawnee communities. Students should **distinguish claims that are supported by reasons and evidence and those that are not**.

Students could also use one or both supporting questions in the Pawnee digital inquiry to practice **writing arguments to support claims with clear reasons and relevant evidence**.

High-school students can use the full digital inquiry to **begin conducting short or sustained research to answer a question** about the loss of life, tradition, and/or land loss for American Indians and demonstrate understanding of the topic. Students may need to **broaden their research to other sources on the topic and can use the citations featured in the inquiry to support further investigation**. As students gather **relevant evidence from sources** featured in both supporting question one and supporting question two, they should assess its usefulness to their research question.

SOCIAL SCIENCES

SUPPORTING QUESTION 1:
Before, During, and After the 1833 Treaty

SUPPORTING QUESTION 2:
Coercion and Assimilation



Group of Pawnee schoolchildren. Photograph by William Henry Jackson, n.d. National Museum of the American Indian, Smithsonian Institution. Image P01290

Middle-school students could use the full Pawnee digital inquiry to organize applicable evidence into a coherent argument about the past.

Related student worksheets: [Supporting Question One](#) [Supporting Question Two](#)

An angle of their investigation could be to **determine whether specific rules and laws that the United States government tried to force upon the Pawnee peoples successfully resolved the issues that they were meant to address**. Students should understand that while the Pawnee suffered loss of life, disruption of traditions, and loss of lands, they resisted and persisted in the face of these adversities.

High-school students might use the Pawnee digital inquiry as a starting point to better understand different federal Indian policy eras, specifically the removal era and the allotment and assimilation eras. The Pawnee inquiry could serve as a case study for students to **consider more broadly the policies of removal and assimilation** in terms of **intended and unintended outcomes and related consequences** for Native nations and the United States.

KEY CONCEPT

Native perspectives provide an important point of view to understanding the roles that Indians have played in history.

TIME, CONTINUITY, AND CHANGE



FEATURED NK360° RESOURCE

Native Words, Native Warriors

Grades 3-5

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS

[Introduction](#)

[Code-Talking Chapter](#)

[Coming-Home Chapter](#)

[Survival Chapter](#)

[Recognition Chapter](#)

[Collection Gallery](#)

GENERAL TIPS AND ORIENTATION FOR TEACHERS:

[Teacher Resource: About this Website](#)

Students can use the introduction to *Native Words, Native Warriors* to practice interpreting information from a variety of formats to better understand a topic/idea. Students can listen to audio narrations and examine images to gain an overview of the roles that Native American Code Talkers played in American history.

Introduce the *Native Words, Native Warriors* website to students as a resource for **conducting short research projects** to answer a question about the roles that Native Americans have played in history. Encourage students to make use of the many sources (photographs, documents, objects, paintings, and maps) available via the collection gallery and in each chapter.

Students could use some/all chapters in the *Native Words, Native Warriors* website to **practice citing strong and thorough textual evidence to support analysis of what the text says**. In doing so, they will also gain an understanding of the roles that Native Americans have played in history and see the contributions of American Indian Code Talkers in a larger context. Additionally, students might use the argumentative- writing student tasks featured in each chapter to hone skills necessary for constructing claims and building arguments.

SOCIAL SCIENCES

[Introduction](#)

[Code-Talking Chapter](#)

[Coming-Home Chapter](#)

[Survival Chapter](#)

[Recognition Chapter](#)

[Collection Gallery](#)

GENERAL TIPS AND ORIENTATION FOR TEACHERS:

[Teacher Resource: About this Website](#)

As a way of practicing how to **analyze sources and gain some understanding of the roles that Native Americans have played in history**, students can **explore the collection gallery** with attention to the maker, date, and place of origin. Students could **extend their work by considering how the sources come together in a particular chapter to serve a particular purpose**. Finally, students might come to **conclusions about the sources that are most useful** for learning about the role of Code Talkers in the world wars and their contributions afterwards.

Have students follow the stories of two Native American Code Talkers, Carl Gorman and Charles Chibitty, in order to **analyze multiple factors that influenced their perspectives and experiences during different historical eras**. Students can find personal accounts and reflections from Mr. Gorman and Mr. Chibitty at the conclusion of each chapter, as well as a searchable filter in the collection gallery.

Middle-school students might narrow their focus to several chapters to learn about Mr. Gorman and Mr. Chibitty’s experiences, while high-school students could engage with the narrations and reflections across all chapters.

Regardless of age, students should come away with an appreciation for hearing and learning from Native perspectives in order to better understand the roles that American Indians have played in history.



Two Navajo Code Talkers. Photograph courtesy of the National Archives and Records Administration, 127-GR-1375-7875

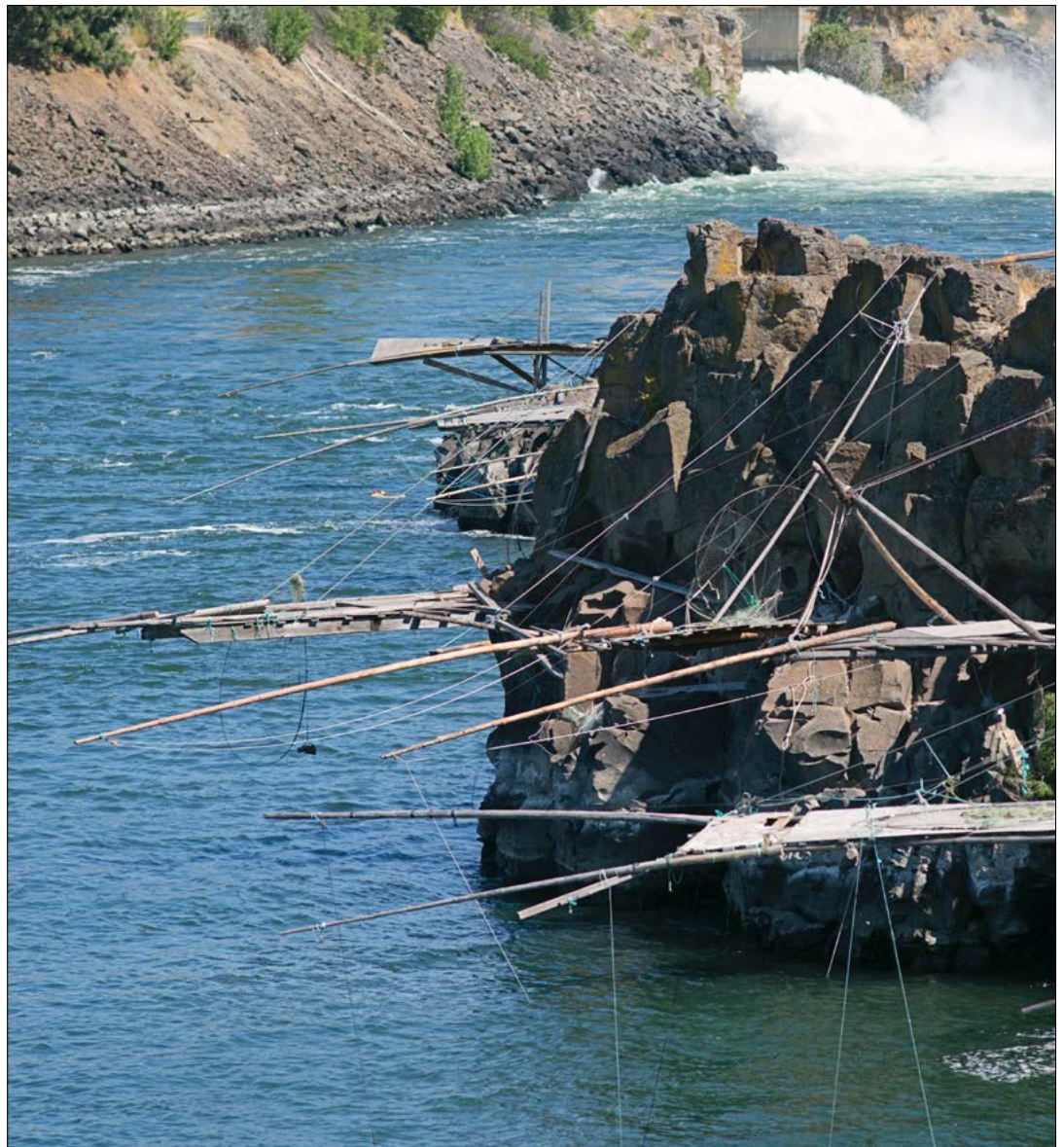
PEOPLE, PLACES, AND THE ENVIRONMENT

KEY CONCEPTS

- ▣ American Indians understood and valued the relationship between local environments and cultural traditions and recognized that human beings are part of the environment.
- ▣ Long before their contact with Europeans, Indigenous people populated the Americas and were successful stewards and managers of the land.
- ▣ Throughout their histories, Native groups have relocated and successfully adapted to new places and environments.
- ▣ The imposition of international, state, reservation, and other borders on Native lands changed relationships between people and their environments.

Essential Understanding

For thousands of years, Indigenous people have studied, managed, honored, and thrived in their homelands. These foundations continue to influence American Indian relationships and interactions with the land today.



Scaffolds near Dalles Dam, Oregon, 2016. Smithsonian's National Museum of the American Indian

PEOPLE, PLACES, AND THE ENVIRONMENT



Fish Fry, 2016. Smithsonian's National Museum of the American Indian

Disciplinary Lens and Student Practice: How Can I Teach This?

ENGLISH LANGUAGE ARTS: Speaking and Listening

By listening to Native people, students can begin to gain an understanding that Indigenous people have studied, managed, honored, and thrived in their homelands for thousands of years. Many of the NK360° resources include short videos that feature diverse perspectives and experiences across different generations. These videos speak to the relationship between local environments and cultural traditions and how Native people continue to be successful stewards and managers of the land. For example, each of the four nation case studies in [American Indian Responses to Environmental Challenges](#) features an introductory video in which students can learn about the people, their cultures and communities, and their connections with the environment. By taking time to actively listen to the people and communities featured in these videos, younger students will be ready to ask and answer questions in order to gather more information and/or clarify what a speaker says. Older students could use videos like these as a catalyst to participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues.

SOCIAL SCIENCES: Geography

From elementary grades through middle and high school, students engage with the concept of human-environment interaction. The digital inquiry (IDM) [The Inka Empire: What Innovations Can Provide Food and Water For Millions?](#) highlights Inka-period engineering accomplishments that allowed the Inka to manage their vast and disperse empire and how their legacy has relevancy in the present day. Upper-elementary and middle-school students can use this resource to explore a variety of sources and investigate how the need to feed and provide water for millions of people across a vast territory led to Inka innovations in water management and agriculture. Through this investigation, students will see clear examples of how, long before their contact with Europeans, Indigenous people populated the Americas and were successful stewards and managers of the land. The NK360° website [American Indian Responses to Environmental Challenges](#) offers an additional opportunity to learn about American Indian relationships and interactions with the land, with an emphasis on contemporary issues.

SCIENCE: Earth and Human Activity; Life Sciences

When designing learning experiences that support student practice in asking questions and defining problems, analyzing and interpreting data, and constructing explanations, consider using examples of how Indigenous knowledge can support scientific thinking and action. In each of the four case studies featured on the website [American Indian Responses to Environmental Challenges](#), students learn about a contemporary Native nation and an environmental issue or challenge that they are working to manage. The case studies are opportunities for students to obtain and combine information about ways individual communities use scientific ideas to protect the earth's resources and environment. Middle-school students could use the featured videos, sources, and testimonials from Native people themselves to then apply scientific principles and design a method for monitoring and minimizing a human impact on the environment. For younger students, teachers might use the website as a place from which students could obtain and combine information about ways individual communities use scientific ideas to protect the earth's resources and environment.

KEY CONCEPT

American Indians understood and valued the relationship between local environments and cultural traditions and recognized that human beings are part of the environment.

PEOPLE, PLACES, AND THE ENVIRONMENT

**FEATURED NK360° RESOURCE**

American Indian Responses to Environmental Challenges

Grades 3-5**Grades 6-8****Grades 9-12****ENGLISH LANGUAGE ARTS**

[Akwasasne Mohawk](#)

[Campo Kumeeyaay Nation](#)

[Leech Lake Ojibwe](#)

[Lummi Nation](#)

When introducing and practicing the skills needed for **conducting short research projects**, use the website as a resource for students to **build knowledge about how American Indians understand and value the relationship between local environments and cultural traditions**. Students can use one or more of the four nation case studies to focus their research.

For learning experiences that are smaller in scope, use the [meet the people section of one or more case studies as a resource for students to ask and answer questions about key details in a text presented orally or through other media \(videos\)](#).

When teaching about how to **write informative/explanatory texts that examine a topic and convey ideas and key concepts**, use the website *American Indian Responses to Environmental Challenges*. The four nation case studies that the website comprises give students ample opportunity to learn how different Native communities are responding to environmental challenges in their homelands. Students could use the videos, activities, and questions to improve their understanding of the topic and then transfer that knowledge by **writing about the issue they encountered and conveying the key ideas and concepts** discussed in the case study.

Have students examine one or more of the four nation case studies for the purpose of **determining a main idea and analyzing its development over time**. Students should give attention to **how the idea is shaped and refined by details/sources**. To conclude, students could **provide an objective summary of the case study they investigated, with attention to the relationship between local environments and cultural traditions**.

SOCIAL SCIENCES

[Akwasasne Mohawk](#)

[Campo Kumeeyaay Nation](#)

[Leech Lake Ojibwe](#)

[Lummi Nation](#)

Use the website as an opportunity for students to **compare how people modify and adapt to the environment and culture in their community and how people do it in other places**. First, have students identify some cultural and environmental characteristics of their community. Then, use the case studies in the environmental website as resources for students to see examples of the relationship between local environments and cultural traditions for Native communities.

If you are short on time, consider the [meet the people section of one or more case studies, as it gives a compelling summary of local environments, the Native peoples, and cultural traditions](#).

Have students, working in pairs, small groups, or independently, use the four nation case studies to **evaluate how cultural and economic decisions influence environments** and the daily lives of the different Native communities. Through their evaluation, students should grasp that Native Americans understand and value the relationship between local environments and cultural traditions and see human beings as part of the environment.

The *Environmental Challenges* website can be a tool for high-school students to **evaluate how short- and long-term climate variability impacts resource and land uses**.

Using a history lens, students might also spend time with one or more of the case studies in order to **identify the roles of individuals, groups, and institutions in working for social justice**. The Native voices and perspectives featured in each case study give evidence to support the understanding that the **relationship between local environments and cultural traditions is related to a community's push for safety, freedom, equality, and justice**.

KEY CONCEPT

American Indians understood and valued the relationship between local environments and cultural traditions and recognized that human beings are part of the environment.

PEOPLE, PLACES, AND THE ENVIRONMENT



FEATURED NK360° RESOURCE

American Indian Responses to Environmental Challenges

Grades 3-5

SCIENCE

[Akwasasne Mohawk](#)

[Campo Kumeyaay Nation](#)

[Leech Lake Ojibwe](#)

[Lummi Nation](#)

For younger students, present one or more of the four nation case studies as a resource that students can use to **obtain and combine information about ways individual communities use scientific ideas to protect the earth’s resources and environment.** Students should see how unique Native knowledge also contributes to how Native communities protect the earth’s resources and environment.

Grades 6-8

Have students, working with a partner, in a group, or independently, examine at least two of the four nation case studies. After watching the videos, completing the activities, and answering the questions in the case studies, students can **evaluate the solutions that Native communities have for maintaining biodiversity and ecosystem services.** As an extension, students might consider how they could apply some of this Native knowledge to environmental challenges in their community.

Grades 9-12

Have students examine at least two of the four nation case studies featured on the website. After completing two or more case studies, students can look to the approaches and solutions employed by Native communities as inspiration for how to effectively address complex environmental issues. Have students **design, evaluate, and refine a solution for reducing the impacts of human activities on the local environment and biodiversity.**



Ricers on Lake. Courtesy of Bill Lindner, Bill Lindner Photography

KEY CONCEPT

Long before their contact with Europeans, Indigenous people populated the Americas and were successful stewards and managers of the land.

PEOPLE, PLACES, AND THE ENVIRONMENT

FEATURED NK360° RESOURCE

The Inka Empire: What Innovations Can Provide Food and Water for Millions?

Grades 3-5

Grades 6-8

ENGLISH LANGUAGE ARTS

SUPPORTING QUESTION 2:
Water Management

SUPPORTING QUESTION 3:
Feeding an Empire

Help students see the long history and legacy of Indigenous people in the Americas through the story of Inka innovation. Students can use either supporting question two (water) or supporting question three (agriculture) to **practice obtaining information from a variety of formats** (video, images, and interactives). Students should then **explain how the different formats contributed to an understanding of the topic and/or inform their analysis, reflection, or research.**

Use the Inka digital inquiry as a means for students to **compare/contrast text to audio, video, and multimedia** in terms of how the **medium and delivery affects the impact of the words.**



Agricultural terraces at the Inka ancestral site in Pisac, Cusco Region, Peru, 2014. Smithsonian's National Museum of the American Indian

SOCIAL SCIENCES

SUPPORTING QUESTION 1:
The Inka Empire

Use the timeline in supporting question one as a tool for students to **explain multiple causes and effects of historical events** related to the Inka Empire and its approaches to stewarding and managing lands. As an extension, students can **analyze connections among events and developments in the timeline** and consider how they connect to broader historical contexts.

SCIENCE

VIDEO:
Meaning of Innovation

SUPPORTING QUESTION 2:
Water Management

SUPPORTING QUESTION 3:
Feeding an Empire

Students can **obtain and combine information** from the video, supporting question two (water), and supporting question three (agriculture) to **describe how energy and fuels are derived from natural resources and consider how their uses affect the environment.**



Detail of the terracing in Moray, 2015. Smithsonian's National Museum of the American Indian

KEY CONCEPT

□ Throughout their histories, Native groups have relocated and successfully adapted to new places and environments.

PEOPLE, PLACES, AND THE ENVIRONMENT



FEATURED NK360° RESOURCE

American Indian Removal: What Does It Mean to Remove a People?

Grades 3-5

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS

[Muscogee Case Study](#)

[Cherokee Case Study](#)

[Six Different Native Nations Case Study](#)

□ Have students spend time on the stories of what happened after removal policies were put into effect. Ask students to look to either the Muscogee case study or the Cherokee case study, with attention to the “after/rebuilding” and “reflections” sections of each nation’s removal story. Students can **use the information they gain from illustrations and from words to demonstrate understanding** that Native groups have relocated and successfully adapted to new places and environments. Students’ **demonstrations of their understanding should include detailed descriptions of people, places, and events.**

□ Use both the Muscogee and Cherokee case studies as starting points from which students can **draw evidence to support analysis, reflection, and research about how Native groups have relocated and successfully adapted to new places and environments.** In their research, students should be sure to cite textual evidence that supports analysis of what the text says.

□ Students can use the case studies in the removal digital inquiry to **conduct a focused research project to answer a question** about how Native groups have relocated and successfully adapted to new places and environments. Students will be able to synthesize information on the subject from multiple sources as well as demonstrate understanding after investigating the Muscogee, Cherokee, and Six Different Native Nations case studies.

SOCIAL SCIENCES

[Muscogee Case Study](#)

[Cherokee Case Study](#)

[Six Different Native Nations Case Study](#)

□ Use one or more of the supporting questions in the removal digital inquiry to help students think about **multiple perspectives.** Students will see that Native peoples and nations have had **differing perspectives** about the best ways to successfully adapt to new environments. Students should **use evidence from multiple sources to explain why individuals and groups differed in their perspectives.**

□ Have students spend time with those sections of the Muscogee and Cherokee case studies that examine Native actions after removal. Students should be able to **use the evidence in the case studies to explain how these Native communities varied in their response to their physical and social environment,** and how both successfully relocated and adapted.

□ Teaching about treaties between Native nations and the U.S. government can help students better understand different tools that Native leaders have used to try to protect their peoples and ways of living, including their relationship with the environment. Students can use the treaty excerpts in the removal inquiry to analyze the impact of treaties on the **maintenance of order, justice, equality, and liberty for Native peoples.** Students should give attention to the extent to which treaties were an effective tool for helping Native communities to relocate and successfully adapt to new places and environments.

KEY CONCEPT

▣ The imposition of international, state, reservation, and other borders on Native lands changed relationships between people and their environments.

PEOPLE, PLACES, AND THE ENVIRONMENT

 **FEATURED NK360° RESOURCE**

Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter?

Grades 3-5

ENGLISH LANGUAGE ARTS

SUPPORTING QUESTION 2:
Threats

INFORMED ACTION CASE STUDY:
Food Sovereignty

▣ Through two case studies featured in supporting question two, students can begin to recognize how the influx of settlers to the Native lands in the Pacific Northwest created consequential changes for Native peoples and their environments. After reviewing one or both case studies (dams or pollution), students will be able to **describe (using details) the people, places, and events that have been impacted by the creation of state and reservation borders.**

SOCIAL SCIENCES

SUPPORTING QUESTION 1:
Identity

SUPPORTING QUESTION 2:
Threats

SUPPORTING QUESTION 3:
Actions

▣ With support from a teacher, students could do a **comparison between how people modify and adapt to the environment and culture in their community and what they learn about Native communities in the Pacific Northwest.** First, students would need to have some understanding of the environment in which they live, with attention to how the environment has changed over time. Then, students could look to the dams or pollution case studies in supporting question two to see how Native lands in the Pacific Northwest have changed over time.

SCIENCE

SUPPORTING QUESTION 2:
Threats

SUPPORTING QUESTION 3:
Actions

▣ Use the digital inquiry as a source for students to **obtain and combine information about ways Native communities use scientific ideas to protect the earth's resources and environment.** With support from a teachers, students should spend time with the case studies in supporting question two as well as the Native actions that are described in supporting question three.

Grades 6-8

▣ Using the case studies in supporting question two, students can practice **analyzing primary and secondary sources, including science and technical texts.** Students should be able to **determine the central idea of a text and provide a summary.**

▣ Additionally, students could use one or both case studies to **support claims, using clear reasons and relevant evidence.**

▣ Related student worksheet: [Supporting Question Two: Case Study Analysis](#)

Grades 9-12

▣ High-school students could use the two case studies in supporting question two and/or the informed action case study as resources from which to **cite strong and thorough textual evidence to support analysis of what the text says.** As they examine the text, students could also **draw inferences** about how the imposition of borders on Native lands in the Pacific Northwest have changed relationships between people and their environments.

▣ Use the digital inquiry as a way for students to investigate and **explain how humans and their environment affect one another.** One way to focus this investigation would be for students to pay attention to the dams and pollution case studies, followed by the Native action case studies in supporting question three. Students should keep in mind **how cultural and economic decisions have influenced the environments and the daily lives of Native peoples in the Pacific Northwest.** As an extension, students might research additional Native (or non-Native) communities to determine patterns and/or connections between different regions and peoples.



Salmon Fry, 2015. Smithsonian's National Museum of the American Indian

POWER, AUTHORITY, AND GOVERNANCE

KEY CONCEPTS

▣ Today, tribal governments operate under self-chosen traditional or constitution-based governmental structures. Based on treaties, laws, and court decisions, they operate as sovereign nations within the United States.

▣ Long before European colonization, American Indians had developed a variety of complex systems of government that embodied important principles for effective rule.

▣ After 1492, American Indians suffered diseases and genocidal events that resulted in death on a catastrophic scale and compromised the continuity of existing tribal government structures.

▣ A variety of historical policy periods have had a major impact on American Indian people's abilities to self-govern among them.

Essential Understanding

American Indians devised and have always lived under a variety of complex systems of government. Tribal governments faced rapid and devastating change as a result of European colonization and the development of the United States. Tribes today still govern their own affairs and maintain a government-to-government relationship with the United States and other governments.



Lawrence "Jace" Killsback is sworn in as Northern Cheyenne President in Lame Deer, Montana, November 22, 2016. Photograph by Larry Mayer, Billings Gazette Staff

POWER, AUTHORITY, AND GOVERNANCE



Anonymous Cheyenne drawing of a man distributing a pile of goods to people seated around him, ca. 1875–1878, courtesy of National Anthropological Archives, Smithsonian Institution

Disciplinary Lens and Student Practice: How Can I Teach This?

ENGLISH LANGUAGE ARTS: Reading Informational Text, Writing

American Indians have always lived under a variety of complex systems of government. Tribes today still maintain a government-to-government relationship with the United States and other governments. These are teachable concepts that are not limited to civics and history educators. Close reading of treaties between Native nations and both European and American governments is an excellent opportunity to expand upon students' knowledge about the sovereignty of Native nations. Several NK360° digital resources feature treaties in which Native leaders had to make difficult decisions about whether to engage in diplomacy with foreign governments. Five inquiry-based resources have a special focus on the impact and role of Native treaties, both historically and today: [What Does It Mean to Remove a People?](#), [Is a Treaty Intended to Be Forever?](#), [What Kinds of Actions Can Lead to Justice?](#), [Why Do Some Treaties Fail?](#), and [Why Was the Navajo Journey Home So Remarkable?](#) Additionally, students can analyze historic and contemporary speeches, testimonies, and letters from both Native and non-Native people in order to trace and evaluate claims or distinguish between fact, reasoned judgement, or opinion. Students could gather relevant evidence and assess sources from several NK360° digital inquiries as they develop their own claims and arguments about how different policy periods impacted American Indian nations' abilities to self-govern.

SOCIAL SCIENCES: Civics and History

It is common for students of all grades to spend time on the idea of power, authority, and governance at local, state, and national levels. We strongly encourage educators to include tribal governance in the study of civics and history. To be informed and engaged citizens, students need to understand that tribes today still govern their own affairs and maintain a government-to-government relationship with the United States and other governments. Critical to this understanding is knowledge about key policy eras in American history that have had a major impact on American Indian nations' abilities to govern. Colonization, treaties, removal, allotment/assimilation, tribal reorganization, termination, and self-determination have all played important roles in why and how tribes have made difficult decisions in order to provide for their people and maintain essential services. Several NK360° resources offer case studies in which students can compare how Native individuals and groups have changed societies, promoted the common good, and protected rights.

The digital inquiry [What Kinds of Actions Can Lead to Justice?](#) provides perspectives from Native American community members and their supporters, images, news footage, an interactive timeline, and other sources about an important campaign to secure the treaty rights and sovereignty of Native nations of the Pacific Northwest. In the treaties-based inquiry [Is a Treaty Intended to Be Forever?](#) there are several opportunities for students to build knowledge about the significance of treaties, laws, and court decisions, both historically and today. Through a variety of sources, students will come to recognize that knowledge about tribal governance is essential to understanding relationships between Native nations, the United States federal government, and state governments. These sources range from short videos that feature Native youth making sense of fundamental concepts like treaties and sovereignty to contemporary case studies about ongoing issues such as the [Dakota Access Pipeline](#) and its impact on tribes' abilities to self-govern.

KEY CONCEPT

Today, tribal governments operate under self-chosen traditional or constitution-based governmental structures. Based on treaties, laws, and court decisions, they operate as sovereign nations within the United States.

POWER, AUTHORITY, AND GOVERNANCE

**FEATURED NK360° RESOURCE**

Northern Plains Treaties: Is a Treaty Intended to Be Forever?

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS
SUPPORTING QUESTION 2:
[Horse Creek Treaty \(1851\)](#)
SUPPORTING QUESTION 3:
[Fort Laramie Treaty \(1868\)](#)
CONTEMPORARY CASE STUDY:
[Dakota Access Pipeline Protests](#)

Use a contemporary case study to help students think about what it means for tribal governments to operate as sovereign nations within the United States. The protests over the construction of the Dakota Access Pipeline offer a compelling example of why Native nations should be at the table when decisions of consequence are made for their citizens and the community at large. Students can practice a range of skills while engaging with the case study and discussion questions, including:

- **determining a central idea of the text and providing an objective summary;**
- **citing textual evidence to support analysis of what the text says;**
- **distinguishing claims that are supported by reasons and evidence and those that are not;**
- **analyzing two or more texts (see Opposing Perspectives) that provide conflicting information and identifying where the texts disagree on matters of fact and/or interpretation.**

Use the stories about two treaties, the 1851 Horse Creek Treaty (supporting question one) and the 1868 Fort Laramie Treaty (supporting question two), to **practice delineating and evaluating arguments in a text and citing strong and thorough textual evidence.** The study of these two treaties and their outcomes gives an opportunity for students to **consider the application of constitutional principles and use of legal reasoning** by the United States government and assess whether it is valid. Students should give attention to what evidence the United States brings to treaty negotiations and the **extent to which the evidence is relevant, sufficient, and accurate.**

Related student worksheets:

[The 1851 Horse Creek Treaty](#)

[The 1868 Fort Laramie Treaty](#)



Drawing by Weshoyot Alvitre. © Smithsonian's National Museum of the American Indian

KEY CONCEPT

Today, tribal governments operate under self-chosen traditional or constitution-based governmental structures. Based on treaties, laws, and court decisions, they operate as sovereign nations within the United States.

POWER, AUTHORITY, AND GOVERNANCE



FEATURED NK360° RESOURCE

Northern Plains Treaties: Is a Treaty Intended to Be Forever?

Grades 6-8

Grades 9-12

SOCIAL SCIENCES

[Let's Talk Treaties Video](#)

SUPPORTING QUESTION 1:
[Values and Beliefs](#)

SUPPORTING QUESTION 2:
[Horse Creek Treaty \(1851\)](#)

SUPPORTING QUESTION 3:
[Fort Laramie Treaty \(1868\)](#)

CONTEMPORARY CASE STUDY:
[Dakota Access Pipeline Protests](#)



Drawing by Weshoyot Alvitre. © Smithsonian's National Museum of the American Indian

The video [Let's Talk Treaties](#) introduces important foundational content and concepts about the sovereignty of Native nations and the importance of treaties. Students can use the video and associated student task to begin **thinking about treaties with Native nations as foundational documents.**

As an extension to that exercise, students might use the two case studies in supporting question one ([Words Matter and Values and Beliefs](#)) to **analyze the ideas and principles upon which treaties between Native nations and the U.S. government were made.**

The [Dakota Access Pipeline Protests case study](#) can also support students' understanding of tribal sovereignty. Students can use the story of the protests as a way to think about **how individuals and groups change societies, promote the common good, and protect rights.** Students might be inspired by the actions of Native youth featured in the case study to consider different ways they could take informed action on an issue or challenge of their choosing.

Related student worksheet: [Mapping Informed Action Student Worksheet](#)

Using one or both of the supporting questions as case studies ([1851 Horse Creek Treaty](#), [1868 Fort Laramie Treaty](#)), have students examine a treaty and its greater historical context in order to **analyze the impact it has had on the maintenance of order, justice, equality, and liberty for Native peoples.**

Additionally, students can use the contemporary case study about the [Dakota Access Pipeline protest \(DAPL\)](#) to consider how individuals use and challenge laws to address a variety of public issues. Students should understand that the events that unfolded during the DAPL protests connect to the history and legacy of the 1868 Fort Laramie Treaty.



Drawing by Weshoyot Alvitre. © Smithsonian's National Museum of the American Indian

KEY CONCEPT

□ Long before European colonization, American Indians had developed a variety of complex systems of government that embodied important principles for effective rule.

POWER, AUTHORITY, AND GOVERNANCE

**FEATURED NK360° RESOURCE**

Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?

Grades 3-5**ENGLISH LANGUAGE ARTS****SUPPORTING QUESTION 3:**
Nationhood

□ The [Northern Cheyenne and Oceti Sakowin case studies](#) are particularly helpful for elementary students. The two case studies bring together rich images, short audio narrations of important stories, and clear quotes from Native people and leaders that show that American Indians have had a long history of developing systems of government. Young learners will be able to use the historical and contemporary images, audio, and text to **ask and answer questions about the text and refer explicitly to draw evidence that supports analysis of and reflection on the power, authority, and governance of Native nations.**

SOCIAL SCIENCES**SUPPORTING QUESTION 3:**
Nationhood

□ The four case studies in supporting question three give students an opportunity to learn about civic concepts from Native perspectives and see the long history of Native governance. When teaching about **processes, rules, and laws**, students could use one or more of the case studies to **describe how Native people have tried to improve their communities over time**. If students are learning about **civic and political institutions**, use images in the case studies of Native leaders and Native places of government to help students **distinguish the responsibilities and powers of government officials at the tribal level**. Finally, when students begin to think about **civic participation and deliberation**, use one or more of the case studies to help students **identify core virtues and democratic principles that guide the tribe**.

Grades 6-8

□ The four case studies in supporting question three (nationhood) give students an opportunity to consider the meaning of nationhood for Native peoples, with attention to historical and contemporary examples. Working independently or with a partner, students might **explore one or more case studies and look for evidence that supports their analysis of what the text says explicitly as well as inferences from the text**.

Grades 9-12

□ Using one or more of the four nation case studies in supporting question three, students could **determine a central idea of the nation case study, analyze its development over time, including how it is shaped and refined by details, and then provide an objective summary**. Alternatively, students might use the case studies to inform a collaborative discussion about the meaning of belonging to a Native nation. Students should draw evidence from the case studies, with attention to the points of view articulated by Native people in each case study.



Crow Fair Parade, August 2009. Crow Agency, Montana. Smithsonian's National Museum of the American Indian

□ For middle-school students, use supporting question three as a resource for **comparing the means by which individuals and groups change societies, promote the common good, and protect rights**. Students might work in small groups, with each group member investigating a different Native nation. Students should look for examples of Native individuals and/or the tribe promoting the common good, protecting rights, and/or taking steps to make societal change. Students can compare similarities and note differences among the four tribal nations featured across the different case studies. As an extension, students might reflect on how the examples they found in the four case studies compare to what they know about how other individuals and groups (i.e. local government, civic groups, non-profits, state government) promote the common good and protect rights.

KEY CONCEPT

A variety of political, economic, legal, military, and social policies were used by Europeans and Americans to remove and relocate American Indians and to destroy their cultures. U.S. policies regarding American Indians were the result of major national debate.

POWER, AUTHORITY, AND GOVERNANCE

**FEATURED NK360° RESOURCE**

American Indian Removal: What Does It Mean to Remove a People?

Grades 3-5**ENGLISH LANGUAGE ARTS**
[Staging the Question \(Introduction\)](#)
[Muscogee Case Study](#)
[Cherokee Case Study](#)
[Six Different Native Nations Case Study](#)

The introduction to the digital inquiry on removal (Staging the Question) is an accessible resource for elementary students to start learning about how Europeans and Americans removed and relocated American Indians and tried to destroy their cultures. In an English-language-arts setting, it is also an opportunity to practice **interpreting information from a diversity of formats**. Students can first watch a video that presents student perspectives about the meaning and impact of removal. From there, students can examine quotes about removal from two different leaders, one Native and one American. Finally, students can examine a map that refutes the mistaken idea that removal was limited to only a few tribes. As students **interpret information from these different formats**, they can **explain how each contributes to their understanding of the text that accompanies each resource**.

Grades 6-8

The digital inquiry about American Indian Removal provides ample opportunities for students to **practice analyzing primary and secondary sources with attention to:**

- determining the **central idea** of a text;
- **comparing text to audio, video, and multimedia and how the delivery affects the impact of the words;**
- **writing arguments to support claims with clear reasons and clear, relevant evidence.**

Using one or more of the three supporting- question case studies (Muscogee, Cherokee, or Six Different Native Nations), students will be able to **examine primary and secondary sources**, including images, treaty text, illustrations, quotes, news articles, and more. Each of these different sources helps to shed light on Native perspectives regarding the efforts by Europeans and Americans to remove and relocate American Indians and to destroy Native cultures. Students will also see how Native people resisted and persisted despite the devastating effects of these policies.

Grades 9-12

In an English-language-arts setting, using the digital inquiry about removal is an opportunity for high-school students to **practice delineating and evaluating arguments and claims in a text**. Each case study in the inquiry includes a range of text types and formats that present claims/arguments regarding the experiences, impacts, and legacy of American Indian Removal for Native peoples. Students should take time to **assess whether claims are valid and the evidence is relevant and sufficient**. Students might also use the inquiry to **practice citing strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn**.

KEY CONCEPT

A variety of political, economic, legal, military, and social policies were used by Europeans and Americans to remove and relocate American Indians and to destroy their cultures. U.S. policies regarding American Indians were the result of major national debate.

POWER, AUTHORITY, AND GOVERNANCE



FEATURED NK360° RESOURCE

American Indian Removal: What Does It Mean to Remove a People?

Grades 3-5

Grades 6-8

Grades 9-12

SOcial SCIENCES

[Staging the Question \(Introduction\)](#)

[Muscogee Case Study](#)

[Cherokee Case Study](#)

[Six Different Native Nations Case Study](#)

All students need practice using historical sources and evidence. At the elementary level, one way to approach this skill is through guided instruction on how to “read” different source types. The structure and content of supporting question three, Six Different Native Nations, lends itself to this type of practice. Teachers can model with students how to **examine different kinds of primary sources** (images, maps, objects, treaties, and quotes) for one of the six different case studies (Cherokee, Eastern Cherokee, Kickapoo, Potawatomi, Seminole, or Shawnee). Teachers can demonstrate how to **use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful** for understanding the effects of removal for Native peoples. Depending on student readiness, students might practice the skill independently or with a partner.

Learning about the policies that Europeans and Americans used to remove and relocate Native Americans is relevant to a student’s understanding of the United States as a government alongside Native nations as governments. The removal inquiry gives students a resource to investigate the enormous scope of removal, the arguments and actions against removal made by Native peoples and their allies, and the legacy of removal today. Students can use the full digital inquiry to investigate the compelling question, What does it mean to remove a people? They can **organize applicable evidence from each supporting question into a coherent argument about actions Native peoples and their allies took against removal**. Alternatively, a teacher might decide to focus students’ investigations by assigning specific supporting questions (Muscogee, Cherokee, or Six Different Native Nations) to small student groups with the expectation that **students will organize evidence related to a particular Native nation into a coherent argument about actions Native peoples and their allies took against removal**.

At the high-school level, students can use the removal inquiry to better understand how treaties were used to remove and relocate Native nations. Students will also learn that treaties contain tools for Native nations today to continue to reaffirm their rights as sovereign nations. In each supporting question (Muscogee, Cherokee, and Six Different Native Nations), students can spend time analyzing excerpts from Native treaties with attention to the **impact of these treaties on the maintenance of order, justice, equality, and liberty for Native peoples**. [Muscogee Treaty \(1832\)](#)
[Cherokee Treaty \(1835\)](#)
[Kickapoo Treaty \(1832\)](#)
[Potawatomi Treaty \(1836\)](#)
[Shawnee Treaty \(1831\)](#)
[Seminole Treaty \(1832\)](#)
Find more transcripts of treaties between Native nations and European and American governments on the museum’s [Nation to Nation exhibition website](#)

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

KEY CONCEPTS

- ▣ For thousands of years American Indians developed and operated vast trade networks throughout the Western Hemisphere.
- ▣ American Indians exchanged ideas and cultural practices, and they traded, gifted, and negotiated with one another the purchase of goods, foods, technologies, and domestic animals.
- ▣ American Indians played influential and powerful roles in trade and exchange economies with partners in Europe during the colonial period that also supported the development and growth of the United States.
- ▣ Today, American Indians are involved in a variety of economic enterprises, set economic policies for their nations, and own and manage natural resources.

Essential Understanding

American Indians developed a variety of economic systems that reflected their cultures and managed their relationships with others. Prior to European arrival in the Americas, American Indians produced and traded goods and technologies using well-developed systems of trails and widespread transcontinental, intertribal trade routes. Today, American Indian tribes and individuals are active in economic enterprises that involve production and distribution.



A vibrant market scene in the town of Pisac, Sacred Valley, Cusco Region, Peru, 2014. Smithsonian's National Museum of the American Indian

PRODUCTION, DISTRIBUTION, AND CONSUMPTION



More than 200 varieties of corn have been domesticated by Andean farmers over millennia, 2014. Smithsonian's National Museum of the American Indian

Disciplinary Lens and Student Practice: How Can I Teach This?

ENGLISH LANGUAGE ARTS: Reading Informational Text, Writing

While the ideas of production, distribution, and consumption are typically reserved for teaching economics, students can still have practice with such concepts through reading informational text and by developing and writing arguments. Two NK360° resources, [The Great Inka Road: How Can a Road System Be an Example of Innovation?](#) and [Early Encounters in Native New York: Did Native People Really Sell Manhattan?](#), provide ample opportunities for students to engage with Native perspectives about not only economic decisions, but also the values and beliefs that guide such decision making. Both resources give students opportunities to interpret information from a variety of formats and explain how it contributes to an understanding of what the text says. Students could use either resource as a starting point for conducting short research projects that build on knowledge about a topic. Both NK360° resources could even serve as a hub for students to gather information from print and digital materials, take notes, and sort evidence. Additionally, the inquiry design of each resource sets students up to successfully write arguments and support claims with clear reasoning and relevant evidence.

SOCIAL SCIENCES: Geography, History, and Economics

When students begin to recognize and are able to name connections between different subjects in the social sciences, they gain a powerful tool to engage with and make sense of the forces behind how people, communities, and societies have made critical decisions over time. Bringing Native perspectives to this interplay adds important points of view and understanding about the ways in which economic systems can impact and reflect values and worldviews. Teachers can use the NK360° digital inquiry [Early Encounters in Native New York: Did Native People Really Sell Manhattan?](#) to examine a particular time and place, the seventeenth-century fur trade. While trade brought together two cultures, one Native and the other Dutch, there were vast differences in their values and world beliefs. This inquiry brings to light the influential and powerful roles that Native people played in trade and exchange economies with their partners in Europe that contributed to the development and growth of the United States. Students practice historical-investigation skills to unpack the misunderstandings about exchange between the two groups and the lasting effects for Native people and Native places.

Studying the [Great Inka Road](#) offers an opportunity for students to use geographic, historical, and economic thinking skills to investigate the thousands of years of history of vast trade networks that Native people developed and operated throughout the Western Hemisphere. In the digital inquiry [How Can a Road System Be an Example of Innovation?](#), students examine how the Inka were able to integrate diverse communities over huge territories in the Andes through a vast and innovate road system. Central to that system were trade networks that were critical to forging an immense empire in the fifteenth and sixteenth centuries.

Finally, students need to engage with contemporary stories of Native people and places in order to recognize that today American Indians are involved in a variety of economic enterprises and manage natural resources. In [American Indian Responses to Environmental Challenges](#), students can investigate four case studies with a focus on economic thinking. For the Native nations featured in these case studies, the ability to set their own economic policies is directly connected to the health and wealth of the natural resources and their community.

KEY CONCEPTS

- For thousands of years American Indians developed and operated vast trade networks throughout the Western Hemisphere.
- American Indians exchanged ideas and cultural practices, and they traded, gifted, and negotiated with one another the purchase of goods, foods, technologies, and domestic animals.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

 **FEATURED NK360° RESOURCE**

The Great Inka Road: How Can a Road System Be an Example of Innovation?

Grades 3-5

Grades 6-8

ENGLISH LANGUAGE ARTS

VIDEO:
[Meaning of Innovation](#)

SUPPORTING QUESTION 2:
[The Great Inka Road System](#)

SUPPORTING QUESTION 3:
[Engineering a Grass Bridge](#)

The Inka Road digital inquiry gives students an opportunity to **interpret information from a variety of formats, including maps, interactive tools, and images, and to explain how the different sources contribute to an understanding of the idea of innovation.** In supporting question one, students see how the construction of roads and bridges led to vast trade networks. [Impressions of the Road](#) is an especially helpful section for students to **practice using information from illustrations (lithographs) and from words (quotes) to demonstrate understanding** of how the road system can be an example of innovation.

In an English-language-arts setting, students can use the supporting questions in the Inka digital inquiry to **practice comparing text to audio, video, and multimedia and assessing how delivery affects the understanding of the key ideas.** While students are evaluating the advantages and disadvantages of using different mediums to convey information about a topic, they are also learning about the innovative vast trade networks American Indians developed throughout the Western Hemisphere.

Additionally, students can investigate parts of or the full digital inquiry in order to **write informative/explanatory text on the topic of Inka innovation. Students might integrate technical, quantitative information (diagrams, models, and visual data) from the inquiry in presentations on their informative/explanatory text.**

SOCIAL SCIENCES

VIDEO:
[Meaning of Innovation](#)

SUPPORTING QUESTION 1:
[The Inka Empire](#)

SUPPORTING QUESTION 2:
[The Great Inka Road System](#)

SUPPORTING QUESTION 3:
[Engineering a Grass Bridge](#)

From a geographic lens, students can examine the Inka digital inquiry with attention to how changes in transportation (roads and bridges) **influenced the spatial connections among the Inka and affected the spread of ideas and culture.** As students go through each supporting question, they should look for sources that help explain how and why parts of the empire were connected and what that meant for the spread of ideas and culture.

Alternatively, students might practice historical-thinking skills and use the inquiry to investigate **connections among events and developments in broader historical contexts.** Rather than think of the Inka Empire only in the context of its position alongside the Aztec and Maya, students can come to appreciate the engineering innovations that forged the Inka Empire.



Llama meat was an important part of the Inka diet. Today, llama meat is freeze-dried to make charki, and alpaca meat is served in restaurants in Cusco and other parts of Peru, 2014. Smithsonian's National Museum of the American Indian



Quinoa is a crop that originated in the Andes of Peru and Bolivia and was domesticated by Inka ancestor cultures several thousand years ago. Smithsonian's National Museum of the American Indian

KEY CONCEPTS

- American Indians played influential and powerful roles in trade and exchange economies that also supported the development and growth of the United States.
- American Indians exchanged ideas and cultural practices, and they traded, gifted, and negotiated with one another.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

 **FEATURED NK360° RESOURCE**

Early Encounters in Native New York: Did Native People Really Sell Manhattan?

Grades 3-5

Grades 6-8

ENGLISH LANGUAGE ARTS

SUPPORTING QUESTION 1:
[Why Did Exchange Matter](#)

SUPPORTING QUESTION 2:
[Trade Goods and Values](#)

SUPPORTING QUESTION 3:
[Land Exchange](#)

- Students could use any of the inquiry’s supporting questions to build foundational literacy skills including:
 - determining the **main idea of a source and recounting key details** and how they support the main idea;
 - summarizing the text;**
 - using information from illustrations and from words to demonstrate understanding** (see illustrations in supporting question two);
 - drawing **evidence from literary or informational texts to support analysis, reflection, and research** (see supporting question three).

- Use the texts ([Schaghen Letter](#) and [Views on Land](#)) in supporting question three to compare and **contrast the two authors’ presentations of events. Students might also use these texts as a case in which two or more texts provide conflicting information. Students should identify where texts disagree on matters of fact/interpretation.** Students could use the discussion questions (Schaghen Letter) and resource annotator (Views on Land) tool to support their analysis.
- Alternatively, students might investigate the full inquiry as an opportunity to write an argument to address the compelling question, Did Native people really sell Manhattan? As students construct their argument, they should support their claims with reasons and clear evidence from each of the supporting questions. Students could also use the inquiry as a starting point from which to **conduct a short research project** about the roles American Indians played in trade and exchange economies during the colonial period, with attention to how they supported the development and growth of the United States.



Illustrations by Maria Wolf Lopez, coordinated by Michael Sheyahshe (Caddo). © Smithsonian’s National Museum of the American Indian

KEY CONCEPTS

- American Indians played influential and powerful roles in trade and exchange economies that also supported the development and growth of the United States.
- American Indians exchanged ideas and cultural practices, and they traded, gifted, and negotiated with one another.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION



FEATURED NK360° RESOURCE

Early Encounters in Native New York: Did Native People Really Sell Manhattan?

Grades 3-5

Grades 6-8

SOCIAL SCIENCES

Staging the Question (Introduction)

SUPPORTING QUESTION 1: Why Did Exchange Matter?

SUPPORTING QUESTION 2: Trade Goods and Values

SUPPORTING QUESTION 3: Land Exchange

Contemporary Connections: Native New Yorkers Today

The inquiry about early encounters in Native New York can help to give tangible examples for students about what it means that American Indians have played influential and powerful roles in trade and exchange economies that also supported the development and growth of the United States. As students learn about the economic relationships between Native peoples and Dutch explorers, they will also see the important economic and cultural relationships between different Native groups in what is today New York. Students might examine the inquiry from several angles, including:

- Historical Perspectives:** Have students look for and then explain why individuals and groups (Native and Dutch) differed in their perspectives during the same historical period.
- Historical Sources and Evidence:** Students can use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying relationships, trade, and exchange among Native peoples and between Native peoples and European explorers.
- Causation and Argumentation:** Students might use the inquiry's focus on values and worldviews to explain probable causes and effects of early encounters in the Americas for Native peoples in what is today New York.
- Geography, Human/Environment Interaction:** Students can use the opening video, supporting question one, and the contemporary case study to investigate how the cultural and environmental characteristics of places within the United States have changed over time.

Use the digital inquiry to help illustrate for students that Native peoples have played powerful roles in trade and exchange. This inquiry can also help students think about how perspectives influence the telling of history. Middle-school students can analyze **multiple factors that influenced the perspectives of both Native communities and Dutch explorers.** Taking it a step further, students should **consider how Dutch perspectives influenced what information is available in the historical sources** that they created about the “sale” of Manhattan. Students can use these considerations as they organize applicable evidence into a coherent argument about whether Native people really sold Manhattan.



Illustrations by Maria Wolf Lopez, coordinated by Michael Sheyahshe (Caddo). © Smithsonian's National Museum of the American Indian

SCIENCE, TECHNOLOGY, AND SOCIETY

KEY CONCEPTS

American Indian knowledge:

- ▣ can inform the ongoing search for new solutions to contemporary issues;
- ▣ reflects a relationship based on keen observation, experimentation, and practice;
- ▣ is closely tied to languages, cultural values, and practices;
- ▣ is founded on the recognition of the relationships between humans and the world around them;
- ▣ allowed American Indians to live productive, innovative, and sustainable lives and has had enormous global impact;
- ▣ was to a large extent destroyed in the years after contact with Europeans. Nevertheless, the intergenerational transfer of traditional knowledge, the recovery of cultural practices, and the creation of new knowledge continue in American Indian communities today.

Essential Understanding

American Indian knowledge resides in languages, cultural practices, and teachings that span many generations. This knowledge is based on long-term observation, experimentation, and experience with the living earth. Indigenous knowledge has sustained American Indian cultures for thousands of years. When applied to contemporary global challenges, Native knowledge contributes to dynamic and innovative solutions.



Canoes at Sea. Smithsonian's National Museum of the American Indian

SCIENCE, TECHNOLOGY, AND SOCIETY



Photograph by Isabel Hawkins, 2016.
Smithsonian's National Museum of the
American Indian

Disciplinary Lens and Student Practice: How Can I Teach This?

ENGLISH LANGUAGE ARTS: Reading Informational Text

NK360° teaching posters contain a wealth of informational text for elementary and middle-school students. Elementary-age students (grades 3–5) can spend time with the text inserts in the poster [A Living Legacy of Inka Engineering](#) with attention to the innovative practices that led to the construction of the Q'eswachaka Bridge. Students can refer explicitly to the text as they ask and answer questions about it and draw inferences from it. Middle-school students could use the reproducible passages included in the poster [The A:Shiwi \(Zuni\) People: A Study in Environment, Adaptation, and Agricultural Practices](#) to better understand how American Indian knowledge is based on keen observation, experimentation, and practice and is closely tied to languages and cultural values. At the high-school level, students might use the website [American Indian Responses to Environmental Challenges](#) to practice critical analysis of different source types. Each case study featured in the website allows students to examine information from a variety of formats and explain how it contributes to an understanding of what the text says.

SOCIAL SCIENCES: Geography

Teaching geography includes giving students practice in evaluating how cultural and economic decisions influence environments and the daily lives of people. The digital inquiry [Why Do the Foods We Eat Matter?](#) is an excellent tool for examining this phenomenon with attention to Native knowledge and perspectives. As students learn about cultural ties to salmon, the threats to salmon populations, and the actions that Native people and nations are taking to restore and sustain salmon, they also see that American Indian knowledge informs ongoing searches for new solutions to contemporary issues. Students recognize that Indigenous knowledge is closely tied to language, cultural values, and practices, and is founded on the recognition of the relationships between humans and the world around them. Students could even use the inquiry as a jumping-off point to further investigate how the cultural and environmental characteristics of places within the United States (in this case, Washington State) have changed over time.

SCIENCE: Earth and Human Activity and Life Sciences

When students are asked to obtain and combine information about ways individual communities use scientific ideas to protect the earth's resources and environment, the NK360° website [American Indian Responses to Environmental Challenges](#) is a robust resource that demonstrates how Native knowledge contributes to dynamic and innovative solutions to complex environmental challenges. Students can turn to one or all four nation case studies featured in the website as models from which they could evaluate design solutions that Native communities use for maintaining biodiversity and ecosystem services. Taking it a step further, students can use the knowledge gained from one or more case studies as inspiration to design, evaluate, or refine a solution for reducing the impacts of human activities on the environment and biodiversity in their own communities. By bringing in examples of scientific and Indigenous knowledge from Native communities, students see how American Indian knowledge can inform the ongoing search for new solutions to contemporary issues.

KEY CONCEPTS

American Indian knowledge:

- ▣ can inform the ongoing search for new solutions to contemporary issues.
- ▣ reflects a relationship based on keen observation, experimentation, and practice; is closely tied to languages, cultural values, and practices.

SCIENCE, TECHNOLOGY, AND SOCIETY



FEATURED NK360° RESOURCE

American Indian Responses to Environmental Challenges

Grades 3-5

Grades 6-8

Grades 9-12

ENGLISH LANGUAGE ARTS

[Akwasasne Mohawk](#)

[Campo Kumeyaay Nation](#)

[Leech Lake Ojibwe](#)

[Lummi Nation](#)

[WEBSITE ORIENTATION AND RESOURCES FOR TEACHERS:](#)
[Teacher Resources](#)

▣ Each case study on the *Environmental Challenges* website clearly shows students real-world meaning and application of American Indian knowledge. While the website provides science- and social-studies-specific content knowledge, students can also use the website and case studies to practice **interpreting information from a variety of formats and using details to describe people, places, events, or things.** In particular, the videos and activities help younger students access important content and ideas from Native perspectives about the connection between American Indian knowledge and language, cultural values, and practices.

▣ Have students select one nation case study to examine in close detail. Students can use the sources in the case study to either **write informative/explanatory texts to examine a topic and convey ideas/concepts; or conduct short research projects to answer a question.** For either task, students should **draw evidence from informational text (and other sources) in the case study to support analysis, reflection, and research** about how American Indian knowledge can inform the ongoing search for new solutions to contemporary issues and is closely tied to Native languages, cultural values, and practices.

▣ Have students use the case studies in the website as a starting point to **conduct further, sustained research** about how American Indian knowledge can inform the ongoing search for new solutions to contemporary issues. In addition to examining one or more case studies on the website, students should then do additional research to find examples of how other tribes are working to solve environmental challenges. Students can make use of the additional resources/recommended reading on the website to gain a sense of the types of sources they might find useful for their own research.



Black Ash Planting. Courtesy of Tim Baxter, New York State Department of Environmental Conservation

KEY CONCEPTS

American Indian knowledge:

- can inform the ongoing search for new solutions to contemporary issues.
- reflects a relationship based on keen observation, experimentation, and practice; is closely tied to languages, cultural values, and practices.

SCIENCE, TECHNOLOGY, AND SOCIETY



FEATURED NK360° RESOURCE

American Indian Responses to Environmental Challenges

Grades 3-5

Grades 6-8

Grades 9-12

□ **SOCIAL SCIENCES**

[Akwasasne Mohawk](#)

[Campo Kumeyaay Nation](#)

[Leech Lake Ojibwe](#)

[Lummi Nation](#)

[WEBSITE ORIENTATION AND RESOURCES FOR TEACHERS: Teacher Resources](#)

□ Students in elementary grades can use one or more of the case studies to investigate how the cultural and environmental characteristics of places within the United States have changed over time. Students might choose one nation case study to explore in close detail. Students can find helpful information about how cultural and environmental characteristics of the homelands of Native peoples have changed over time. The sections on [Meet the People, About Our Homeland, and Our Environmental Challenge](#) are particularly helpful for [young students to recognize the relationships Native peoples see between humans and the environment.](#)

□ Middle-school students can use the case studies in the Environmental Challenges website to **evaluate how cultural and economic decisions influence environments and the daily lives of people both nearby and in distant places.** By engaging with one or more of the four different case studies, students will be able to recognize how American Indian knowledge affects both cultural and economic decisions and has allowed American Indians to live productive, innovative, and sustainable lives. As students watch the videos, complete the activities, and answer the questions, they will also be able to name the cultural and economic decisions that influence the daily lives of the Native peoples featured on the website.

□ Use this website as an innovative opportunity for high-school students to arrive at the understanding that recognizing, valuing, and seeking out American Indian knowledge to solve contemporary issues is a social justice issue. Because American Indian knowledge is closely tied to languages, cultural values, and practices, it is also part of **Native peoples' struggle for safety, freedom, equality, and justice.** Have students examine two or more case studies with attention to evidence that demonstrates the link between the recovery of cultural practices and the creation of new knowledge to solve complex challenges.

□ **SCIENCE**

[Akwasasne Mohawk](#)

[Campo Kumeyaay Nation](#)

[Leech Lake Ojibwe](#)

[Lummi Nation](#)

[WEBSITE ORIENTATION AND RESOURCES FOR TEACHERS: Teacher Resources](#)

□ For younger students, present one or more of the four nation case studies as a resource that students can use to **obtain and combine information about ways individual communities use scientific ideas to protect the earth's resources and environment.** Students should see how unique Native knowledge also contributes to how Native communities have lived productive, innovative, and sustainable lives.

□ Working with a partner, in a group, or independently, students can examine at least two of the four nation case studies. After watching the videos, completing the activities, and answering the questions in the case studies, students can **evaluate the solutions that Native communities have for maintaining biodiversity and ecosystem services.** As an extension, students might consider how they could apply some of this Native knowledge to environmental challenges in their community.

□ Have students examine at least two of the four nation case studies featured on the website. After they have completed two or more case studies, challenge students to use the approaches and solutions employed by Native communities as inspiration for how to effectively address complex environmental issues. Have students **design, evaluate, and refine a solution for reducing the impacts of human activities on the local environment and biodiversity.**



2018 Native Knowledge 360° Summer Teacher Institute, Photograph by Matailong Du. Smithsonian's National Museum of American Indian

NATIVE KNOWLEDGE 360°

ESSENTIAL UNDERSTANDINGS

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