



Indigenous Peoples




Curriculum Update Prepared by

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New Paltz High School Library

- ▶ NPHS Library added new resources to the collection including such titles as *#Not Your Princess; Voices of Native American Women* and *You Don't Have to Say You Love Me: A Memoir* by Sherman Alexie.
- ▶ These resources were featured in an Indigenous People's Day display.



New Paltz High School

AP Euro:

ESSENTIAL QUESTION: CHANGING HISTORY, DENYING HISTORY, OR ACKNOWLEDGING HISTORY?

Students were given the task of reading about the Encounter from the global textbooks and then comparing what the text presented to excerpts from the diary of Columbus and the writings of Bartoleme de las Casas.

Students noticed that the text used a quote from Columbus' diary that portrayed him in a positive or neutral light, but left off the end of the passage where he speaks in more derogatory terms about the Native Americans as natural "servants" and refers to plans of "taking" some back.

They noticed that the text seemed to distance the story of the Encounter from the later actions of the Spanish by separating the passages of the Encounter and then going on to other countries and exploration before coming back to the conquest.

Students noted that the diary entries from Columbus reveal that he was very much a part of the later aftermath.



New Paltz High School AP United States Government

FIRST STEPS TOWARD RECONCILIATION AND ATONEMENT

Students discussed the New Paltz Central School District BOE Indigenous Peoples Day Resolution.

- ▶ Motivations and reasoning behind the resolution.
- ▶ Power and institutions recognizing different perspectives in history.

Conclusions: Resolution is the first step toward reconciliation and atonement to what happened to native peoples after Europeans arrived.

Extension: Students examined other places where these resolutions have passed and compared the political culture and demographics to New Paltz.



New Paltz High School Global 10

ANALYZING PERSPECTIVE IN RESOURCES

Identify perspective and bias and assess historical narrative as presented in various resources.

Students studied excerpts from de Las Casas on what happened to Native Americans in Mexico under the conquistadors and compared them to textbook sections.

Discussion: How does de Las Casas add to our understanding of history?



New Paltz High School US History

EXAMINING AMERICAN HISTORY ON A BROAD SCALE THROUGH THE NATIVE AMERICAN PERSPECTIVE.

- ▶ Case Study: The War of 1812 as a battle over homeland security and the cost of achieving westward expansion.
- ▶ Case Study: Current Perspective--Why did the town of Whitesboro, New York, choose to change its town logo? Resources included the NY Times and a YouTube commentary video.



New Paltz High School AP Microeconomics

Guiding Question: How do contemporary challenges of the Native Americans relate to the European Encounter?

Case Study: Whitesboro, New York. Resource YouTube commentary. Analysis of economic data comparing the Native American population with the American population in general.

Students studied data from the U.S. Census Bureau, the Economics Policy Institute and other sources.

Students evaluated the data to determine current economic challenges faced by America's Native population.

Students traced economic struggles back to the encounter with Christopher Columbus; i.e., 90% of Native population lost and the loss of land.

Guiding Question: What is the motivation behind changing Columbus Day to Indigenous Peoples Day?

Create awareness and honor.

If, by renaming the day off that we have every October, more Americans are made aware of the accomplishments of Native Americans, the cost that Native Americans have paid as the United States has grown, and the challenges Indigenous People still face today, then that might increase the likelihood of positive change received by our Indigenous population.



New Paltz High School Human Rights

GENOCIDE

United Nations Definition

“Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; [and] forcibly transferring children of the group to another group.”

Conclusion: The treatment of Native Americans by the Europeans (Spanish conquistadors and the United States) meets the UN definition of genocide.



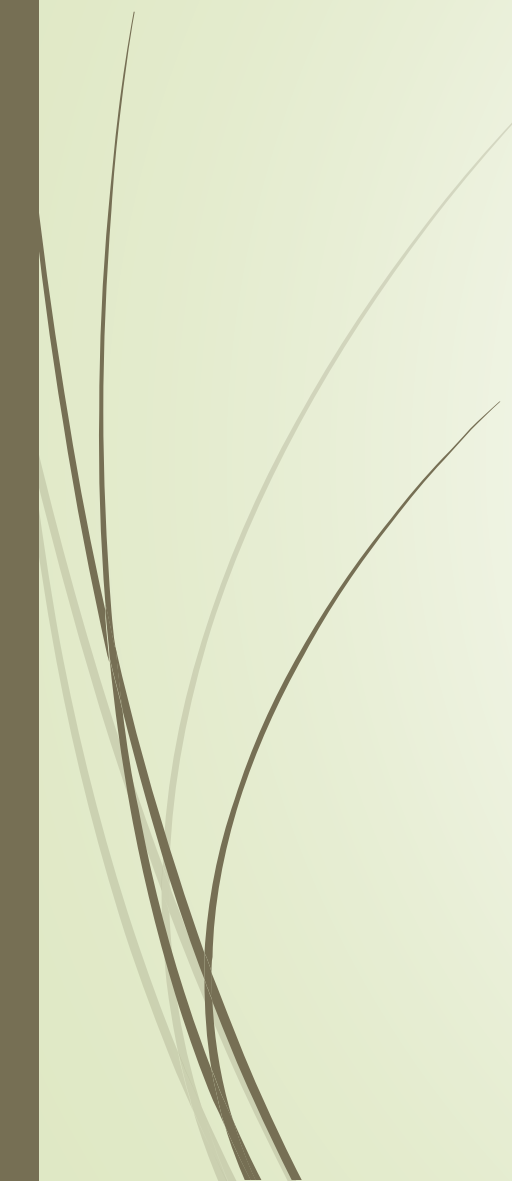
New Paltz High School Women's History

ESSENTIAL QUESTION: HOW ARE NATIVE AMERICAN WOMEN DEPICTED IN HISTORICAL DOCUMENTS AND RECORDS?

Case study: La Malinche, a Nahuatl woman from the Mexican gulf coast who served as Cortez's translator and later as his wife.



New Paltz High School Photography



Students are creating a documentary photography project of indigenous people, that will help preserve Indigenous culture, history and their people.



New Paltz Middle School

Grade 8

WHAT ROLE DOES EDUCATION PLAY IN CREATING ATTITUDES AND ASSUMPTIONS ABOUT NATIVE AMERICANS?

Students engaged in an investigation of how Eurocentric and racist attitudes during the early 1800s reinforced an ideology that possibly contributed to the belief of Manifest Destiny (the concept that it was clear, obvious, and justifiable for settlers to expropriate land from Indians).

ALSO IN EIGHTH GRADE...

Because the Railroad Came - a look at various documents (primary and secondary) and statistics regarding the effect of the transcontinental railroad on Native American lifestyles.

Broken Promises and Bloodshed - using various first hand accounts we look at the "crimes" of broken promises and bloodshed that occurred as settlers moved west.

The Native American Civil Rights movement.



New Paltz Middle School

Grade 7

DETECTING AND EXAMINING BIAS (INCLUDING OUR OWN) AND THE POWER MEDIA HAS ON SHAPING OUR VIEW

The idea is that students are given the task to chose "the right/best" facts about Columbus to include in a chapter about European Exploration in the New World.

Are Columbus's contributions to history Positive? Negative? Or Neutral?

WE ARE STILL HERE

This study focused on progress made in the recent past supporting the celebration of Indigenous People: Their past, their present, and promoting their future.

Columbus' quote added to the discussion, and opposite perspective.

- What was Columbus' true motivations and intentions?
- Where was Columbus trying to get to, and how did that affect his interactions?
- What was Columbus' first impression of the Indigenous People he encountered?
- According to the quote, why did Columbus feel he needed to use violence in the initial interactions with the Native Americans on the Island?

How did the Europeans feel about the Indigenous People they were diffusing with on the Island?



Lenape Elementary Grade 5

Essential Question: Christopher Columbus, Hero or Villain?

Thinking Skill: Perspective


Resources

Brainpop

Scholastic News

Classroom Library Books

Library Books




Lenape Elementary School

Grade 4

Guiding Questions: What happened to the Indigenous Peoples in New York State and where are they now?

Resources: Articles and websites

Field trip to Mohonk



Lenape Elementary School

Grade 3

ESSENTIAL QUESTIONS: WHY IS OUR SCHOOL CALLED LENAPE? WHO WERE/ARE THE LENAPE PEOPLE AND WHERE ARE THEY NOW? WHAT ARE SOME ISSUES FACING INDIGENOUS PEOPLE TODAY?

This year in third grade at Lenape things looked and sounded a bit differently around Columbus Day. The day had been renamed by the Board of Education and the focus shifted to honor the Indigenous People of the area- the Lenni- Lenape.

Important facts and key concepts that were covered:

- ▶ Native Americans/Indigenous Peoples/First Nation were here first.
- ▶ The history behind the name Lenape and why our school was named it.
- ▶ Where the Lenape were located originally and where they are today.
- ▶ Cultural aspects of the Lenape people.
- ▶ That the oral tradition (storytelling) was used to pass down explanations of natural phenomenon and events.
- ▶ Key vocabulary relevant to the study.

Some lessons included sharing stories, songs and poems and exploring native crafts. We look forward to expanding this unit in coming years.



Duzine Elementary

Evan Pritchard, award winning historian and author from the Center for Algonquin Culture, to present grade level assemblies on November 1.

Mr. Pritchard is a descendent of the Micmac People and has provided programs for 4 and 5 year olds at the SUNY New Paltz Children's Center.

He also vetted our collection of library books (about 15 titles). Two authors, Joseph and Jamie Bruchac (father and son), were especially esteemed by Mr. Pritchard and have written children's books on Native American themes.

Jamie Bruchac will be coming for Author's Day at Duzine on December 7th. He, too, has experience working with younger children.