**Resources to Support the Teaching of**

**Reading History: Native Americans**

**Grade 4**

 *Our recommended resource for teaching this unit is the spiral-bound text, Reading History: The American Revolution, Book 3 of Units of Study for the Teaching of Reading. However, this resource uses a mentor topic that is not aligned with the Massachusetts Social Studies standards. Therefore, you will want to teach the unit sessions, which address important Grade 4 Massachusetts ELA standards, using the mentor topic of Native Americans, which aligns with the Massachusetts Social Studies standards.*

*Because this unit is a research unit in which students will learn more about Native Americans through the reading and viewing of expository texts, images, artifacts, and videos, we wanted to provide you with some resources to access materials for this unit. The Heinemann website will be useful for anchor charts, student examples (even though the topic will be different), learning progressions, and the type of content resource needed for a particular lesson. Below we are providing you with a “starter list” of resources that specifically address the topic of Native Americans that you may need for a particular session. We hope you will let your literacy coach know if you find any of these resources helpful for a particular session or if you find other helpful resources that we can add to the list!*

*Students will be writing about this research they conduct in the reading workshop during the writing workshop unit entitled, Bringing History to Life. Similar to the Reading History unit, the spiral-bound book and Heinemann website will be useful in providing general materials aimed at supporting students in writing (anchor charts, student examples, learning progressions, checklists, etc.). However, you will want to use content examples that correlate with the Native American study, rather than the American Revolution.*

**Digital Documents, Images, Artifacts, Lesson Ideas**

[National Museum of the American Indian: Smithsonian Institute](http://www.nmai.si.edu/)

* [Authentic arts and artifacts](http://www.nmai.si.edu/explore/collections/) that can be viewed and searched online
* Classroom [resources](http://www.nmai.si.edu/explore/education/resources/) (including an [Index of Resources](http://www.nmai.si.edu/explore/education/resources/index/) organized by region/tribe) and content [lessons](http://www.nmai.si.edu/explore/education/resources/classroom-lessons/)

[Digitaldocsinabox.org](http://digitaldocsinabox.org)

* A [collection of documents and images](http://digitaldocsinabox.org/images/NativeAmericans/NativeAmericans.html) to support the study of Native American societies as they existed prior to the colonists’ arrival

[Plimoth Plantation](https://www.plimoth.org/)

* [Wampanoag Homesite](https://www.plimoth.org/what-see-do/wampanoag-homesite)
* [Collections of Artifacts](https://www.plimoth.org/learn/multimedia-reference-library/discover-collections-and-archives/collections-archaeology-plimoth)

[Library of Congress](https://www.loc.gov/)

* Find authentic images and clips, such as [Native American hoop dancing](https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=7561) and [Buffalo dance](https://www.loc.gov/item/00694114/), as well as periodicals and primary sources

[Brooklyn Museum's Art of the Americas Collection](http://www.brooklynmuseum.org/opencollection/arts_of_the_americas)

* Photos of historic Native American clothing and artifacts

[History Colorado website](http://www.historycolorado.org/educators/online-exhibits-digital-badges)

* Links to museums and historical sites in Colorado, an online exhibit, and teacher and student resources

[Crazy Horse Memorial](https://crazyhorsememorial.org/) website

[Native Languages online guide](http://www.native-lagnagues.org)

[Native American Nations](http://www.nativeculturelinks.com/nations.html):

This website is an excellent resource for students conducting research on individual tribes. The author of the site is in the American Indian Library Association, and maintains a webpage with links to homepages of Native Tribes/Nations. Those maintained BY the tribe are marked with a drum icon.

[American Indians in Children’s Literature](https://americanindiansinchildrensliterature.blogspot.com/) (AICL)

Established in 2006, American Indians in Children's Literature (AICL) provides critical perspectives and analysis of indigenous peoples in children's and young adult books, the school curriculum, popular culture, and society. Scroll down for links to book reviews, Native media, and more.

**Texts**

The Comprehension Toolkit

* “Saving Their Native Language” p. 14
* “Navajo Code Talkers” p. 96

Toolkit Texts: Grades 2-3 (companion to The Comprehension Toolkit)

* “Pow Wow!” p.60

Toolkit Texts: Grades 4 - 5 (companion to The Comprehension Toolkit)

* “Queen Alliquippa, Seneca Leader” p. 26

Cobblestone magazine, particularly the issues Tragedy at Wounded Knee, Discovering Spiro, and Buffalo Bill and his Wild West

* Search Cobblestone magazines for articles related to Native Americans on the Gale Virtual Database found on most public library websites. Find it under 24/7 resources, online resources, or subscription databases on your public library site. You can find the written text of Cobblestone articles that often have an option to be read aloud. Search “Native Americans” within Cobblestone magazine once on Gale. You can also search by a more specific topic, by genre or document type (Native American biography, Native American poems, etc.), by date, and by lexile level. You can save these texts to a “My Folder” within the database, then download them to your own Google Drive folder.

[Newsela](https://newsela.com/)

* Find articles on past and current issues (such as the impact of the pipeline on native communities), as well as speeches and primary sources
* You can adjust the difficulty of the text; be sure to read the entire text before downloading and printing for your students to be sure the content is appropriate
* Searches to try:
* Native Americans (folders such as *Native American Heritage* and *I Left My Heart at Wounded Knee* can be found)
* Speeches
* Library: Primary Sources

[Time for kids](http://www.timeforkids.com/) magazine

Scholastic news magazine, if your school has a subscription

Picture books offering Native American perspectives, such as Encounter by Jane Yolen

National Geographic series about Native Americans

Social studies leveled readers about Native Americans

[Storia](https://www.storiaschool.com/#/students/login)

**Resources for BEND II: Possible Issues for Debate:**

**1. Indian Removal Act and the Trail of Tears**

Note: The articles included below represent a wide range of reading levels—be sure to read all articles first to choose the ones that feel most appropriate for your students. You may also decide to make this topic your demonstration topic and then engage children in the study of one of the other current issues as part of research teams.

* Indian Removal Act:<https://newsela.com/articles/gl-history-indian-removal-act/id/22441/>
* Cherokee and the Trail of Tears:<https://newsela.com/articles/historic-news-trailoftears/id/16569/>
* [Trail of Tears Video](http://www.history.com/topics/native-american-history/trail-of-tears) (ONLY APPROPRIATE FOR THIS GRADE to minute 1:40):
* Brief clip on Trail of Tears:<http://www.pbs.org/video/2365748419/>
* Primary Documents related to Indian Removal Act:<https://www.loc.gov/rr/program/bib/ourdocs/Indian.html>
* High Level (maybe read aloud?):<http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/indianremoval.htm> (includes some of the rationale for Indian removal)
* Indian Removal Act (language):<http://www.cherokee.org/AboutTheNation/History/TrailofTears/RemovalActof1830.aspx>
* Remember the Removal Bike Ride:<http://remembertheremoval.cherokee.org/>
* “Memorial of the Cherokee Nation, 1830”:<http://www.cherokee.org/AboutTheNation/History/TrailofTears/MemorialoftheCherokee.aspx>

**2. Should Names of Native American Mascots Still be Used?**

**\*Note**: This topic provides lots of opportunities to research a debatable issue, one that has an impact on Native Americans today, but also one that has pit Native Americans against much-loved sports teams. In this way it is timely, engaging, relevant but also a sensitive topic that will ask children to consider the use of language that some people find offensive. To consider these issues in a thoughtful manner, it will be important for all children researching this topic to read articles **on both sides of the issue,** not only the ones that represent their initial reaction. It will also be important for you to play a role in helping children consider opposing sides and different viewpoints with respect for one another.

Finally, please be sure to read/vet these articles yourself before having students read the texts. Some of the articles should be read with an extension that removes the advertisements that border the page. Some articles may be better used as a read-aloud given higher levels of text complexity.

***Mostly* Pro Articles**

* <https://newsela.com/articles/redskins-controversy/id/1663/>
* <https://newsela.com/articles/adidas-mascots/id/12875/>
* <http://magazines.scholastic.com/news/2014/08/Insult-or-Honor>
* <http://www.ncai.org/proudtobe>
* Video from National Congress of American Indians:<http://www.ncai.org/proudtobe> (video can be located further down on the link)
* Proud to be Native Americans Campaign Against Redskins:<https://www.youtube.com/watch?v=wlk6PUgA_2g>
* <http://www.usatoday.com/story/sports/nfl/2014/07/22/indian-mascots-report-washington-nfl-team/13006145/>

**Pro/Con Information**

* Pros and Cons of Indian Mascots:<http://peopleof.oureverydaylife.com/pros-cons-indian-mascots-9323.html>
* Obama, Team Owners, Goodell: <http://www.nytimes.com/2013/10/06/sports/football/obama-enters-the-debate-on-the-redskins-name.html>
* Roger Goodell Article and Letter to Congress to Keep Name of Redskins: <https://www.washingtonpost.com/news/early-lead/wp/2013/06/12/roger-goodell-defends-redskins-nickname-in-a-letter-to-congress/?utm_term=.b5e9cf75652c>
* Daniel Snyder on the Redskins Name Controversy: <https://www.washingtonpost.com/news/dc-sports-bog/wp/2014/09/03/daniel-snyder-on-the-redskins-name-controversy-the-truth-is-on-our-side/?utm_term=.4839e1e2eeff>
* Daniel Snyder: People Who Talk about the Name “Redskins’ are Missing the Point:

<https://www.washingtonpost.com/news/dc-sports-bog/wp/2014/08/04/daniel-snyder-people-who-talk-about-the-name-redskins-are-missing-the-point/?utm_term=.d5a02ce7c5b1>

* Poll Numbers Should Give Both Sides Pause

<https://www.washingtonpost.com/sports/redskins/redskins-name-poll-ought-to-quiet-vitriol-even-if-it-wont-end-debate/2016/05/19/90d62d22-1d1c-11e6-8c7b-6931e66333e7_story.html?utm_term=.b2e41caa2bf9>