

Unit 2: Learning About Indigenous Communities Since the Colonial Encounter & Their Resistance



...

Ethnic Studies
Weeks (-)



Ethnic Studies Course Anchor Questions:

How did Ethnic Studies develop as a response to practices and policies throughout history? What value can we see in such a course today? How can this course help youth in their journeys to become college, career, and life ready?

Unit 2 Essential Question:

How have Indigenous Peoples resisted erasure and acculturation throughout history?

Today's Learning Objectives & Success Criteria

10/21-10/22:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Continue Learning close reading in phases and Practice applying annotations to guide our note-taking • Continue Learning and Practice applying how Focused Reading Notes will be graded • Continue Learning and continue becoming exposed to our Reading Platform--CommonLit	I... • Can choose online or paper annotations, remembering to add a symbol and a note stating "why" something was marked • Can explain the 5 phases of Focused Note Taking and the value of each phase • I am comfortable explaining the structure of Focused Reading Notes • I know that I can use my Focused Reading Notes on my EQ Response Writing Assessment at the end of the Unit. • I know how to earn full points on my focused notes • I know how to use CommonLit

Focused Reading Notes

Article Link:

<https://www.commonlit.org/texts/life-on-reservations>

Citation:

"Life on Reservations" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Overarching Concepts Found in the Reading:

- Assimilation
- Resistance

Key Unit terms found in the Reading:

- The Indian Removal Act of 1830
 - reservations
-

Annotation Chart

Symbol	Comment/Question/ Response	Sample Language Support
?	Questions I have Confusing parts for me	The sentence ... is unclear because ... I don't understand what is meant when the author says ...
+	Ideas/statements I agree with	I agree with the author's statement that ... because ... Similar to the author, I also believe that ... because ...
-	Ideas/statements I disagree with	I disagree with the author's statement that ... because ... The author claims that ... However, I disagree because ...
*	Author's main points Key ideas expressed	One significant idea in this text is ... One argument the author makes is that ...
!	Shocking statements or parts Surprising details/claims	I was shocked to read that ... (further explanation) The part about ... made me feel ... because ...
o	Ideas/sections you connect with What this reminds you of	This section reminded me of ... I can connect with what the author said because ... This experience connects with my own experience in that ...

5:00

You are reading page by page, repeating the phases below. Give yourself approximately 5 minutes per phase.

Three Phases of Close Reading:

1. ***Read to get a "gist" of what you will be learning about.*** (You do this with your pencil/ pen down.)
2. ***Read and begin annotating.*** You will be marking with the symbols of the chart to the left. If you are annotating online, use the colors as your symbols.
3. ***Read and write a brief note next to your annotation to record your "train of thought"--Why did you annotate?***

Ethnic Studies Focused Reading Notes:

Unit 2—Learning About Indigenous Communities Since the Colonial Encounter & Their Resistance

Cornell Style Focused Reading Notes	First & Last Name:
	Class, Period:
	Teacher:
	Date:
Unit Essential Question: How have Indigenous Peoples resisted erasure and acculturation throughout history?	
Assigned Focused Notes Reading Link: "Life on Reservations" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.	
Guiding Questions: 1. Intro Section: What was the Indian Removal Act of 1830? —How did it impact the experiences of multiple Native American communities in the United States? 2. What are reservations? —Who lives there? (Specify using statistics provided in your reading). —Who is in charge of them? 3. Why were reservations created? —What role did the settlers play in the creation of reservations? —Did Native Americans have “a say” in moving to reservations? 4. What was the “Trail of Tears”?	Notes following the Guided Questions: 1-- — 2-- — — 3-- — — 4-- — — 

4--
—What happened to many indigenous peoples during this event? (Describe with statistics.)

—Once arriving at the reservation, what did the U.S. government try to install?

5--
—
5. What does Reservation Life look like today? (Name 4 ways in which Indigenous communities living in reservations keep their culture alive, resisting assimilation.)

6--
—
6. What are some economic challenges faced in reservations? (Specify with statistics)

7--
—
7. What are some physical and mental health challenges faced in reservations? (Specify with statistics)

8--
—
8. What are some challenges related to stress and school faced in reservations?

—Which population of students performs higher academically?

Summary in 1-2 sentences: *Directly Respond to the Essential Question.*

Red Pen— one question or one connection AND underlined main ideas

COUNTDOWN
10:00
MIN.
with SIMPLE BEEPS

How to use CommonLit--Sign in with Google

Text Paired Texts Related Media Answer key

Assign Download PDF Favorite Share Student Preview

Life on Reservations

Jessica McBirney • 2017 9th Grade Lexile: 1150 Font Size Medium

The Indian Removal Act of 1830 was the U.S. government federal policy that forcibly removed Native Americans from their land and relocated them to reservations. In this information text, Jessica McBirney discusses the tragic history of relocation and assimilation, as well as the quality of life of Native Americans on reservations today.

As you read, identify the reasons why Native Americans began living on reservations. Then, think about how life on Native American reservations has changed over time.

^[1] About 5.2 million Native Americans live in the United States, and 22% of those live on Native American Reservations. Reservations are large areas of land governed only by Native American tribes; the federal government has little control in these areas. Reservations have existed since 1830, although they have changed in size and location since then.



[The Women of Pine Ridge](#) by Hamner_Fotos is licensed under CC BY 2.0.

Read Aloud Annotate Translate

Activities

Teacher Overview Guiding Questions Assessment Questions Discussion

Key Topics: Economic Inequity, Discrimination Against Native Americans, Preservation of Culture

PDF Pages of the Text: 3

Central Idea: Many Native Americans today live on reservations, which are home to authentic Native American cultures. But reservations are also places of widespread health, social, and economic problems.

Main Ideas:

- **Opening Paragraph:** Nearly 25% of Native Americans in the U.S. live on reservations, large areas of land governed by Native Americans.
- **"Why Reservations?":** As settlers expanded west, they were met by Native Americans who had long occupied those areas. The U.S. government tried to solve disputes by forcing Native Americans to relocate to

- ❑ **Read Aloud** : allows for you to play the article out loud (kind of like a podcast)
- ❑ **Annotate** : allows you to make comments or highlight important information.
- ❑ **Translate** : allows you to access the text in the language of your preference

Checklist Rubric:

Focused Note-Taking Stages:	My To-do List:	Done?	Points
1. Taking Notes	--Take Cornell Notes: Paraphrase vocabulary into terms that you can understand. Summarize important historical events or figures and relevant impact. (Times New Roman, Font 12, Blue)	☐ yes	14
2. Processing Notes	--Highlight Vocabulary terms: → Overarching Course Concepts: Yellow → Key Events, Figures, Documents, etc. within the Unit: Orange --Underline Main Ideas that will be useful to help you answer the Essential Question --Align the Section Questions with Section Notes --Rewrite things that are unclear	☐ yes	2
3. Connecting Thinking	--Add a "comment" to ask any questions that you still have or that will help you deepen your understanding of the content knowledge and/or application in the real world. (???) OR --Add a "comment" to asterisk any connections you made to previous knowledge, skill-applications, or current events. (***)	☐ yes	1
4. Summarizing and Reflecting on Learning	--Respond directly to the Essential Question at the bottom of your Cornell Notes: Synthesize the main points that you will further discuss in your E.Q. Writing Response Assessment	☐ yes	2
5. Applying your Learning	--Self Assess your notes using this checklist to ensure you maximize the use of your notes on your Assessment!	☐ yes	1

 / 20 Total Points

Unit 2, Mini Extra Credit Project:

Dia De Los Muertos / Day of the Dead

Calaveritas of Important Figures in
History

Instructions:

5 pts--Unit 2 Focused Notes

1. Students will select a figure in history that represents a positive legacy in either values, leadership, culture, etc. It can also be a figure in their personal life story who has been a positive role model.
2. Students will create a google drawing first. Proofread before turning it in. Turn it in ONLINE by 10/24 so that I can have it printed by Monday at the latest
3. After you turn it in, Ms. B will print and you will get it to color it.
4. The assignment must be turned in by 10/28 COMPLETE so that Ms. B can put these up in the forum:)



Historical Figure/ Leader Name



Today's Learning Objectives & Success Criteria 4/14-4/15

Learning Objectives: These are our clear Intentions and Goals.

To...

- Learn about the Colonial Encounter transitioning into the Spanish *Conquista* of the Americas and the expansion of the Spanish Empire
- Learn about the motivations and consequences of Spanish Conquest
- Learn about the multiple ways in which Indigenous peoples resisted assimilation

Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.

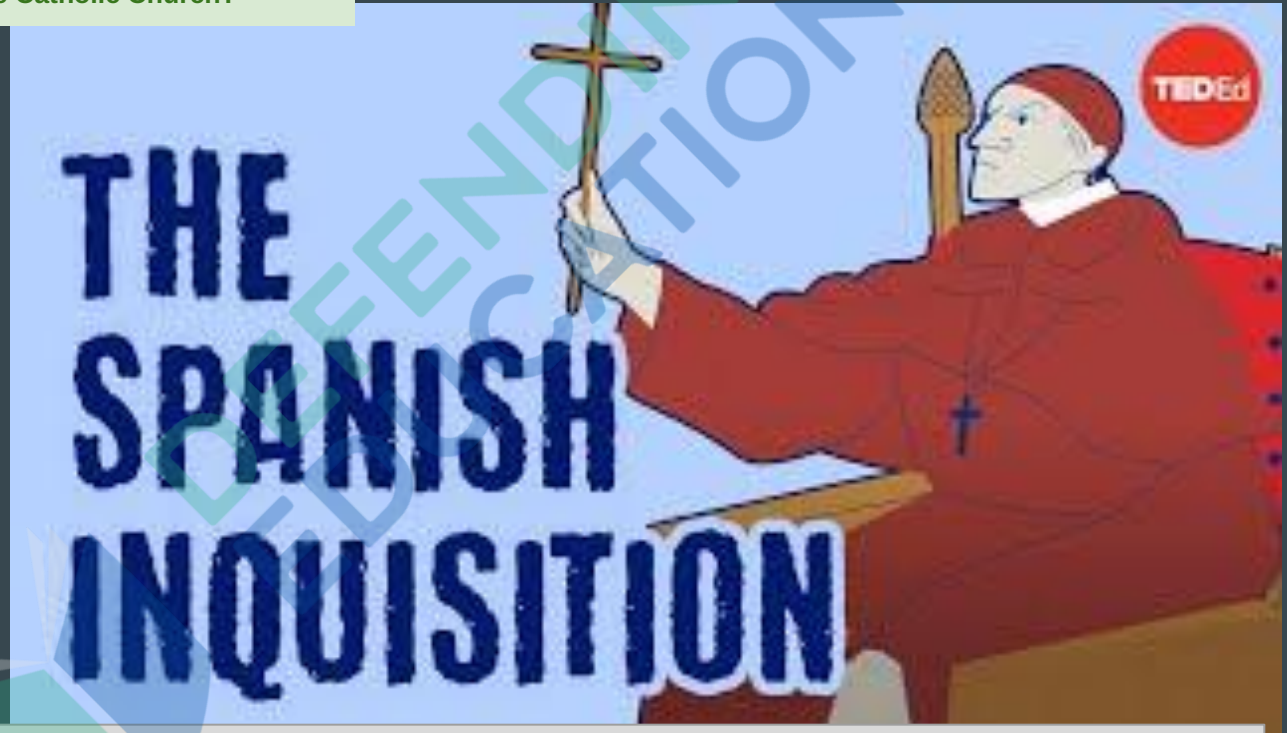
I...

- **Can explain what the Colonial Encounter is and the year describing this historical moment**
- **Can explain the motivations of conquistadores, from both the point of view of the Spanish Monarchy AND the Roman Catholic Church**
- **Can explain the diverse methods that Indigenous communities have used since the Colonial Encounter to resist colonization.**

Lesson 1:

G.Q.--What was the Colonial Encounter and how has this moment impacted Indigenous Communities (including those Native to California)?

WARM-UP: Describe how Jewish and Muslim populations living in the Iberian Peninsula of modern day Spain were treated once those territories were conquered by the Spanish empire who was working alongside the Catholic Church?



The Story of Colonization in the Americas cannot be separated from the conquering of the Iberian Peninsula, Modern Day Spain. The Inquisition first targeted Jewish and Muslim populations and then continued with indigenous peoples of the Americas. Experiences are interconnected.

The Colonial Encounter

- **“The Colonial Encounter”** – describes the moment when two hemispheres (Western–Americas and Eastern–Europe, Asia, Africa, and Australia) met in 1492 through Columbus’ voyage sponsored by the Spanish Crown
- ...
- **Spanish Conquista / Spanish Conquest** : the time period was from 1492–1832 , when the Spanish Empire took over land in the Americas, subjugating indigenous communities under the rule of the Spanish Monarchy
 - Time period also known as the **“Colonial Period”**
- **Colonization** : describes the action (verb) of “taking over land and control of land and communities”

The *Conquista* / Conquest– 3 G's

- Motivation(s)
 - **GOLD**: Finding Gold and other precious metals and resources.
 - Extraction of resources with free labor from exploited communities (oftentimes enslaved in some form)
 - **GOD**: Spaniards worked closely with the Catholic Church to impose Christianity. The Catholic Church used conversion to Catholicism as a tool of colonization.
 - **GLORY**: Spanish Empire's expansion included:
 - conquering new lands with use of military force
 - Subjugating indigenous communities in the Americas under Spanish Rule

The *Conquista* / Conquest

- Consequences that Shaped our World Connectedness:
 - Cultural Exchange
 - Religion
 - Language
 - Fashion
 - Cuisine
 - Resources Exchange
 - Food Crops
 - Cash Crops
 - Raw Material
 - Manufactured Goods
 - PEOPLE

The Columbian Exchange:

The Columbian Exchange



The Columbian Exchange:

- the widespread transfer of plants, animals, diseases, culture, and people between the Americas (“New World”) and the “Old World” (Europe, Asia, and Africa) following Christopher Columbus's 1492 voyage
 - Positive effects—This exchange profoundly impacted global history, dramatically altering diets and agriculture with new crops like potatoes and maize from the Americas and livestock like horses from Europe.
 - Negative effects—However, it also had devastating negative effects, particularly the introduction of Old World diseases like smallpox and measles, which led to massive population declines among Indigenous peoples in the Americas.

The *Conquista* / Conquest

- Consequences:
 - **Cultural Genocide/ or “Culturicide”** : the systematic destruction of traditions, values, language, and other elements that make one group of people distinct from another.
 - ex-**The Spanish Inquisition** that began in Spain was brought to the Americas, forcing Natives to give up their knowledge, languages, culture, and traditions that were seen or labeled as “unholy”
 - Burning of Codices (History displayed with artistic images; visual storytelling)
 - ex-**Spanish Missions** : religious and military outposts established by the Spanish Empire from the 1500s to the 1800s to convert Indigenous peoples to Christianity and expand Spanish control in the Americas
 - “El Camino Real” in California
 - Lots of abuse
 - Natives used as exploitable labor source via **encomienda system** –16th-century Spanish labour system that rewarded Spain's conquistadors with the labour of conquered non-Christian peoples
 - Diseases and violence killed many Indigenous people

California Missions— “El Camino Real”



EL CAMINO REAL DE TIERRA ADENTRO

El Camino Real de los Tejas



El Camino Real



El Camino Real
de Tierra
Adentro (AKA:
Ruta de Plata)



Key Points in the Graphic:

1. Items Transferred from the Americas (North and South) to Europe, Africa, and Asia:

- **Crops:** Potato, Corn, beans, squash, tomato, peanut, cassava, avocado, sweet potato, peppers, **pineapple**, and pumpkin.
- **Livestock/Animals:** Turkey.
- **Other:** tobacco, cacao bean, vanilla, and quinine (a treatment for malaria)

2. Items Transferred from Europe, Africa, and Asia to the Americas:

- **Crops:** Wheat, rice, barley, oats, sugar cane, banana, coffee bean, peach, pear, olive, citrus fruits, grape, onion, and turnip.
- **Livestock/Animals:** Livestock like cattle, sheep, pig, and horse; honeybee.
- **Diseases:** Smallpox, influenza, typhus, measles, malaria, diphtheria, and whooping cough.

Significance:

The Columbian Exchange profoundly transformed food and cuisine across all continents, leading to significant changes in diets, agriculture, and culinary traditions.

Here's how it affected each continent:

1. The Americas:

- **Introduction of European Crops and Livestock:**
 - Before the Columbian Exchange, the Americas lacked domesticated animals like cattle, pigs, and horses. The arrival of these animals introduced new sources of protein and fundamentally changed agricultural practices.
 - Wheat, rice, and barley became staple crops in many regions, especially in North America, influencing the development of bread-based diets and cuisines.

- **New Culinary Traditions:** European grains and livestock combined with Indigenous crops like corn, beans, and potatoes led to the development of hybrid cuisines, such as dishes that blended European techniques with Native American ingredients.

2. Europe:

- **Increased Variety and Nutrition:**
 - The introduction of staple crops like potatoes, tomatoes, maize (corn), and beans revolutionized European diets. The potato, in particular, became a crucial food source in countries like Ireland and **Russia**, leading to population growth and improved nutrition.
 - Tomatoes transformed Mediterranean cuisine, leading to dishes like Italian pasta with tomato sauce and Spanish gazpacho. Chocolate (from cacao beans) and vanilla became luxury items and later integral parts of European desserts.
- **Expansion of Global Trade:** The demand for sugar from the New World led to the establishment of large plantations in the Caribbean, reshaping global trade and cuisine through the widespread availability of sweetened foods.

3. Africa:

- **Introduction of New Crops:** Maize (corn), cassava, and peanuts became essential crops in many parts of Africa, where they adapted well to local climates. Cassava and maize, in particular, became staple foods in West and Central Africa,

significantly impacting local cuisines and diets.

- **Dietary Changes:** The introduction of these calorie-dense crops led to population growth in certain regions. Traditional African dishes like fufu and various porridges started incorporating these new ingredients.

4. Asia:

- **Adoption of New Ingredients:** Crops like chili peppers, sweet potatoes, and peanuts were introduced from the Americas and quickly integrated into Asian cuisines. Chili peppers, for example, became integral to Indian, Thai, and Chinese cooking, transforming spice blends and flavor profiles.
- **Expansion of Staple Crops:** The introduction of maize, potatoes, and sweet potatoes in China helped sustain large populations, especially in areas where rice or wheat cultivation was difficult.

General Impact Across Continents:

- **Globalization of Ingredients:** Foods that were once region-specific became global staples. For instance, Italian, Indian, and Thai cuisines are unimaginable without tomatoes or chili peppers, which originated in the Americas.
- **Fusion and Hybrid Cuisines:** The blending of indigenous and introduced ingredients led to new culinary traditions. For example, Creole cuisine in the Caribbean is a mix of African, European, and Native American influences.
- **Increased Food Security and Population Growth:** The introduction of high-calorie crops like potatoes and maize led to better food security in Europe, Asia,

and Africa, fueling population booms and the growth of cities.

Summary:

The Columbian Exchange didn't just introduce new foods; it transformed global diets, led to new agricultural practices, and laid the foundation for many of today's culinary traditions.

Indigenous RESISTANCE

- Indigenous Americans showcased **resistance** in many ways:
 - Practicing in secret
 - Adopting and blending indigenous customs and traditions with Spanish and/or Christian traditions
 - Blending language (**Word List**)
 - *Danza*/ Dance was incorporated into mixed culture traditions
 - *Dia de los Muertos*/ Day of the Dead
 - *Virgen de Guadalupe*
 - Waging war
 - Existence is also Resistance!

Today's Learning Objectives & Success Criteria : 4/16

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Watch a the Frontera! Video by PBS and review some of the vocabulary terms highlighted in Lesson 1 in action.	I... • Write a short reflection about what you revisited, learned, and how you felt watching this animation of oral history narrated by indigenous communities—Activity 1.



Video: Search "Watch now Frontera
Rio Grande" on Youtube

Unit 2, Activity 1:

The Colonial Encounter

Spanish Conquista

Instructions: Watch the following video and write a reflection about what you saw and learned in the video.

Please note that the video is an animation produced by PBS and narrated combining perspectives of various Pueblo Tribes, based on Oral History passed on through generations.

Remember that not all societies record their histories in the same way. Some write it, others display it in art, and many share it through storytelling (oral history), among other ways. Your response should include the following:

1. **Record past connections based on prior knowledge. What did you already know about the topic of colonization?**
2. **Record what you learned. What was new information?**

Respond to the Lesson 1 Guiding Question--What was the Colonial Encounter and how has this moment impacted Indigenous Communities (including those Native to California)?

Today's Learning Objectives & Success Criteria : 4/17-4/21

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Read an article that explores and dives deeper on the concept of “indigeneity” beyond Native Americans, highlighting African Indigenous roots and unique experiences rooted in the Colonial Time Period • Take notes on important vocabulary surrounding the African Forced Diaspora during the Colonial Period.	I... • Will be able to expand on my definition of what it means to be “indigenous” • I will be able to explain how the Transatlantic Slave Trade played a role in displacing African peoples, thus acknowledging why the term “immigrant” does not accurately explain their experiences. • I will be able to explain some of the ways that African Indigenous roots are kept alive today. • Will be mindful and intentional about the language I use, acknowledging Afro-Descendants’ complex histories in the American Continents.

The Complex Indigenous Identity of the Black Diaspora

WRITTEN BY AVERY OLIVER

1-Why does the author invite us to rethink our understanding and use of the word “indigenous”?

Typically, when anyone hears the word, “Indigenous” it may be rare for Black people of African descent to come to mind.

Within spaces and platforms that shed light on issues harming Indigenous communities, Black people are seen as “allies.” We are also sometimes conflated with oppressors (**Colonizers**, **Settlers**, **immigrant & migrant**) by default to Indigenous communities, given we are not viewed as Indigenous ourselves.

That could not be further from the truth, however, as *all* Black people of African descent are some form of Indigenous. From those living in Africa to Black people in the African Diaspora due to slavery, we are *all* Indigenous. This is not to conflate those of us in America with Native Americans or to imply that as Black Americans, we existed here before those Indigenous to Turtle Island (North America).

However, it is important to acknowledge the diverse definition of the word “Indigenous” and recognize how it plays into the complex identity of those in the **Black diaspora**. “**Displaced**” and “**Indigenous**” are the keywords that come to play when discussing Black communities and cultures formed as a result of slavery.

Unit 2, Activity 2:

African Indigenous Roots



Instructions: Read the [following article](#) and respond to the following questions:

1. Why does the author invite us to rethink our understanding and use of the word “indigenous”?
2. What colonial system is the displacement of African Indigenous people tied to and how did this system complicate African-American’s relationship to the American Continent? (“Indigenous” & “Settler” background as “immigrants”)
3. How was African culture in the Americas “formed” and how does this tie to “indigeneity”?
4. Why is “Black identity” intricate (complicated) when in relation to “indigeneity”?
5. Why is it dangerous to attribute the term indigenous to only one group (ie: Native American communities)?

Lesson 2:

G.Q.--Why is it important to highlight the experiences of indigenous African communities in relation to the colonial encounter? (Name common experiences shared between indigenous Africans and indigenous Americans during the Colonial Period)

Warm Up: Describe what you see in this image in detail.



The Transatlantic Triangular Trade

- 3 Legged economic model based on exchange between the Americas, Western Africa, and Europe
 - First leg–Europe: Manufactured Goods
 - Second leg–West Africa: Enslaved people
 - **“Transatlantic Slave Trade”**: a brutal system from the 15th to the 19th century in which European and American traders forcibly transported 10 to 12 million enslaved Africans across the Atlantic to the Americas.
 - **“Middle Passage”**: millions died due to the inhumane conditions on slave ships.
 - Only four square feet of space per person
 - Disease, violence, and starvation were rampant, and an estimated 15% to 20% of those who embarked died during the voyage.
 - survivors were sold into forced labor, primarily on plantations, and were treated as property, a system that created lasting legacies of racism and inequality.
 - Third leg–American Continents (North America & South America): raw materials

Language Matters

- **Diáspora**: scattering of a group of people (movement via migration, immigration)
 - **Displacement**: the enforced departure of people from their homes, typically because of a pressing matter like war, persecution, or a natural disaster.
 - **Forced Diaspora**: explicitly acknowledges that the movements of a group of people were not voluntary
 - Ex: African Forced Diaspora due to slavery during the Colonial Time Period
 - **Involuntary immigration**
 - Human Trafficking–Kidnapping of people to be sold as objects/property
 - Therefore, Black relationship to the Americas is not necessarily “settler” due to the power dynamics that brought them by force
- **Slave**: assumes the condition of slavery as “normal” or natural
 - **Enslaved people**: recognizes that people were dehumanized through the institution of slavery.
 - Saying “enslaved people” instead of slave helps us disrupt the problematic normalization of thinking of Slavery as something normal because it was a “common” practice
 - Reminds us that enslavement of people was enacted by other people in power

“Black” or “Afro” Indigeneity

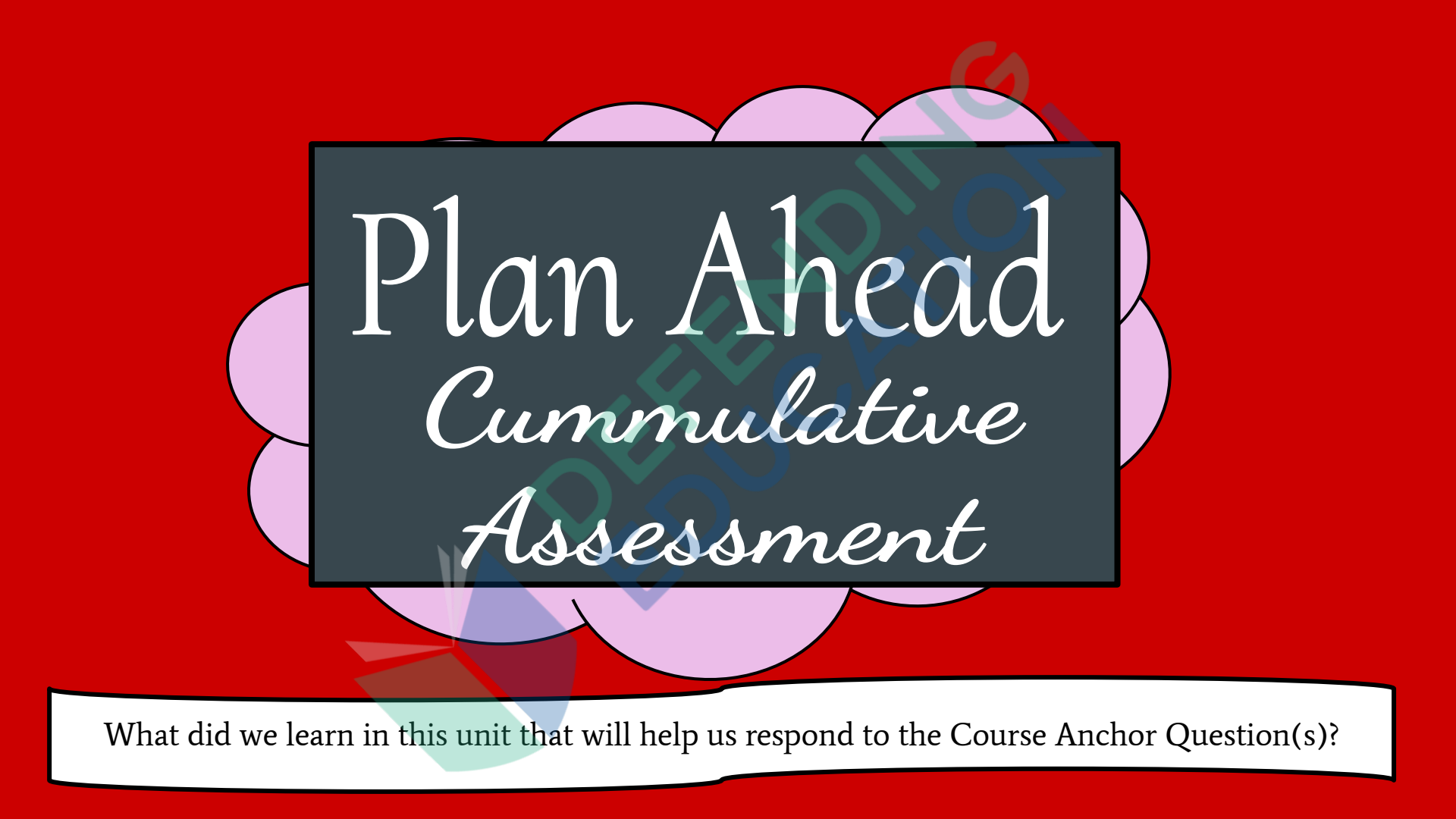
- There are indigenous peoples all over the world and being displaced does not make you any less “indigenous”
 - There may be gaps in knowledge
 - New cultural formation can happen grounded in experiences and building community in a new place (**cultural fusion**, but not necessarily cultural appropriation)



Simulation: <http://SlaveVoyages.org>



Respond to the Lesson 2 Guiding Question—Why is it important to highlight the experiences of indigenous African communities in relation to the colonial encounter? (Name common experiences shared between indigenous Africans and indigenous Americans during the Colonial Period)



Plan Ahead *Cumulative Assessment*

What did we learn in this unit that will help us respond to the Course Anchor Question(s)?

Ethnic Studies Course Anchor Questions:

How did Ethnic Studies develop as a response to practices and policies throughout history? What value can we see in such a course today? How can this course help youth in their journeys to become college, career, and life ready?