

We Were Here First & We're Still Here:  
Indigenous American History  
Pre-1492 to the Present

In this unit, we will approach Native American history from a sympathetic yet unromantic cultural perspective. We will base our studies on the premise that Native Americans were and are active agents in producing their history before and after European invasion - we will not speak of indigenous peoples as only victims or romanticized warriors. Instead, we will focus our studies on understanding the diversity of cultures, ideas, perspectives, and experiences within indigenous communities. Our assignments and projects will help us to understand contemporary histories and issues.

## Section 1

Week 3

### **Monday, September 27th**

- Intro to Unit; Vocabulary; Place of Indigenous History in American History; Land Acknowledgements

### **Tuesday, September 28th (Double)**

- Ancient Indigenous Societies; Annotated Bibliographies; COR; Research
- NHD - Topic Confirmation Statement

### **Thursday, September 30th**

- Ancient Indigenous Societies, continued; Land Acknowledgement Statement

### **Friday, October 1st**

- Early American Cities, Settlements, and Centers - Independent Work
- **Quiz**
- NHD - 3 Sources & Annotations

Week 4

### **Monday, October 4th**

- Early Encounter with the Spanish & French

### **Tuesday, October 5th**

- Early Encounter with the English

### **Thursday, October 7th**

- The American Revolution

### **Friday, October 8th**

- Columbus/Indigenous Peoples' Day
- NHD - 3 Sources & Annotations + Project Proposal Draft

Week 5

### **Tuesday, October 12th**

- Native Responses to the Rise of the United States

### **Thursday, October 14th**

- Indian Removal

**Friday, October 15th**

- Indian Removal
- NHD - 3 Sources & Annotations
- **Native Peoples in the News Project**

Week 6

**Monday, October 18th**

- Reservation Life

**Tuesday, October 19th**

- Boarding Schools

**Thursday, October 21st**

- Native American Service in the Military

**Friday, October 22nd**

- 20th Century Activism
- NHD - Project Proposal + 3 Sources & Annotations
- **Quiz**

Week 7

**Monday, October 25th**

- 20th Century Activism

**Tuesday, October 26th (Double)**

- Contemporary Issues - Politics and the Federal Government

**Thursday, October 28th**

- Contemporary Issues - The Supreme Court

**Friday, October 29th**

- Indigenous People in NYC
- **Unit Reflection Essay**

Section 2

Week 3

**Monday, September 27th**

- Intro to Unit; Vocabulary; Place of Indigenous History in American History; Land Acknowledgements

**Tuesday, September 28th**

- Ancient Indigenous Societies; Annotated Bibliographies
- NHD - Topic Confirmation

**Thursday, September 30th**

- Ancient Indigenous Societies, continued; Land Acknowledgement Statement

**Friday, October 1st (Double)**

- COR; Research
- Early American Cities, Settlements, and Centers - Independent Work
- NHD - 3 Sources and Annotations
- **Quiz**

Week 4

**Monday, October 4th**

- Early Encounter with the Spanish & French

**Tuesday, October 5th**

- Early Encounter with the English

**Thursday, October 7th**

- The American Revolution

**Friday, October 8th (Double)**

- Columbus/Indigenous Peoples' Day
- NHD - 3 Sources & Annotations + Project Proposal Draft

Week 5

**Tuesday, October 12th**

- Native Responses to the Rise of the United States

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- Indian Removal

**Friday, October 15th (Double)**

- Indian Removal
- NHD - 3 Sources and Annotations
- **Native Peoples in the News Project**

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- Reservation Life

**Tuesday, October 19th**

- Boarding Schools

**Thursday, October 21st**

- Native American Service in the Military

**Friday, October 22nd (Double)**

- 20th Century Activism
- NHD - 3 Sources and Annotations + Project Proposal
- **Quiz**

Week 7

**Monday, October 25th**

- 20th Century Activism

**Tuesday, October 26th**

- Contemporary Issues - Politics and the Federal Government

**Thursday, October 28th**

- Contemporary Issues - The Supreme Court

**Friday, October 29th (Double)**

- Indigenous People in NYC
- **Unit Reflection Essay**

## Section 3

### Week 3

#### **Monday, September 27th**

- Intro to Unit; Vocabulary; Place of Indigenous History in American History; Land Acknowledgements

#### **Tuesday, September 28th**

- Ancient Indigenous Societies; Annotated Bibliographies
- NHD - Topic Confirmation

#### **Wednesday, September 29th**

- Ancient Indigenous Societies, continued; Land Acknowledgement Statement

#### **Friday, October 1st (Double)**

- COR; Research
- Early American Cities, Settlements, and Centers - Independent Work
- NHD - 3 Sources and Annotations
- **Quiz**

### Week 4

#### **Monday, October 4th**

- Early Encounter with the Spanish & French

#### **Tuesday, October 5th**

- Early Encounter with the English

#### **Wednesday, October 6th**

- The American Revolution

#### **Friday, October 8th (Double)**

- Columbus/Indigenous Peoples' Day
- NHD - 3 Sources and Annotations + Project Proposal Draft

### Week 5

#### **Tuesday, October 12th**

- Native Responses to the Rise of the United States

#### **Wednesday, October 13th**

- Indian Removal

#### **Friday, October 15th (Double)**

- Indian Removal
- NHD - 3 Sources and Annotations
- **Native Peoples in the News Project**

### Week 6

#### **Monday, October 18th**

- Reservation Life

#### **Tuesday, October 19th**

- Boarding Schools

#### **Wednesday, October 20th**

- Native American Service in the Military

#### **Friday, October 22nd (Double)**

- 20th Century Activism
- NHD - 3 Sources and Annotations + Project Proposal
- **Quiz**

Week 7

**Monday, October 25th**

- 20th Century Activism

**Tuesday, October 26th**

- Contemporary Issues - Politics and the Federal Government

**Wednesday, October 26th**

- Contemporary Issues - The Supreme Court

**Friday, October 29th (Double)**

- Indigenous People in NYC
- **Unit Reflection Essay**

## **Assignments**

Homework

\*See PSL for daily homework assignments/readings

Quizzes

**Quiz #1**

- Structure: 5 fill-in-the-blank questions; 2 short answer questions
- Topics: Historical Thinking Skills; Civic Online Reasoning Skills; Indigenous American History Vocabulary; Indigenous History Land Acknowledgements

**Quiz #2**

- Structure: 3 fill-in-the-blank questions; 3 True/False questions; 2 short answer questions
- Topics: Content from September 29th/30th - October 19th

Unit Projects

**Native Peoples in the News (100 points)**

Purpose: This project has two purposes: (1) Many historians work hard to engage with current events in order to provide much needed historical context and background information that people need to understand what is happening in the present moment - this project will give you practice with this skill, and (2) As citizens and historians, we engage with others in conversation about important events without being face-to-face - this project will give you a chance to read others' thoughts and provide thoughtful and civil responses in order to engage.

Format & Description of the Elements: You will complete an entry on our course discussion board(see PSL). Discussion board entries are composed of the following:

1. Locate and link to a news story, blog post, radio/podcast segment, or Twitter thread published within the past two months which concerns Native Americans. The item can be historical or relate to contemporary issues. After the link, provide a brief synopsis of the story or issue.

Synopses should be a substantial paragraph (7-9 sentences). After summarizing the story, offer a one sentence analysis, critique, or opinion about the item. You must connect the story to topics covered in class.

2. Add on to the analysis of two of your classmates' entries with one sentence per entry. You may offer an alternative opinion, add onto the analysis with an example, or connect to other issues from our course or from contemporary society. The goal is to work together to analyze contemporary issues.

### **Unit Reflection Essay (100 points)**

Purpose: Over the course of this unit, we have spent much of our time learning about Indigenous Americans and approaching American history topics from Indigenous perspectives. Our conversations have focused on the fact that we, as U.S. residents and historians, must do all that we can to acknowledge and educate others about Indigenous histories and work to correct the wrongs against and support contemporary Indigenous communities as allies, advocates, and collaborators.

Prompt: The Birch Wathen Lenox School administration has asked you to write an essay introducing the school community to a current issue for indigenous peoples in New York State and to provide recommendations for how citizens and historians can help indigenous people in the situation you choose. This issue could be the same as the one that you shared during the "Native Peoples in the News" project.

Format & Description of the Elements: You will write a 3+ page essay which includes the following:

- Title Page: Title, Name, Date, Class w/ Section #, Instructor - does not count towards page count
- Bibliography: 5-7 separate, credible sources with proper citations - does not count towards page count; uses Chicago Style - See PSL for style guide
- Essay: Addresses the following elements - background and context for current issue that affects one or more NY State indigenous communities; suggestions/advice (at least three) for students/faculty/historians who want to support the affected indigenous communit(y/es); footnotes following Chicago Style

National History Day Components \*All Assignment Details on PSL (the Saturday before)

September 28th: Topic Confirmation

October 1st: 3 Sources and Annotations

October 8th: 3 Sources and Annotations + Project Proposal Draft

October 15th: 3 Sources and Annotations

October 22nd: 3 Sources and Annotations + Project Proposal