



**GeoCivics Lesson: *Preserving, Protecting, and Honoring
Indigenous Sacred Places***

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| <p>Teacher(s): Jeannine Kuropatkin and Frances Coffey</p> | <p>Unit Title: Honoring Indigenous Sacred Places: A GeoCivics Perspective</p> <p>Lesson Title: Preserving, Protecting, and Honoring Indigenous Sacred Places</p> | <p>Grade Level: 9-12</p> |
| <p>Notes: This is lesson 3/3. In this lesson students will learn how to create a civic action plan that builds on what they have learned in lessons 1 and 2 about indigenous sacred places and will use what they learn to create their own civic action plan designed to help support a local indigenous sacred place.</p> | | |
| <p>Pre-existing Knowledge:</p> <ol style="list-style-type: none"> 1. For students to complete this lesson successfully, they should already: <ol style="list-style-type: none"> a. Understand what constitutes an indigenous sacred place and also know the concept of tribal sovereignty which are both essential knowledge gained from Lessons 1 and 2. 2. Students with the following background or experiences can bring a wealth of knowledge to the learning space: <ol style="list-style-type: none"> a. Students who have lived or traveled in the United States, particularly in the state of South Dakota, may have prior knowledge of the geographic locations, topography, and historical sites related to Mount Rushmore and the Black Hills region. b. Students who have prior knowledge of indigenous sacred lands in their local community. c. Students who speak one or more languages, particularly indigenous languages, may also possess prior knowledge with regards to the cultural background and history of “Six Grandfathers” and/or the Black Hills. Additionally, native speakers can enrich this lesson with assistance of proper pronunciation of Lakota names for “Six Grandfathers” and other pertinent geographic locations. | | |
| <p>Overview of Content: Mount Rushmore National Memorial, located in South Dakota, memorializes four U.S. Presidents (George Washington, Thomas Jefferson, Teddy Roosevelt, and Abraham Lincoln) whose faces are carved on the granite face of a mountain in the Black Hills. Annually 2.5 million tourists visit</p> | | |

this monument which has been praised as the “Shrine of Democracy.” Originally known to the Lakota Sioux as Six Grandfathers (T̥h̥ŋkášila Šákpe), Mount Rushmore resides on traditional sacred lands, a place of deep spiritual importance for 20+ tribal nations of the Great Plains. In the 1868 Treaty of Fort Laramie, the U.S. government promised the Sioux territory that included the Black Hills in perpetuity, however the 1874 discovery of gold in the mountains brought in a huge influx of prospectors and white settlers. The U.S. government ignored the treaty and began to remove native tribes from their land by force. This resulted in the Great Sioux Wars, a series of battles between the native tribe’s intent on defending their territory and the US army. The infamous 1876 Battle of Little Bighorn, (sometimes referred to as Custer’s Last Stand) when Sitting Bull and Crazy Horse led united tribes to victory against General George Armstrong Custer was avenged in 1890 by the Battle of Wounded Knee, a massacre of hundreds of unarmed Sioux women, children, and men were killed by U.S. troops. The historical turmoil over the US government vs. the Lakota peoples’ land rights of the Black Hills has continued to erupt with the 1973 A.I.M. (American Indian Movement) occupation of the Wounded Knee site and the 1980 United States vs. Sioux Nation of Indians, Supreme Court decision that the taking of property that was set aside for the use of the tribe required just compensation, including interest. The Sioux have refused to accept the compensation (valued at over \$1 billion) arguing that the original confiscation of land was illegal and the US government needs to return the ancestral lands to them.

A Civics Action Project (CAP) is a project-based learning strategy integrating civics and government. It represents an opportunity for students to learn about real-world issues and take civic actions to mitigate or solve problems in their local community. Civic actions are actions in which community members engage to address a problem or issue in their community.

Purpose: In this lesson, students will learn about the struggle between the indigenous people and the migration of newcomers into their lands. Students will examine a case study on Mt. Rushmore and identify an area of concern/interest regarding land rights of indigenous sacred places. Students will investigate, research, and then create an action plan to address an area of concern/interest regarding land rights of a local indigenous sacred place.

National & State Social Studies Standard(s):

National Social Studies Standards: History:

D2. His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2. His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Virginia State Social Studies Standards | Virginia and US History:

VUS.1a: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history.

VUS.1d: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by constructing arguments, using evidence from multiple sources.

VUS.1j: The student will demonstrate skills for historical thinking, geographical analysis, economic

decision making, and responsible citizenship by investigating and researching to develop products orally and in writing.

Virginia State Standards | Virginia and US Government

GOVT.1c: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1e: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims.

GOVT.1g: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues.

National & State Geography Standard(s):

National Geography Standards:

Element 2: Places and Regions

- 4. The physical and human characteristics of place
- 6. How culture and experience influence people's perceptions of places and regions

Element 4: Human Systems

- 10. The characteristics, distribution and complexity of Earth's cultural mosaics
- 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Element 6: The Uses of Geography

- 17. How to apply geography to interpret the past
- 18. How to apply geography to interpret the present and plan for the future

C-3 FRAMEWORK - GEOGRAPHY

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

State Geography Standards:

Virginia State Standards | World Geography

WG.1h: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made

WG.1j: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products orally and in writing.

ELA Standards:**CCSS.ELA-LITERACY.RH.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

ISTE Teacher Standards

2.2b Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

2.4 Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

2.5 Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

ISTE Student Standards

1.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

1.3 Knowledge Constructor: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to them goals.

Language Functions:

Inquiry and Seeking Information: Student uses language to observe and explore the environment, acquire information, inquire.

Summarizing and Informing: Student uses language to identify, report or describe information.

Analyzing: Student uses language to separate whole into parts, identify relationships and patterns.

Justifying and Persuading: Student uses language to give reasons for an action, decision, point of view, convince others.

Solving Problems/Problem Solving: Student uses language to define and represent a problem; determine a solution.

Culturally Responsive Lesson Strategies:

VOICE: Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences.

DIFFERENTIATION: Lesson/Assignment provides opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles.

CONNECTION

Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.

HIGHER ORDER THINKING

Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning.

SOCIAL JUSTICE

Lesson/Assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change.

Objective(s):

- SWBAT rank issues impacting indigenous lands according to student interest from most important/interesting to least important/interesting. (Engage)
- SWBAT analyze print and media sources to understand diverse perspectives about land rights of indigenous sacred places (Explore)
- SWBAT articulate relevant ideas that connect claims with evidence and demonstrate precise use of academic and content language. (Explain)
- SWBAT evaluate a speaker’s point of view to determine if presented claims are supported by logical, substantive evidence. (Explain)
- SWBAT engage in research that examines multiple perspectives on a controversial issue impacting a local indigenous sacred place. (Elaborate)
- SWBAT create a civic action plan that effectively honors, preserves, and/or protects a local indigenous sacred place and present it to an authentic audience. (Evaluate)

SIOP

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| | SIOP Elements | |
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| Preparation Adapting content Linking to background Linking to past learning Strategies used | Scaffolding Modeling Guided practice Independent practice Comprehensible input | Grouping Option Whole class Small groups Partners Independent |
| Integrating Processes Reading Writing Speaking Listening | Application Hands-On Meaningful Linked to objectives Promotes engagement | Assessment Individual Group Written Oral |

Evidence of Mastery – Assessments:

Formative:

Students participate in an informed debate through a Philosophical Chairs Activity. A post-activity written reflection provides a self-assessment of both debate content and communication skills.

Summative:

Students will create a civic action project about their selected local indigenous sacred land issue, then share it with the class. Students can choose from a variety of presentation format options including but not limited to videos, podcasts, slideshows, posters, infographics, or brochures. Students will self-assess their civic action project using the rubric provided. The presentation of the Civic Action Project will be graded using the *rubric found in the Lesson #3 Materials Document*. A score of 32 points or higher indicates mastery.

Key vocabulary:

civic action: actions or steps taken by community members to address problems or issues in their local community

infrastructure: the basic physical and organizational structures and facilities needed for the operation of a society

land acknowledgement: formal statement that (1) identifies the indigenous peoples who are the traditional land stewards, (2) describes what they are currently doing, stand for, and/or accomplishing, and (3) states how to actively support these indigenous people

land rights: the rights of indigenous peoples to land and its natural resources

public land: land owned by the government rather than an individual or corporation

stakeholder: a person or group that has an investment or interest in something such as a business or property

toponym: the name of a place, such as the name of a city, mountain, or country

zoning: an urban planning method in which a government designates zones or sectors for a particular purpose, such as industrial or residential land use

Materials:

- *Engage* Teacher Handout: “Ranking of Personal Interests” Paper Strips (in Lesson Materials Document)
- Scissors
- Plastic Baggies - one per each student
- *Engage* Student Handout: “Ranking of Personal Interests” (in Lesson Materials Document)
- Tape or glue
- Teacher access to an online Word Cloud generator such as [mentimeter.com](https://www.mentimeter.com) (see link in Sources)
- Student internet access via computer or cell phone for the Word Cloud activity
- *Engage* Teacher Resource Handout: “Mentimeter Word Cloud” Example (in Lesson Materials Document)
- *Explore* Graphic Organizer: “Visual Vocabulary,” one per student (in Lesson Materials Document)
- *Explore* Student Handout: “Case Study Analysis: Mount Rushmore Controversy,” one per student (in Lesson Materials Document)
- Highlighter markers, two different colors per student
- *Explore* Student Handout: “Marking the Text” -for PBS American Experience Article - People & Events: “Native Americans and Mount Rushmore,” one per student (in Lesson Materials Document)
- *Explore* Teacher Handout: Marking the Text Answer KEY for PBS American Experience Article - People & Events: “Native Americans and Mount Rushmore” (in Lesson Materials Document)
- *Explain* Student Handout: “Philosophical Chairs: Pre-Discussion Organizer” one per student (in Lesson Materials Document)
- *Explain* Student Handout: “Philosophical Chairs: Rules of Engagement” one per student (in Lesson Materials Document)
- *Explain* Student Handout: “Philosophical Chairs: Sentence Starters” one per student (in Lesson Materials Document)
- Koosh ball or Styrofoam sword
- *Explain* Student Handout: “Philosophical Chairs: Debrief and Reflection” one per student (in Lesson Materials Document)
- *Elaborate* Student Handout “How to Select and Research a Civics Action Project,” one per student (in Lesson Materials Document)
- Article about how a group of students engaged in civic action: “Navajo Times”: [A letter from 17 students: Proper – and truthful – Long Walk memorial began with plea from students - Navajo Times.](https://www.navajotimes.com/story/news/2017/06/15/navajo-times-students-protest-mount-rushmore/1037187001/)
- *Evaluate* Student Handout: “Propose a Civic Action Project,” one per student (in Lesson Materials Document)
- *Evaluate* Student Handout: “Civic Action Project Rubric,” one per student (in Lesson Materials Document)

Sources:

- Word Cloud Generators for Teachers: <https://www.weareteachers.com/free-word-cloud-generators-for-teachers/>
- Video: “Mount Rushmore: Carving History and Controversy” about the Untold History of Mount Rushmore” <https://www.youtube.com/watch?v=ZrICxIJPS-M&t=14s>
- PBS American Experience article: “Native Americans and Mount Rushmore.” <https://www.pbs.org/wgbh/americanexperience/features/rushmore-sioux>

- Resource List for a deeper dive into the history and status of the Mount Rushmore controversy: See links in Materials Document for Lesson 3
- Citations for Clipart Used on Mark the Text Handout Answer Key:
 - Desecration | <https://www.deviantart.com/danferos123/art/Desecration-519019527>
 - Perpetuity | <https://static.vecteezy.com/system/resources/previews/004/791/158/original/infinity-forever-symbol-free-vector.jpg>
 - Assimilate | <http://clipart-library.com/clipart/235908.htm>
 - Sitting Bull | <https://vectorportal.com/vector/sitting-bull-indian-chief-vector.ai/11137>
 - Wounded Knee Patch | “AIM / Remember Wounded Knee patch,” Digital Public Library of America <https://dp.la/item/77f921b55dfe39642ca20ee993a41fc7>.
 - Mt Rushmore B&W | <https://www.abcteach.com/resource/clip-art-mt-rushmore-bw/>
Black Hills <https://www.shutterstock.com/image-vector/black-hills-south-dakota-mountain-260nw-1603695331.jpg>
- Link for students to research an Issue: “Search Federally Recognized Tribes”
<https://www.bia.gov/service/tribal-leaders-directory/federally-recognized-tribes>

Propose an Action Plan Handout Article about how a group of students engaged in civic action: “Navajo Times”
<https://navajotimes.com/ae/culture/a-letter-from-17-students-proper-and-truthful-long-walk-memorial-began-with-plea-from-students/>

Engage:

Teacher Will:

1. Introduce the lesson by having students review what constitutes an indigenous sacred place and what is tribal sovereignty. Have students brainstorm some of the indigenous sacred places in the U.S. Ask if anyone knows of any issues that are impacting indigenous sacred lands. (ex. water, oil rights, grazing rights, etc.)
2. Follow the directions on the Teacher Handout: “Ranking of Personal Interests” Paper Strips. Cut apart the strips on the handout and put them into plastic baggies - one set of strips per student.
3. Explain that each student will receive a baggie filled with paper strips identifying 12 modern-day issues impacting indigenous peoples’ sacred lands in the United States. There are also four blank strips for students with knowledge regarding issues not already identified on the strips.
4. Distribute the baggies with paper strips, one per student. Explain that each baggie contains

Student Will:

1. Review their prior learning about what constitutes an indigenous sacred place and the definition of tribal sovereignty. They will also reflect on any issues they know of that are impacting indigenous sacred lands.
(Preparation: Linking to past learning, Linking to background (Grouping: Independent))
3. Prepare to rank issues impacting indigenous peoples’ sacred lands in the U.S.
4. Open the baggie and read through the issues labeled on the paper strips, thinking about which

paper strips featuring 12 issues impacting indigenous peoples' sacred lands plus four optional blank strips for alternative issues students might think of.

Note Paper Strip Labels include the following issues impacting indigenous sacred lands:

- climate change (Ex: rising sea levels, drought, extreme temperatures)
- dams, canals, or water diversions
- grazing or herding rights
- land acknowledgements
- mining or natural resource extraction
- national, state, or public parks
- oil/gas drilling
- non-indigenous or inappropriate toponyms
- toxic or nuclear waste
- water pollution
- zoning issues
- infrastructure projects (Ex: highways, bridges, airports, military installations, pipelines)

To support gifted students, the teacher can require them to create 1-4 additional indigenous sacred land issues on the blank paper strips. To support ELL/SPED students, the teacher can partner them up with fellow students to provide language and/or learning support as needed, as well as access to translation tools to clarify terminology.

5. Distribute the Student Handout: "Ranking of Personal Interests", one per student. Instruct students to think about the issues labeled on the paper strips in terms of which are the most important/interesting to them and which are the least important/interesting to them, then to place them in rank order by taping or gluing the strips onto the Student Handout. Allow time for students to glue/tape the strips on the handout.

6. Consult the article, "Word Cloud Generators for Teachers" to select a word cloud generator and create a class slide for students to access.

[10 Best Free Word Cloud Generators for Teachers](#)

are of the most importance/interesting to them. Students can also add additional issues that they know of by writing these down on the four blank strips. Students will think about how they would categorize the issues by identifying those that are the most and the least important/interesting to them.

(Application: Hands on, Meaningful/Promotes Engagement) (Preparation: Linking to past learning, linking to background) (Grouping: Independent or Partners if needed)

5. Based upon their individual ranking of all issues from the least important/interesting to most important/interesting, students will glue or tape the paper strips onto the Student Handout: "Ranking of Personal Interests".

6. Access the class slide for the Word Cloud Generator via the link provided by the teacher. Based upon their ranking of the issues, students will enter their Top Three issues on

Instruct students to pick their top 3 issues and enter them onto the class slide of the Word Cloud Generator. Have students analyze the word cloud to identify the issues that are the largest in size. Ask “What does this mean?” Lead a whole group discussion about the issues that appear as the largest words in the word cloud. Ask students what they already know about these indigenous land issues? Instruct students to keep their Student Handout: “Ranking of Personal Interests” as it will be needed later for the research phase of this lesson.

Note: *An example of a word cloud can be found in the Lesson Materials Document. It is titled Teacher Resource Handout: “Mentimeter Word Cloud” Example.*

the class slide. After all students have entered their Top Three issues, the class will analyze the Word Cloud to identify the issues that appear the largest in size, discuss what that means, and what they already know about the top ranked issues. Students will keep their Student Handout: “Ranking of Personal Interests” for use later in the lesson.

(Application: Hands on, Linked to Objectives, Promotes Engagement, Meaningful (Grouping: Independent or Partners/Whole class) (Integrating Processes: Reading/Writing/ Listening/Speaking)

Explore:

Teacher Will:

IQ #1: How are indigenous land issues impacted by various stakeholders and external factors?

1. Write Inquiry Question #1 on the board, and explain that before the answer(s) to this question can be explored, students need to have a shared vocabulary.
2. Distribute copies of the Graphic Organizer: “Visual Vocabulary,” one per student. Go over the directions for the graphic organizer with special focus on the four components required of each vocabulary term: 1) Formal Definition, 2) Paraphrased Definition, 3) Examples, 4) Visual Drawing
3. Model, with whole class participation, how to complete the graphic organizer by doing the first term (*civic action*) together. Direct students to complete the rest of the graphic organizer, applying the four components for each of the vocabulary terms. Allow students time to complete

Student Will:

1. Read and reflect on the inquiry question.
2. Look over the Graphic Organizer: “Visual Vocabulary” and prepare to complete the organizer by following the teacher’s directions.
3. Engage with the teacher and classmates to complete the first term (*civic action*) on the Graphic Organizer: “Visual Vocabulary” together. Students use the same procedure to complete the rest of the vocabulary terms on the graphic organizer.

EL/SPED students can work in pairs or triads for

their Graphic Organizer: "Visual Vocabulary."

(Scaffolding: Modeling/Comprehensible Input)

Differentiate learning for ELL/SPED students by having them work in pairs or triads.

Challenge gifted students to come up with two examples per vocabulary term.

4. After students complete the Graphic Organizer: "Visual Vocabulary," review Inquiry Question #1: "*How are indigenous land issues impacted by various stakeholders and external factors?*" and write it on the board. Distribute copies of the Student Handout: "Case Study Analysis: Mt. Rushmore Controversy," one per student, informing students that the case study will help them to answer the inquiry question. Have students begin the case study by directing them to examine the three photos and read their captions on the handout.
5. Pique student curiosity and lead a class discussion by posing the following questions:
 - As you view the photos from the top to the bottom of the page, what changes do you observe?
 - Do you recognize any of the faces carved in the mountain?
 - Using the title: "Case Study Analysis: Mount Rushmore Controversy" as a clue, what story do you infer these photos tell?
6. Next conduct a whole class read-aloud of the introductory paragraph on the Student Handout: "Case Study Analysis Mt Rushmore Controversy." Ask, "How does this ONE place symbolize dual identities of national and religious importance?"
7. Guide students through Learning Task #1. As a class, view the video: "Mount Rushmore: Carving History and

support in completing the graphic organizer. Gifted students can be challenged to come up with two examples per each vocabulary term.

(Grouping: Whole Class/Independent or partners /small groups)

(Integrating Processes: Reading/Writing/ Listening/Speaking)

4. Review Inquiry Question #1: "*How are indigenous land issues impacted by various stakeholders and external factors?*" written on the board. Vet the Student Handout: "Case Study Analysis: Mt. Rushmore Controversy" with Inquiry Question #1 in mind. Begin by examining the three photos on the handout and reading their captions.
(Integrating Processes: Reading/Writing)
5. Engage in a whole class discussion by responding to the questions posed by the teacher regarding their observations and inferences about the photos and read the captions on the handout.
6. Participate in a whole class read-aloud of the introductory paragraph on the Student Handout: Case Study Analysis: "Mt. Rushmore Controversy." Reflect upon and respond to the teacher's question about how Mt. Rushmore symbolizes dual identities of national and religious importance.
(Grouping: Whole class)

Controversy” together, then direct students to work with a partner to rewatch the video and fill in the Stakeholder Chart and Reflection Question on page 1 of handout. Challenge students to identify at least three stakeholders and their supporting arguments for land claims to Mount Rushmore.

(Scaffolding: Guided practice)

8. Before beginning Learning Task #2, distribute copies of the Student Handout: Marking the Text and highlighters of two different colors to each student. Conduct a whole class read-aloud of paragraphs #1 & #2, pausing at the end of each paragraph to model the “marking the text” strategies.

(Scaffolding: Guided Practice)

As the class reads the paragraphs, the teacher will employ think-alouds which verbally articulate thinking processes that assist with:

- identifying/underlining a challenging vocabulary word, clarifying its meaning, and writing a paraphrased definition in the right margin.
- highlighting key phrases that show the Native American point of view (POV) regarding land rights in one color.
- highlighting key phrases that show the U.S. government point of view (POV) regarding land rights in another color.
- drawing images or writing notes in the right margin that reinforce vocabulary or capture the gist of the paragraph.

9. Continue to conduct a whole class read-aloud of paragraphs #3, #4, & #5; pausing at the end of each paragraph to solicit student input on “marking the text” strategies. The teacher will seek student volunteers to share their think-alouds. Instruct students to conduct small table

(Application: Linking to Objectives/Promotes engagement)

7. As a class, view the video: “Mount Rushmore: Carving History and Controversy” together. Work with a partner to rewatch the video and fill in the Stakeholder Chart and Reflection Question on page 1 of the handout. Students need to identify at least three stakeholders and their supporting arguments for land claims to Mount Rushmore.

(Integrating Processes: Listening/Speaking/ Reading/Writing)

(Grouping: Whole class/Partners)

(Application: Meaningful)

8. Participate in a whole class read-aloud of paragraphs #1 & #2 and use the “marking the text” strategy as modeled by the teacher. Students will also engage in think-alouds to articulate their thinking processes used to carry out the “marking the text” process.

(Grouping: Whole class)

(Integrating Processes: Reading, Writing, Listening, Speaking)

(Application: Hands-on, Promotes engagement)

9. Continue to use the “marking the text” strategies while participating in a whole class read-aloud of paragraphs #3, #4, & #5. Share the think-alouds used to articulate their decisions used for “marking the text.” Students will then work with a partner or table group to

group or partner read-alouds of paragraphs #6, #7, & #8; pausing at the end of each paragraph to discuss “marking the text” strategies.

(Scaffolding: Comprehensible input)

conduct read-alouds of paragraphs # 6, #7, & #8. Students will also discuss with their partner/group members their use of the “marking the text” strategy at the end of each paragraph.

(Grouping: Whole class & Partner or Small group) (Integrating Processes: Reading, Writing, Listening, Speaking) (Application: Hands-on, Promotes engagement)

Explain - Formative Assessment:

Teacher Will:

Teacher Background:** Students will have an opportunity to share what they discovered about the history and controversy surrounding Mount Rushmore through a class discussion exercise known as Philosophical Chairs. This student-centered activity is a form of dialogue that serves as an informed debate on a controversial issue while considering a variety of points of view. Students will develop a deeper understanding of stakeholder’s points of view as they tackle a discussion prompt - **The US government should return Mount Rushmore/Six Grandfathers to the Lakota Sioux people, that forces them to take a definitive position on the Mount Rushmore controversy.

Prior to the session:

The teacher will set up the classroom as follows:

- Prepare the physical arrangement of the classroom so that students with opposing positions will be able to face one another during the activity.
- Designate/label one side of the room: Agree, the other side: Disagree.
- Post copies of the “Philosophical Chairs: Rules of Engagement” and the “Philosophical Chairs: Sentence Starters”

Student Will:

(located in the Lesson Materials Document) in strategic locations around the classroom.

- Set aside a Koshy ball or Styrofoam sword to use as a “talking baton” during the activity.

The teacher will prepare the students as follows:

- Review the purpose and format of the Philosophical Chairs activity.
 - Review the Rules of Engagement
 - Entertain any questions students might ask about the discussion format or procedures. To support ELL/SPED students, the teacher will define all relevant terms in the prompt and check for understanding regarding the meaning of the topic statement.
1. The teacher will begin the session by writing on the whiteboard the topic statement to be discussed: “The US government should return Mount Rushmore/Six Grandfathers to the Lakota Sioux people” and distribute copies of the Student Handout: Philosophical Chairs: Pre-Discussion Organizer and the Student Handout: Philosophical Chairs: Sentence Starters, one per student. Have students write the topic statement in the top section of the Pre-Discussion Organizer.
 2. Direct students to list as many reasons as possible for why an individual might AGREE or DISAGREE with the topic statement. To assist students with this task, direct them to review the information previously gleaned from the annotated Article: Native Americans and Mount Rushmore, as well as the Case Study Analysis: Mount Rushmore. Instruct students to select relevant quotes or phrases and record them in the appropriate AGREE or DISAGREE list on their handouts.
 3. Reread the Topic Sentence to be discussed. Instruct students to physically move to the side of the room that best represents their

1. Write the topic statement presented by the teacher, in the top section of their copy of the Student Handout: Philosophical Chairs: Pre-Discussion Organizer.

(Integrating Processes: Listening/Writing)

2. Review the information they have learned about Mount Rushmore/Six Grandfathers and the Lakota Sioux people from previous handouts to list as many reasons as possible for why individuals might agree or disagree with the topic statement they have written on their Pre-Discussion Organizer.

(Preparation: Linking to Past Learning)

(Application: Meaningful)

3. Reflect on their own opinion about the topic statement and then move to the side of the room that represents their position.

(Preparation: Linking to Background)

current position and have each side face one another.

4. Starting with the side that has the least number of students, throw the Koosh ball (or hand the Styrofoam sword) to the first student speaker.
5. Remind the speaker to clearly state his/her position and to give substantive rationale supporting their belief. Request for the ball to be tossed back to the moderator (the teacher) once the speaker is done.
6. As the moderator, recognize a speaker from the alternate side and toss the ball to him/her. Remind the speaker that he/she must summarize what the previous speaker said BEFORE sharing their comments. Refer students to the Student Handout: "Sentence Starters" for assistance.
7. Continue to alternate between the two sides as students debate their opposing perspectives in a structured manner, one speaker at a time.
8. Encourage students to keep an open mind. Remind them that they may switch sides should they hear a compelling argument. Switching sides can occur at any point of the activity, however, it is less chaotic if done AFTER the speaker is done talking and has tossed the ball back to the moderator. No explanation is necessary, students simply switch sides.
9. Use a class roster to track student speakers to ensure equitable opportunities for all students to be heard.
10. Listen to reasons/arguments given. If they become redundant (and time permits), call for a 5-10-minute break to allow students to gather more research from the vetted websites on the Resource List found on the Student Handout: Case Study Analysis: Mount Rushmore. (in the Lessons Materials Document).
11. If time is short, have students from each side, huddle up, and come to a consensus

4. The student in possession of the Koosh ball (or Styrofoam sword) prepares to speak as the first student speaker.

5. The first student speaker will state his/her position to the class and give a substantive rationale to support his/her belief. Next, s/he will then toss the ball/sword back to the moderator so that fellow students have an opportunity to respond with their positions and rationales.
6. Summarize what the speaker before them has shared and then share their own comments using the Student Handout: Sentence Starters as a reference.
(Application: Hands-on/Linked to Objectives) (Integrating Processes: Listening/Speaking) (Grouping: Independent/Whole Class)
7. Students in possession of the Koosh ball (or Styrofoam sword) take turns speaking as the philosophical chairs debate continues.
8. Reflect on what their fellow students are sharing and keep an open mind to build a deeper understanding of different perspectives to inform their own perspective. When/if they decide they want to change their position on the topic statement, they can switch sides to reposition themselves to sit with others that they now agree.
(Application: Meaningful/Linked to Objectives) (Grouping: Whole class/Independent)
10. Students will have an opportunity to gather more research from the vetted websites on the Resource List found on their Case Study Analysis handout if desired or needed.
(Integrated Processes: Listening/Reading)

on their most compelling closing argument. Each side selects a spokesperson to present it, allowing for a final opportunity to switch sides

12. Distribute copies of the Student Handout: “Philosophical Chairs: Debrief and Reflection” (in the Lesson Materials Document). Encourage students to answer the reflection questions in an honest and mindful manner.

11. Students will talk with fellow students on their side of the room to discuss and come to a consensus about their most compelling closing argument and have one of their group present their closing argument to the class.

They will also have an opportunity to change sides if they wish.

(Grouping: Whole class)

(Application: Hands-on/Linked to Objectives)

(Integrating Processes: Listening/Speaking)

12. Write down their answers to the reflection questions on the Student Handout: “Philosophical Chairs: Debrief and Reflection” giving honest and mindful responses.

(Grouping: Independent)

(Application: Meaningful)

Elaborate:

Teacher Will:

IQ #2: *How could a civic action project effectively honor, preserve or protect an indigenous sacred place?*

1. Begin the session by writing Inquiry Question #2 on the board: *“How can a civic action project (CAP) effectively honor, preserve and/or protect an indigenous sacred place?”*
2. Have students review their Ranking of Personal Interests worksheet from Session One. Instruct students to look at their top three choices and decide which of these they would like to research as an issue in their local area or state.
3. Distribute copies of Student Handout: “How to Select & Research a Civics Action Project,” one per student (in Lesson Materials Document) and explain the expectations.
4. Allow time for students to research. Provide language and learning support for ELLs/SPED students as needed by partnering them up and/or providing teacher direction and support.

Students Will:

2. Review their Ranking of Personal Interests worksheet from Session 1 and decide which of them they would like to research as an issue in their local area or state.

(Preparation: Linking to Background/Linking to past learning)

4. Conduct research on the issue from the list that they have selected. Use the Student Handout: “How to Select & Research a Civics Action Project,” to record information to help lay a foundation for creating their own Civics

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| | <p>Action Project (CAP) which will focus on issues impacting an indigenous sacred place in their local community or state.</p> <p>(Application: Hands-on/Promotes Engagement) (Integrating Processes: Reading/Writing) (Grouping: Independent)</p> |
| <p>Evaluate - Summative Assessment:</p> | |
| <p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Distribute copies of the <u>Student Handout: “Propose a Civic Action Project,”</u> one per student (in Lesson Materials Document) 2. Direct students to read the article about Navajo students who wrote a letter which resulted in the creation of the Bosque Redondo Museum. A letter from 17 students: Proper – and truthful – Long Walk memorial began with plea from students - Navajo Times. 3. Conduct a whole-class brainstorm session about different ways that people can effect change in their communities. Potential responses could include the following: <ul style="list-style-type: none"> ● talking to school and county boards ● attending tribal and city council meetings ● volunteering (i.e. donating to local charities, petitions, collaborating with nonprofits) ● writing to editors or government representatives ● passing resolutions and/or legislation ● initiating social media or awareness campaign ● participating in get-out-the-vote efforts 4. Allow time for students to create their CAP - a Civic Action Project which is based on what they have learned about an issue that is impacting an indigenous sacred place that is located in their own local community or state. | <p>Students Will:</p> <ol style="list-style-type: none"> 1. Read through the <u>Student Handout: “Propose a Civic Action Project,”</u> provided by the teacher. 2. Read and discuss the article provided about Navajo students who wrote a letter that led to the creation of the Bosque Redondo Museum. 3. Brainstorm with the class to create a list of different ways that people can effect change in their local community and share their ideas with the class. (Grouping; Whole class) (Application: Meaningful/Promotes engagement) 4. Create their own Civic Action Project based on their learning about an issue impacting an indigenous sacred place in their local community or state. (Preparation: Linking to past learning) (Grouping: Independent) (Application: Linking to Objectives) |

5. Have students present their CAP, and then have students self-assess their presentation using the Civic Action Project Rubric (in the Lesson Materials document).
The presentation of the Civic Action Projects can be graded using the rubric provided. A score of 32 points or higher will be considered mastery.

5. Present their Civic Action Project and self-assess their presentation using the Civic Action Project Rubric provided by the teacher.
(Integrated Processes: Reading, Writing, Speaking)
(Grouping: Whole class and Individual)
(Assessment: Individual, Written, Oral)

Extensions: The goal of this lesson is acting. While the student presented the plan to classmates, the students should be encouraged to communicate their plan to the stakeholders. Reward for taking this action plan further could be extra credit points, badges, diplomas/certificates, etc.