



GeoCivics Lesson - Rules of Acknowledgement: Criteria Used by the Federal Government to Recognize Indigenous Tribe

<p>Teacher(s): Mr. Pedro De Jesús</p>	<p>Unit Title: Recognition of the Tainos as an Indigenous Group in Puerto Rico by the Federal Government</p> <p>Lesson title: Rules of Acknowledgement: Criteria Used by the Federal Government to Recognize Indigenous Tribes.</p>	<p>Grade Level: 12th grade</p>
<p>Notes: This is lesson 1 of 3 regarding the rules of acknowledgement criteria used by the federal government to recognize Indigenous Tribes. This first lesson focuses on the recognition of the Tainos as an Indigenous group in Puerto Rico.</p>		
<p>Pre-existing Knowledge: Students should have some knowledge of how the Spanish colonizers decimated the Taínos during the early stages of the Puerto Rican colonization, but that some people on the island today still consider themselves Taínos. The Federal Government took control of the island in 1898, and since then, the Taínos have <i>not</i> entered the list of recognized tribes by this level of government.</p>		
<p>Overview of Content:</p> <p>The Taínos are a historic indigenous people of the Caribbean whose culture has been continued today by Taínos descendant communities and Taínos revivalist communities. At the time of European contact in the late 15th century, they were the principal inhabitants of most of what is now Cuba, Dominican Republic, Jamaica, Haiti, Puerto Rico, the Bahams, and the northern Lesser Antilles. A branch of the Taínos People were the first people encountered by Christopher Columbus in the Bahamas on October 12, 1492. (https://en.wikipedia.org/wiki/Ta%C3%ADno)</p> <p>Today, in order to be recognized as an Indigenous tribe by the Federal Government, a petition must be submitted by an Indigenous group demonstrating how it meets a set of mandatory criteria set up by the government. As described by the Office of Federal Acknowledgement from the Department of Interior the mandatory criteria include the following:</p> <p>(a) Indian entity identification: The petitioner demonstrates that it has been identified as an American Indian entity on a substantially continuous basis since 1900.</p>		

- (b) Community: The petitioner demonstrates that it comprises a distinct community and existed as a community from 1900 until the present.
- (c) Political influence or authority: The petitioner demonstrates that it has maintained political influence or authority over its members as an autonomous entity from 1900 until the present.
- (d) Governing document: The petitioner provides a copy of the group's present governing document including its membership criteria. In the absence of a written document, the petitioner must provide a statement describing in full its membership criteria and current governing procedures.
- (e) Descent: The petitioner demonstrates that its membership consists of individuals who descend from a historical Indian tribe or from historical Indian tribes which combined and functioned as a single autonomous political entity.
- (f) Unique membership: The petitioner demonstrates that the membership of the petitioning group is composed principally of persons who are not members of any acknowledged North American Indian tribe.
- (g) Congressional termination: The Department demonstrates that neither the petitioner nor its members are the subject of congressional legislation that has expressly terminated or forbidden the Federal relationship.

Purpose: *What will students learn?*

In this lesson students will learn how today the Federal Government requires indigenous groups to meet certain set of criteria in order to be recognized by the government as an indigenous group. Through research students will learn about the Tainos tribe and determine whether they meet the criteria and should be recognized by the Federal Government as an indigenous group.

National & State/Territory Social Studies Standard(s):

National Social Studies Standard(s): (C3 Framework for Social Studies)

- D2. His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- 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.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2. His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- D2. His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D2. His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Puerto Rico Social Studies Standard(s):

- IC. 7.1 - Investigate what elements are transmitted socially to build the culture: behaviors, beliefs, values, traditions, and institutions as well as the forms of coexistence of the various human groups.

Arizona Social Studies Standards:

Civics: Process, rules, and laws direct how individuals are governed and how society addresses problems. HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision

making and public policies in multiple settings and at various levels

National & Arizona Geography Standard(s):

National Geography Standard(s):

Standard # 3 Spatial Concepts

- Analyze and explain the human and physical characteristics of regions that have changed over time because of the interaction among processes (e.g., local economic patterns shift as international trade relationships evolve because of global social events, local populations of particular species rise or fall because changes in climate affect the viability of a region for other species).
- Explain how changes in the physical environment, political environment, and conflict influence changes in economic activity within a region. (e.g., interruption of economic activities and trade patterns in Africa, migration of people to economic trade zones in China).

Standard # 6 The Perceptions of Places and Regions

- Explain how and why groups of people may view a place differently (e.g., Harney Peak, South Dakota, viewed by the Lakota Sioux or the US Forest Service; Mount Fuji viewed by Japanese citizens or foreign tourists).

Arizona State Geography Standard:

Geography: The use of geographic representations and tools help individuals understand their world.

HS. G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships.

ELA Standards: (To teach/review and support emergent multilinguals (EMLs) English language development):

Puerto Rico ELA Standards:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (CCR11)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem (CCR17)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCW1)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information (CCW6)

Arizona ELA Standards:

- **Reading: Integration of Knowledge and Ideas:** 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

- **Writing:** Research to Build and Present Knowledge: 11-12. W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ISTE Teacher and/or Student Standards:

ISTE Teacher Standard: 2.6. Facilitator - Teachers facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Teachers: 2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.

ISTE Student Standard:

- 1.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Language Functions:

- Inquiry/Seeking Information: Students will research the Taino tribe and gather information to support their conclusions about the tribe.
- Summarizing and Informing: Students will summarize their research and use it to create a thesis statement to inform others about the Taino tribe.
- Analyzing: Students will analyze the criteria used to acknowledge Indigenous People groups.
- Justifying and Persuading: Students will use information gained through research to justify their response to the whether the Taino Tribe should be recognized by the government.

Culturally Responsive Lesson Strategies

- **VOICE:** Students work together cooperatively or share throughout, in way to deeply interwoven with the topic of the lesson(s) – fully student-centered.
- **SOCIAL JUSTICE:** Students given opportunity to explore many avenues of their choosing that connect learning to social concerns that are relevant to them and enact change meaningful to them.
- **EQUITY/DECOLONIZATION:** Discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, and all students of non-dominant backgrounds can access and feel included in the material.

Objective(s):

- SWBAT describe the criteria used by the Federal Government to recognize indigenous tribes.
- SWBAT evaluate if the arguments presented by the groups identified as part of the Taíno tribe agree with the criteria used by the Federal Government to recognize indigenous tribes.
- SWBAT determine if the information researched throughout the lesson about the Taíno tribe promotes the idea that the Federal Government should recognize them as an indigenous group.

SIOP (Bold one or more SIOP elements you will include in your lesson plan to support EMLs)

	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 (Measurable):

Formative

Teacher will use the Harkness Discussion Rubric to evaluate the student's participation in discussions.

Summative

The students will develop a thesis statement about the relation of the Tainos and the Federal Government, and write a context for the thesis sentence developed.

Exceeds Expectations	The Thesis Statement directly answers the research question providing a very well written statement that clearly states the topic, gives a strongly worded opinion statement, and provides a strong context with evidence and logical reasoning to show why the writer holds this position. It also includes detailed sub-topics that address information that clearly and strongly supports the writer's opinion. The statement is accurately and neatly written without any grammar, punctuation or spelling errors.	Point value 26 -30 pts.
Meets Expectations	The Thesis Statement directly answers the research question, clearly states the topic and the writer's opinion, and provides a context telling why the writer holds this position. The statement is written in complete sentences with accurate grammar, punctuation, and spelling.	Point value 25 pts.
Approaches Expectations	The Thesis Statement gives an answer to the research question and includes both the topic and the writer's direct opinion about the topic but does not include contextual information to support the writer's opinion. It may also lack accurate grammar, punctuation, and/or spelling.	Point value 15 – 24 pts.

Fails to Meet Expectations	The Thesis Statement may answer the research question but does not include both a clear statement of the topic and the writer’s opinion of the topic, nor does it include a context.	Point value 5 – 14 pts.
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Key Vocabulary:

1. lineage - the members of a person’s family who are directly related to that person and who lived a long time before him or her.
2. acknowledgement- a statement or action which recognizes that something is true.
3. decimated - drastically reduced especially in number; destroyed or significantly harmed
4. colonization- the act or practice of appropriating something that one doesn’t own or have a right to
5. contextualization - the placement of something such as a word or activity in a context

Materials:

- Article: “Whose History Matters?” (online access)
- Worksheet for article: Whose History Matters? - (Handout)
- Article: “An Account of the Antiquities of the Indians” by Ramón Pané (online access)
- Analysis of a Written Document (Handout)
- Article: “Official Guidelines to the Federal Acknowledgement Regulation” (online access)
- Article: “What is the Harkness Discussion?” (online access)
- Harkness Rubric-Handout
- Land Acknowledgement Video (online access)
- The Danger of a Single Story video (online access)
- Handout: “Characteristics of the Development of a Thesis Statement”
- Student access to computers to do research.

Sources:

- Native Land Digital app: <https://native-land.ca/>
- Article: “Whose History Matters?”
<https://www.commondreams.org/views/2018/10/04/whose-history-matters-students-can-name-columbus-most-have-never-heard-taino-people>
- Article: “An Account of the Antiquities of the Indians”: <https://cowlatinamerica.voices.wooster.edu/wp-content/uploads/sites/263/2021/03/j.ctv1220qc0.5.pdf>
- “Land Acknowledgement” Video: <https://www.youtube.com/watch?v=7re1r0FY-4Y>
- “The Danger of a Single Story” Video: <https://www.youtube.com/watch?v=D9lhs241zeg&t=5s>
- List of Acknowledgement Criteria:
file:///C:/Users/dlambso/Desktop/GEO%20CIVICS%20Materials/1%20A.%20%20LESSON%20PLANS%20%20work/PEDRO%20de%20Jesus/Pedro%20%20Lesson%201%20Materials/25CFRPart83_2015_ab brev%20%20Procedures%20for%20Acknowledgement.pdf
- Official Guidelines to the Federal Acknowledgement Regulation:
<https://www.bia.gov/sites/default/files/dup/assets/as-ia/ofa/admindocs/OfficialGuidelines.pdf>
- Article: “What is the Harkness Discussion?” <https://www.teacher.org/blog/what-is-the-harkness-discussion-why-ive-embraced-this-method-and-how-its-worked-for-me/#:~:text=With%20the%20Harkness%20Discussion%2C%20students,order%20to%20receive%20a%20grade.>
- History & Info about the Taino People: (<https://en.wikipedia.org/wiki/Ta%C3%ADno>)

Engage

Teacher Will: (Hook).

1. Strategically group students with peers to provide language and/or learning support as needed.
2. Ask students to talk with their partners about how they would feel if they were forced to move away from their home so that other people could move onto their land; Into their home. and then share out their responses with the whole class. The teacher will review and discuss with the students how this happened to Indigenous Peoples throughout the U.S. as a result of colonization, and will explain/clarify the meaning of the word “colonization”.

(Preparation: Linking to Background)

3. Have students collaborate within their groups to access “Native Land Digital” <https://native-land.ca/> and find out what tribe/s lived in the place where the students live today. Then have students share out what they have learned about the tribes living in this area/s and compare their answers to others in the class. **(Integrating Processes: speaking/Listening) (Grouping Options: Partners/Whole Class)**
4. The teacher will then Introduce the video “Land Acknowledgement” as a way to learn about Indigenous People’s perspectives on their lands, and also will go over and display the key vocabulary words “acknowledgement”, “lineage”, and “colonization” and discuss their meanings. The teacher will then show the video “[Land Acknowledgement](#)” and lead the class in a discussion about the importance of acknowledging the ancestral land of the Native Americans and how this is not only a way to celebrate their lineage, but to also make people conscience about the fact that they still want to possess the land that was stolen throughout the process of colonization

Student Will:

2. Think about the teacher’s question about how they would feel if they had to move away from their home by making connections to their prior knowledge/experience and then share their thoughts with their partners/groups. Students will then share out their responses with the whole class and engage in a class discussion about their knowledge of U.S. colonization and how it impacted Indigenous Peoples.
3. Students will work together with their partners/peer groups for support as needed to access Native Land Digital on their computers and learn what tribe/s once lived where they live now. They will discuss what they learn with their partners and then share out with the whole class, comparing and contrasting what they have learned with others.
4. Watch the video “Land Acknowledgement” and use the key vocabulary words to engage in a class discussion of what they know about how Indigenous People feel about their lands and how a Land Acknowledgement can both celebrate their lineage as well as acknowledge their desire to repossess their stolen lands

and the development of the government in the United States. (**Scaffolding: Comprehensible Input**)

Explore

Teacher Will:

IQ #1: *In what ways could the history of the Tainos reflect the dangers of a single story?*

1. Strategically group students with peers to provide language and/or learning support as needed.
2. Show students "[The Danger of a Single Story](#)" video and discuss the question: *Have you ever looked at an issue from a single perspective?* And *"If so, what was the result of this?"* Students can respond to the question using the following sentence frames:

"Yes, I have looked at the issue of _____ from a single perspective."

"Looking at it from a single perspective resulted in _____."

(Preparation: Linking to background)
(Integrating Processes: Listening/Speaking)
(Scaffolding: Guided Practice)

3. The teacher will present a series of online articles and have students read them together with their partners/groups and then collaborate together to complete the respective worksheets for each in order to build knowledge about how we view history, as well as to gain additional information on the Taino People.

1) Online Article: "[Whose History Matters?](#)"

+ "Whose History Matters?" Worksheet

2) Online Article: An Account of the Antiquities of the Indians: [Fray Ramón Panes chronicle](#) "[The Indian Way of Life](#)"

+ Document Analysis Worksheet

(Grouping Options: Partners/Small Groups)
(Integrating Processes: Reading/ Writing/ Speaking)

Student Will:

2. Watch the video "The Danger of a Single Story" and then participate in a class discussion using the sentence starters provided to share out their answers to the question: *Have you ever looked at an issue from a single perspective?* And *"If so, what was the result of this?"*

3. Students will collaborate with their partners/groups to read the documents and use the provided worksheets to complete a diversity of tasks related to the interpretation of primary and secondary sources.

Explain - Formative Assessment	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Explain to the students that they will be sharing out and engaging in a whole class discussion of their learning about the Taino People from the articles read during the Explore Section and that they are allowed if needed to use their written responses on their worksheets to support their sharing out of their learning. The teacher will also explain the Harkness Discussion procedure that will be used to share and discuss their learning. 2. Have students share out their learning from the Explore Section by engaging in a class discussion using the following Harkness Method procedures. Note: "With the Harkness Discussion, students sit in a circle or oval shape. The conversation will begin with one student sharing out something they learned, but by the end of the discussion, every student has to pose a question and answer at least one question in order to receive a grade." (Grouping Option: Whole Class) (Application: Promotes Engagement) 3. The teacher will use the Harkness Rubric to follow, record and assess each student's participation in the conversation. (Assessment: Oral) 4. The teacher will then ask the students which aspects of the way of life of the Tainos are missing from the information studied and will give students the sentence frame "Some aspects of the Tainos' way of life that was missing are _____" <p>The teacher will guide the class in using the sentence frame to share out their thoughts</p>	<p>Student Will:</p> <ol style="list-style-type: none"> 2. The students will use the information learned from the articles read during the Engage Section to engage in a Harkness style discussion to share their learning. Students can use their completed worksheets as support when needed to help them share their learning and understanding of the Taino People. 4. The students will engage in a conversation with the teacher and classmates about the gaps in the information provided and discussed about the Tainos using the sentence frame provided by the teacher as needed.

about missing elements and record these on the board for all to see. **(Scaffolding: Guided Practice)**

Elaborate

Teacher Will:

IQ #2: *How does the relationship the Tainos have with the federal government impact their ability to be a federally recognized indigenous population?*

1. Strategically group students with peers to provide language and/or learning support as needed.
2. The teacher will ask the inquiry question, giving students a moment to think about what they have learned so far, and then will have the students turn and respond to the question with their partners. Afterward, the teacher will have students share out their answers with the whole class.

(Grouping Options: Partners/Whole Class)

3. The teacher will then have students read together in their groups the online article “Official Guidelines to the Federal Acknowledgement Regulation”

(Link: [Official guidelines published by the Department of Interior to recognize natives’ tribes](#) and then discuss together what they have learned about what an Indigenous group must do to receive recognition by the Federal Government.

4. The teacher will then ask students to collaborate together with their partners to formulate a list of questions that come to their mind when they think about the Tainos and their relation to the Federal Government. **(Grouping Options: Partners)**

Student Will:

2. Think-Pair-Share with their partners their response to the inquiry question and then share out their thinking with the whole class.
3. Read the Official Guidelines collaboratively with their partners and discuss together what they have read and know about what Indigenous groups must do to receive recognition by the Federal Government.
4. The students collaborate with their partners to formulate a series of questions about the relation of the Tainos with the Federal government.

Evaluate

Teacher Will:

1. Allow students to work together with a peer if needed to provide language and/or learning support as they write out their thesis statement.
2. The teacher will hand out copies of the handout: “Characteristics of the Development of a Thesis Statement” and will present these to the class and tell them that they will use what they have learned about the Tainos People to develop a thesis statement that describes the relationship of the Tainos and the Federal Government. The teacher will provide time and support as needed for students to write out their thesis statements based on their learning.

**(Application: Meaningful/Linked to Objective)
(Integrating Processes: Reading/Writing)**

3. Once the students have developed a thesis statement related to the relation of the Tainos and the Federal Government, the teacher will talk about the meaning of the vocabulary word “contextualization” and will pass out copies of the handout, “Using Context to Strengthen a Thesis Statement.” and use it to explain the characteristics of contextualization, and then have the students write down a context for the thesis statement they have written.

**(Scaffolding: Guided Practice)
(Assessment: Written)**

Student Will:

3. Use what they have learned about the Tainos People to develop and write down a thesis statement about the relation of the Tainos and the Federal Government using the characteristics of a thesis statement provided by the teacher.
4. The students will write down a context for the thesis statement they have developed.

Extensions:

- Students could use their thesis statements to write an argumentative essay regarding their beliefs about why the Taino People of Puerto Rico should be acknowledged by the Federal Government.
- Students can use the “Native Land Digital” app (<https://native-land.ca/>) to explore other Indigenous groups and do more research on these groups to learn about their status as acknowledged or un-acknowledge Indigenous Peoples within the country.