



GeoCivics Lesson: *Honoring Early Arizonans*

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Teacher(s): Mrs. Elizabeth Fuiava	Unit Title: Indigenous People of AZ Lesson Title: Honoring Early Arizonans	Grade Level: 3rd
Notes: This geography lesson will introduce your students to the first inhabitants of the Arizona lands while engaging in a brief study about their culture in Arizona.		
Pre-existing Knowledge: Students need to have some background knowledge of Indigenous Peoples in Arizona or the state they currently reside in. Students will need background knowledge of what latitude and longitude is, and how to plot on a physical map.		
Overview of Content: The contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona is still evident today. There are 22 federally recognized Indian Tribes residing in the state of Arizona today. They are the Ak-Chin Indian Community, Cocopah Indian Tribe, Colorado River Indian Tribes, Fort McDowell Yavapai Nation, Fort Mojave Indian Tribe, Gila River Indian Community, Havasupai Tribe, Hopi Tribe, Hualapai Tribe, Kaibab Band of Paiute Indians, Navajo Nation, Pascua Yaqui Tribe, Pueblo of Zuni, Quechan Indian Tribe, Salt River Pima-Maricopa Indian Community, San Carlos Apache Tribe, San Juan Southern Paiute, Tohono O’odham Nation, Tonto Apache Tribe, White Mountain Apache Tribe, Yavapai-Apache Nation, and the Yavapai-Prescott Indian Tribe.		
Purpose: Students will learn whose land they are on and what a land acknowledgement is, and how it is created and presented, and how it is used to honor Indigenous Peoples. They will also learn how to use online sources to determine the latitude and longitude of a place and to locate the lands Indigenous people lived on, as well to learn about these people groups.		
National & State Social Studies Standard(s): National Social Studies Standard(s): <ul style="list-style-type: none">• <u>Theme 3:</u> The relationships between people, places, and environments		

Arizona State Social Studies Standard(s):

- 3.H1.1 (History) Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations. ▪ Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations ▪ Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers ▪ Key events include but are not limited to statehood ▪ Influential individuals and groups in the history and development of Arizona Cycles of conflict and cooperation have shaped relations among people, places, and environments.

National & State Geography Standard(s):

National Geography Standard(s):

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Standard 17: How to apply geography to interpret the past.

AZ State Geography Standards:

- 3.G1.1: Use and construct maps and graphs to represent changes in Arizona over time.

ELA Standards

Arizona’s English Language Arts Standards – 3rd Grade

- **Reading Standards for Informational Text: Key Ideas and Details:**
3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **Vocabulary Acquisition and Use: CCSS.ELA-LITERACY:**
L.3.6 vv: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

ISTE Teacher and/or Student Standard:

Teacher Standards:

- Educators 2.1c: Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

Language Functions:

- **Inquiry and Seeking Information:** Observe and explore the environment, acquire information, inquire
- **Summarizing and Informing:** Students use language to identify, report or describe information

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences,
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from

various cultures and life experiences.

- **ACCESS:** Lesson/Activity communicates ideas in several different ways.

Objective(s):

- SWBAT access a variety of sources to identify indigenous populations that lived on the lands we live on today.
- SWBAT describe the first inhabitants of Arizona by completing research.
- SWBAT determine the latitude and longitude of their school’s location using an online source, and plotting location on a physical map.

SIOP

SIOP Elements		
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:

Formative: The teacher will use a checklist to monitor student progress by recording student’s presentations of their research and learning about the Indigenous People whose land they are now living on. (See Formative Assessment Checklist in Lesson Materials Document.)

Summative:

Students will complete an “Identifying Indigenous Lands” Graphic Organizer using website links to determine the latitude and longitude of a given zip code location and to identify the Indigenous people whose land this location is on, and to learn about the Indigenous groups’ life, culture and history. (See Identifying Indigenous Lands Graphic Organizer Rubric in Lesson Materials Document.)

Key Vocabulary

- **latitude:** the distance north or south of the equator
- **longitude:** the distance east or west of the equator
- **tribal nations:** citizens of three sovereigns: their tribe, the United States, and the state in which they reside.
- **colonialism:** control by one nation over a dependent area or people
- **land acknowledgement statement:** a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.
- **indigenous:** produced, growing, or living naturally in a particular region or environment
- **interaction:** the action or influence of people, groups, or things on one another
- **modification:** partial change
- **inhabit:** to live or dwell in

Materials:

- Website: *How to Play I Have, Who Has game:* (Teacher Resource) [How to Play I Have Who Has Game \(Resources\) - Little Learning Corner](#)
- I Have, Who Has? Vocabulary Cards (cut apart - one copy per student) for playing the game (in Lesson Materials Document)
- [Physical map of Arizona](#) (Arizona Geographic Alliance)
- Access to Computer with projection tools for showing websites and videos
- *U.S.P.S.com Look up a Zip Code:* [ZIP Code™ Lookup | USPS](#)
- Website: *Land Acknowledgement, Whose Land am I on?* [Land Acknowledgement](#)
- Teacher Resource: Using ZipCodes to locate Arizona's Native Indian Tribes (in Lesson Materials Document)
- Website: *Federally Recognized Native Nations in Arizona:* ([Federally Recognized Native Nations in Arizona](#))
- *22 Federally Recognized Tribes of Arizona:* [22 Federally Recognized Tribes in Arizona](#)
- Website: *Latitude and Longitude Finder:* (See link in Sources)
- Website: Google Maps (See link in Sources)
- Student access to computers for doing research (depending on class, distribute 1 to each group of 5-6 students)
- Indigenous People Graphic Organizer for Research -one copy per students (in Lesson Materials Document)
- Formative Assessment Checklist (in Lesson Materials Document)
- Teacher Resource: Video: *Land Acknowledgement for Children:* (see link in Sources)
- Video: *Honor Native Land:* (See link below)
- Copies of Identifying Indigenous Lands Graphic Organizer- one per student (in Lesson Materials Document)
- Identifying Indigenous Lands Graphic Organizer Rubric (in Lesson Materials Document)

Sources:

- Website: How to Play I Have, Who Has game: <https://littlelearningcorner.com/2019/05/how-to-play-i-have-who-has.html>
- *U.S.P.S.com Look up a Zip Code:* <https://tools.usps.com/zip-code-lookup.htm?bycitystate>

- Website: *Land Acknowledgement, Whose Land am I on?* <https://land.codeforanchorage.org/>
- Website: *Federally Recognized Native Nations in Arizona:* (<https://statemuseum.arizona.edu/programs/american-indian-relations/tribes-arizona>)
- *22 Federally Recognized Tribes of Arizona:* <https://www.azed.gov/oie/22-federally-recognized-tribes-arizona>
- Website: *Latitude and Longitude Finder:* <https://www.latlong.net/>
- Website: Google Maps <https://www.google.com/maps>
- Video: *Honor Native Land:* (4:06)
- Teacher Resource -Video: *Land Acknowledgement for Children:* <https://video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=land+acknowledgement+video+for+kids+youtube&type=E211US714G0#action=view&id=3&vid=fb38ebf320f3a1f2f66b95fb34df857d>

Engage:

Teacher Will:

NOTE: To support ELL/SPED and Gifted students, the teacher will partner/group students to work together to provide language and/or learning support as needed.

1. The teacher will introduce the lesson vocabulary words by having the students play the “I have, Who has?” Game using Vocabulary Word Cards (in Lesson Materials Document).

Note: The teacher can explain and model how the game is played or can show the students a video for how to play the game using the link: [y I Have Who Has Game \(Resources\) - Little Learning Corner](#). The teacher will then pass out the I Have, Who Has? vocabulary cards (in Lesson Materials Document) to the students and have them play the game, and then talk to the students and discuss the meaning of each word.

Students Will:

1. Work with partners as needed to play the “I Have, Who Has?” game by reading aloud the word on the cards they have, by saying “I have _____” when asked who has the word on their card, and then asking “Who has _____” by reading aloud the word at the bottom of their card. They will then engage in a discussion with the teacher about the meaning of each vocabulary word.

(Grouping: Independent or Partners/ Whole Class) (Integrated Processes: Reading/ Listening/Speaking) (Application: Promotes engagement)

Explore:

Teacher Will:

IQ 1# How can we learn who lived on our land previously?

NOTE: The teacher will strategically group ELL/SPED and Gifted students to provide language and/or learning support as needed.

1. The teacher will ask the class Inquiry Question #1 and let the students share any answers they may have, and then the teacher will share out his/her own zip code and talk about the Indigenous People whose land is recognized for this area.
2. The teacher will then talk to the students about how they can find out who the first people to inhabit the lands they live on by using the [ZIP Code™ Lookup | USPS](#) and the [Land Acknowledgement](#) website.
3. The teacher will show the class the map of Arizona with the color coded tribal lands: [22 Federally Recognized Tribes in Arizona](#) and will show the students how to use the General Information links provided under each tribe's title to find and read information about the tribe.
4. The teacher will have the students work in their groups to use the link on their computers to research and learn about the Indigenous People whose land they are now living on, and if the tribe is one of the 22 federally recognized tribes in Arizona and where the tribe is located today. The teacher will pass out a copy of the [Indigenous People Graphic Organizer for Research](#) (in Lesson Materials Document) to each student to write down at least 3 more things that they learn about the tribe that lived in their area.

Students Will:

1. Reflect on Inquiry Question #1 and share out their thoughts about who the first people were to inhabit the land where they now live.
(Preparation: Linking to past learning)
(Grouping: Whole class)
2. Work independently or with a partner if needed to use their computers and the links provided to do research and find out what first peoples inhabited the lands where they now live. The students will then share out what they have learned with the whole class.
(Grouping: Independent or partners if needed) (Application: Hands-on: promotes engagement/Linked to Objectives)
4. Work with their group members to research and learn about the Indigenous People whose land they now live on and record on their [Indigenous People Graphic Organizer for Research](#) handout at least 3 things they have learned about this Indigenous People group.
(Grouping: Small groups) (Integrated Processes: Reading/Writing/Listening/Speaking)

Explain - Formative Assessment:

Teacher Will:

1. The teacher will have the students share their research and answer IQ #1 including telling the class the tribal name, whether they are one of the federally recognized tribes in AZ, where they are today, and have them share three other things they learned about the tribe.

NOTE: The teacher will record students' responses on the Formative Assessment Checklist (in Lesson Materials Document) to assess students' learning.

Student Will:

1. Share out their research with the class talking about what Indigenous tribe lived where they live now, whether they are one of the federally recognized tribes in AZ, where they are today, and have them share three other things they learned about the tribe.

(Grouping: Independent)

(Application: Hands-on/Promotes engagement/Linked to objectives)

(Assessment: Oral/Individual)

Elaborate:**Teacher Will:**

IQ #2: In what ways can Indigenous People be honored?

1. The teacher will ask the class IQ #2 - ***In what ways can Indigenous People be honored?***
2. The teacher will show the class the video: *Honor Native Land* (link in Sources) and have the students listen to an example of a Land Acknowledgement being given.
3. The teacher will ask the class what ***they think*** a Land Acknowledgement is. The teacher will then engage the class in a discussion of Land Acknowledgements, describing what they are, why it is done, and *the importance of honoring the original occupants of the land.*
4. The teacher will then review the meaning of the vocabulary words, latitude and longitude. The class will engage in a discussion of how to find the latitude and longitude of a place. (The teacher will project the website <https://www.google.com/maps> to the class to show how they can right click on a place and a window will open up showing the latitude and longitude at the top.)

(Scaffolding/ Modeling)

Student Will:

1. Students participate in a discussion regarding the question.
2. Students watch the video and discuss. They will think about what a land acknowledgement is and brainstorm / share their understanding of what it is. **(Preparation: Linking to past learning)**
4. Review the meaning of the vocabulary words, latitude and longitude. They will then engage in a class discussion of how to find the latitude and longitude of a place, and observe how they can do this using the website, Google Maps.

<p>5. The teacher will have the students open the Google Maps link on their computers and put in their school address to find the latitude and longitude of the location.</p> <p>6. The teacher will work with the students to use the Land Acknowledgement link: Land Acknowledgement to find out whose land their school is on and then have the students work together as a class to write a land acknowledgement honoring the tribe whose land this is.</p>	<p>5. Students will then use their computers and the Google Maps link to find the latitude and longitude of their school location.</p> <p>(Preparation: Linking to past learning) (Integrated Processes: Listening/ Speaking/Reading) (Application: Hands-on / promotes engagement)</p> <p>6. Students will discuss what they learned and understand about a land acknowledgement and then work with their fellow students and teacher to find out what Indigenous People's land their school is located on. They will then engage with the class to write a land acknowledgement honoring the tribe whose land this is.</p> <p>(Grouping: Whole class) (Application: Meaningful/Promotes engagement/Linked to Objectives)</p>
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Evaluate - Summative Assessment:

<p>Teacher Will: NOTE: Provide ELL, SPED, and Gifted learners support as needed by partnering them with students who can provide language, writing, and/or learning support when needed.</p> <p>1. The teacher will pass out to students copies of the Arizona map, and Identifying Indigenous Lands Graphic Organizer. Teacher will then go over the Rubric (in Lesson Materials Document) and give the students a new zip code from their state and instruct them to use what they have learned (including use of the links they have used in the lesson) to find: (1) the latitude and longitude of this zip code's location and (2) to find out what Indigenous people group had lived in this place in the past and (3) to do research on the Indigenous People to gather information about their life, their culture, and their history to share out with the class after they have completed their graphic organizer.</p> <p>2. Students will then identify their zip code location and mark on the physical map of Arizona.</p>	<p>Student Will:</p> <p>1. The teacher will give copies of the Arizona map, rubric, and Identifying Indigenous Lands Graphic Organizer to each student. Students review the rubric, then take the new zip code from their state to find: (1) the latitude and longitude of this zip code's location and (2) to find out what Indigenous people group had lived in this place in the past and (3) to do research on the Indigenous People to gather information about their life, their culture, and their history. Fill out the graphic organizer to show the latitude and longitude of the zip code location and the Indigenous people who lived in this area in the past.</p> <p>2. Students will then identify their zip code location and mark on the physical map of Arizona.</p> <p>(Preparation: Linking to past learning)</p>
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<p>3. The teacher will hold a gallery walk for students to share out their completed graphic organizers and learning with the class.</p>	<p>(Assessment: Individual/ Written) 3. Students will then share out their graphic organizer with the class in a gallery walk. (Application: Promotes engagement)</p>
<p>Extensions: To extend student learning, the teacher could invite a visitor or guest speaker from an Indigenous tribe to come and talk to the class and/or arrange for a class field trip to an Indigenous people’s reservation.</p> <p>Students can also extend their learning from the lesson by doing further research to learn about the history of these Indigenous People they have researched in the lesson and learn how they were removed from their native lands and how this impacted their lives and culture.</p>	