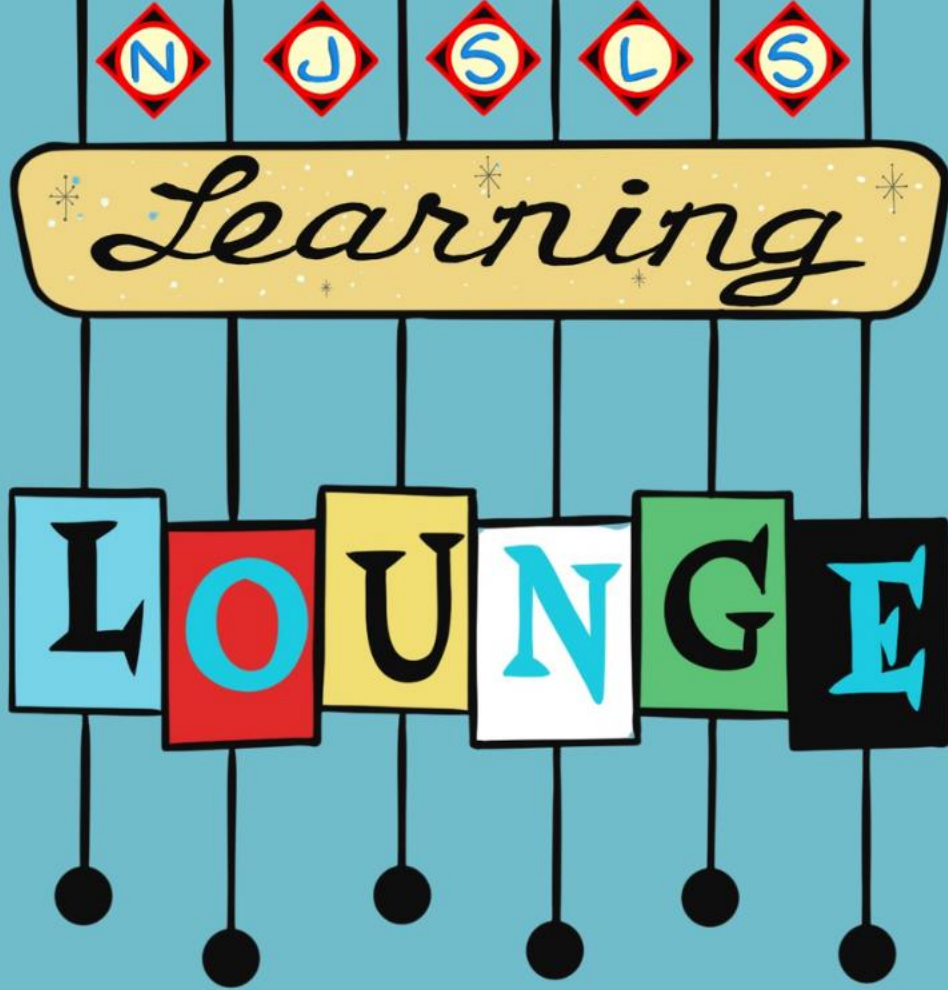


As we wait for our
Learning Lounge to begin,
please use the chat to share the
subject you teach, the grade
level(s), and what brings you
joy in your current teaching
assignment.

Division of Teaching and Learning
Services

Office of Standards





More Than Just a Month:

Integrating
NJ Indigenous History
into the K-12 Social
Studies Curriculum

**Division of Teaching and Learning
Services**

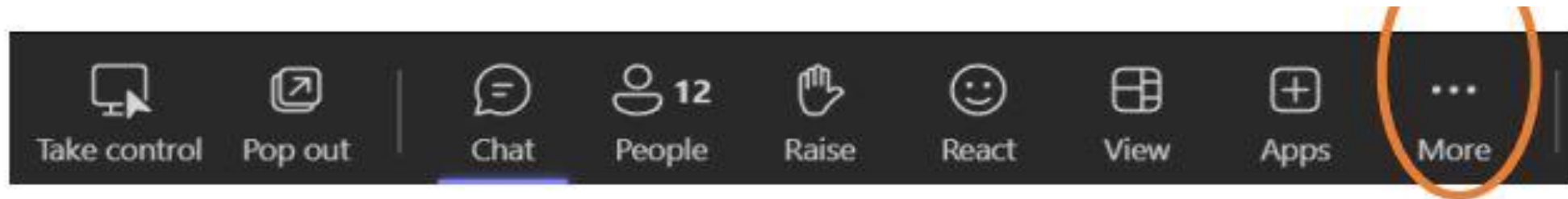
Office of Standards



To turn on live captions:



- Once you enter a Teams meeting or webinar, at the top of your screen, find the three dots with “more” written underneath.



- Go to “Language and Speech” and click on “Turn on live captions”.



On today's Learning Lounge...



- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Dr. Gregory Lattanzi (he/him), State Archaeologist, NJ State Museum.



Purpose of today's Learning Lounge



- Present legislation and standards that call for the integration of Indigenous history in K-12 social studies instruction.
- Offer a brief introduction to the history of Indigenous populations in the New Jersey.
- Share strategies for inclusive and respectful instruction.
- Provide vetted instructional resources.





Diversity & Inclusion Legislation



18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.





2020 New Jersey Student Learning Standards for Social Studies Connections





2020 NJSLS-SS: Grades K-2



- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoGI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.



2020 NJSL-SS: Grades 3-5



Beginnings to 1763

- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.





2020 NJSLS-SS: Grades 3-5 cont.



Beginnings to 1763

- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.



2020 NJSL-SS: Grades 6-8



- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. (1754-1820s)
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. (1754-1820s)
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. (1754-1820s)



2020 NJSL-SS: Grades 6-8 cont.



- 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. (1754-1820s)
- 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. (1801-1861)
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. (1850-1877)



2020 NJSL-SS: Grades 9-12



- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers. (1585-1763)
- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. (1754-1820s)
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. (1801-1861)
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian). (1801-1861)
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. (1870-1900)





2020 NJSL-SS: Grades 9-12 cont.



- 6.1.12.HistoryCC.5.a: Analyze how demographic trends, cultural diversity, and migration have influenced American life. (1870-1900)
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. (1929-1945)
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (1970-Today)
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (1970-Today)
- 6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. (1970-Today)





Discussion



What people, places or events come to mind when you think about the indigenous peoples of New Jersey?



Indigenous History of New Jersey from Past to Present: A Brief Introduction



Dr. Gregory D. Lattanzi
Curator and State Archaeologist
New Jersey State Museum





Lenapehöking



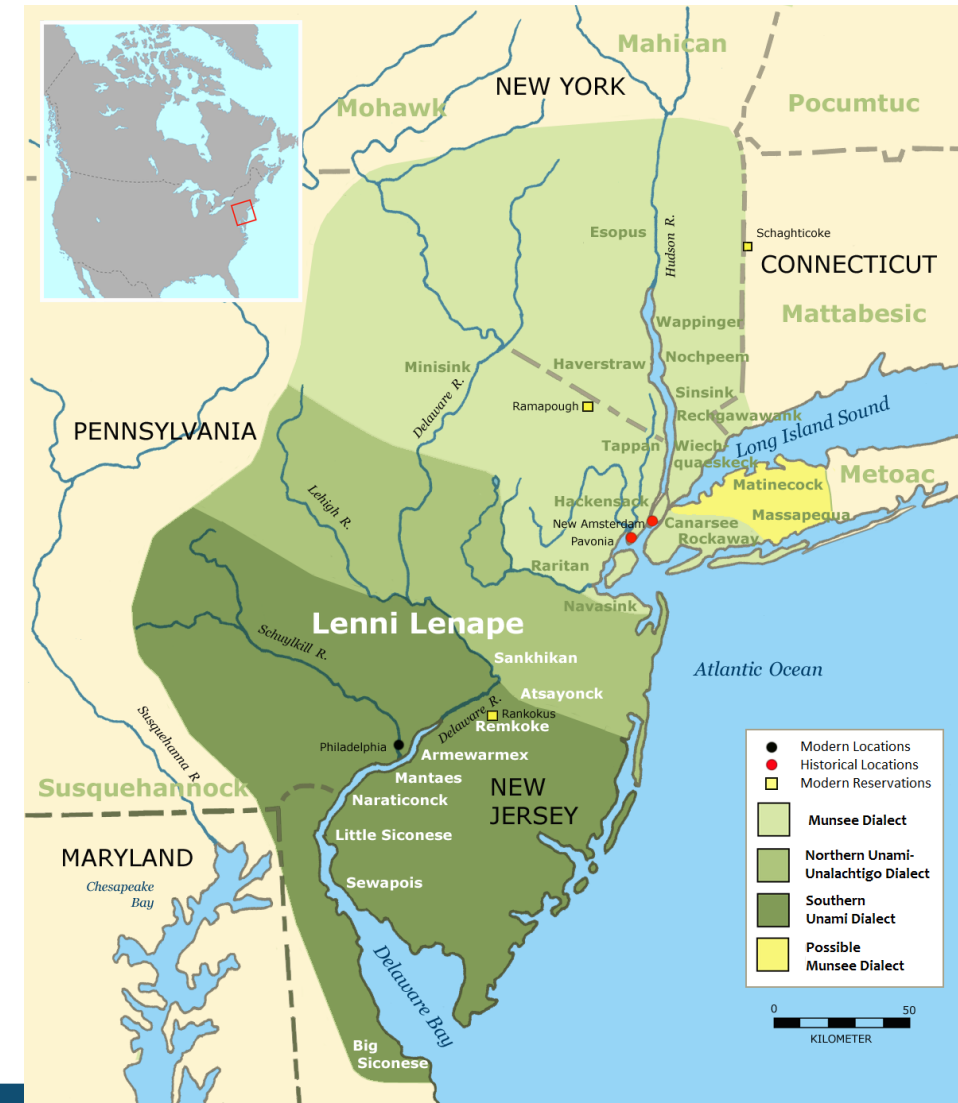
- Traditional homeland of the Lenape people
- Archaeological evidence back to 12,000 years ago
- Physical remains (artifacts) tell the story
- Ethical and Scientific approach to indigenous stories
- Word Choice - Lenape

Lenapehöking Land

The geographic area the Lenape call home

New Jersey
Pennsylvania
New York
Delaware

Archaeological evidence (sites) throughout
the state of New Jersey showing occupation
beginning 12,000 years ago



Lenapehökking Encounters



- First Encounters –10,000 to 12,000 Lenape population
- European establishments
 - Southern NJ/DE Swedish
 - New York (Dutch), English
- Beginning 1700s, Lenape being forced west

Lenapehöking Brotherton Reservation

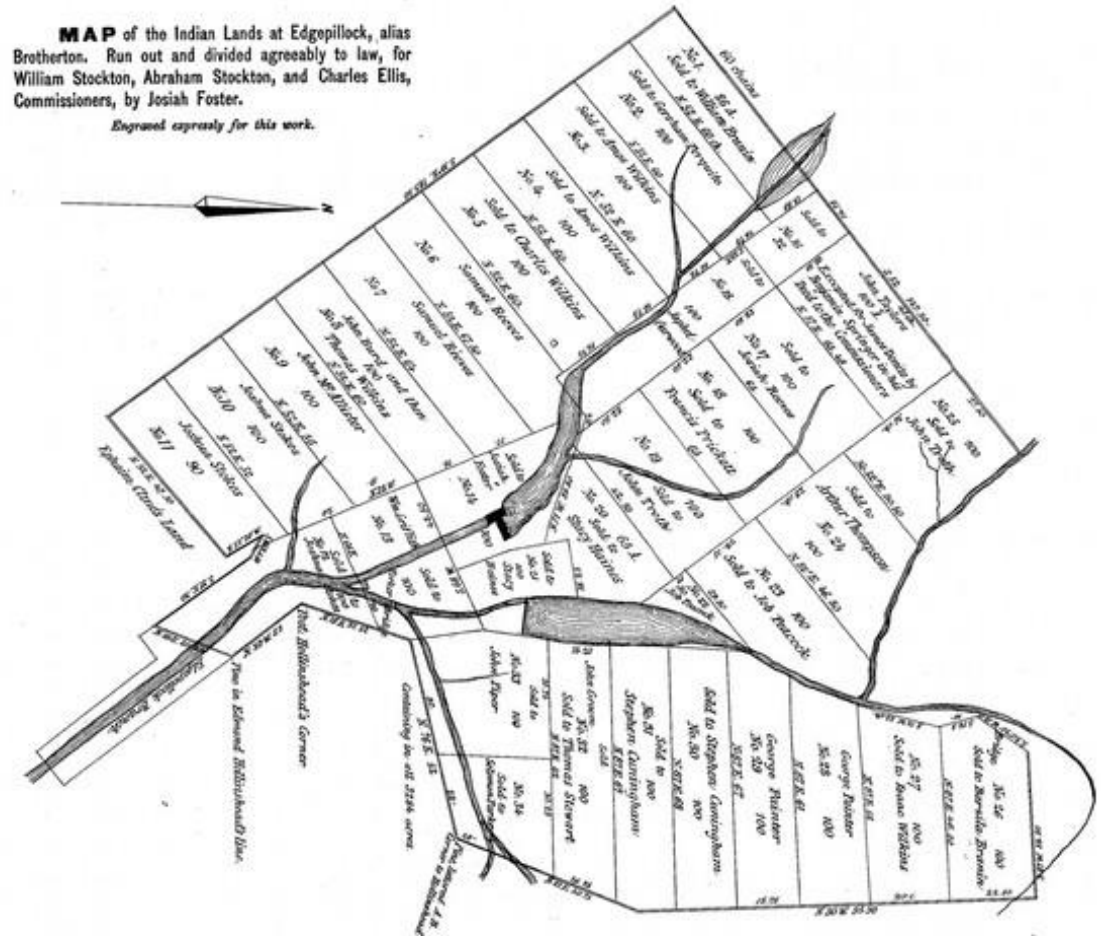


Lenape side with French because of the Walking Purchase 1737, loss of 1.2 million acres

Treaty of Easton 1758 between Lenape and English
Lenape relinquish all lands in the east and start westward migration.

Some stay behind and are given land purchased by the colonial government, sanctioned by King George II and given the name "Brotherton".

1801 Brotherton was not self-sufficient and in response to invitation from New Stockbridge New York group they moved north.

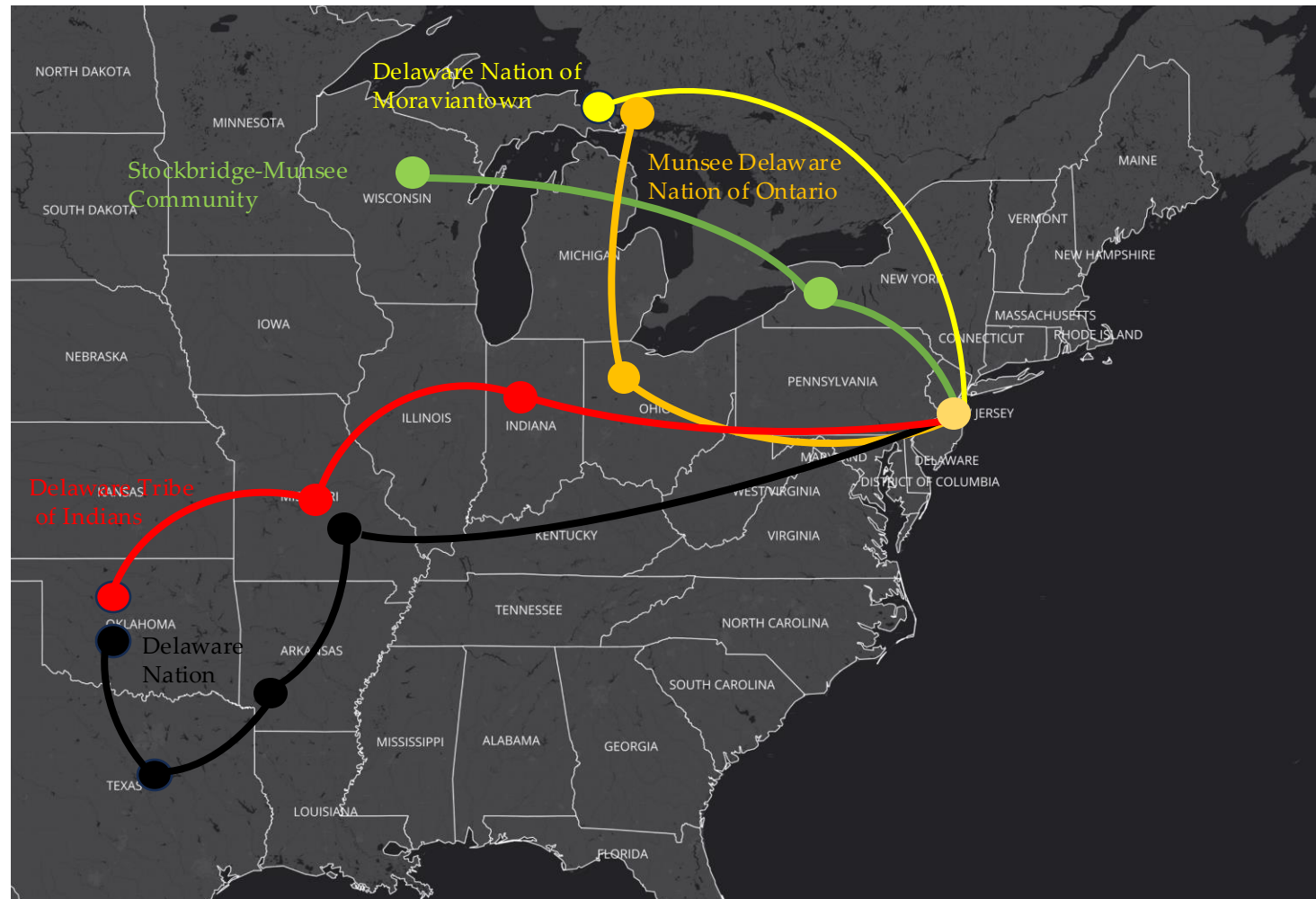


Lenapehöking Migration



The Great Migration

- 1709 to 1742 – majority migrated westward to PA
- French and Indian War 1754-1763
- 1758 Brotherton reservation established
- 1801 ended moved north to Stockbridge, MA



Lenape Today: Federal Tribes



- Federally Recognized Tribes
 - The Delaware Tribe of Indians
 - The Delaware Nation
 - The Stockbridge– Munsee Community
- First Nations – Canada
 - Munsee-Delaware Nation
 - Lenape (Lunaapeew) People of the Delaware Nation at Moraviantown



Lenape Today: State Tribes



- State Recognized Tribes
 - The Nanticoke Lenne-Lenape Indians
 - Powhatan Renape Indians
 - Ramapough Lenape Indian Nation



Lenape Today: Recognitions & Celebrations



Nanticoke Lenni-Lenape Strawberry Moon
43rd Annual Pow-Wow
Sat. June 8th & Sun. June 9th, 2024
Salem County Fairgrounds 735 Harding Hwy. Woodstown, NJ 08098
Bring a Lawn Chair

Head Staff
Master of Ceremonies
Keith Colston
Arena Director
Will Mosley
Head Man
Ascension Harjo
Head Lady
Sailee Sandy
Junior Head Man
Matthias Ellis
Junior Head Lady
Maehawiaki Ridgeway
Host Drum
Stoney Creek Singers
Head Judge
Elyse Sparks

Saturday June 8th
Gates Open @ 10am
Gate Admission \$10 a Car
Grand Entry @ 12pm
Evening Social Dance
Sponsored by
Red Blanket Singers

Sunday, June 9th
Church Service @ 9:30am
Gates Open @ 10am
Grand Entry @ 1pm
Car Show 10am-3pm

Dance Contests
Adult Categories
1st-\$500 2nd-\$300 3rd-\$200
Teen Categories
1st-\$250 2nd-\$150 3rd-\$75
Boys & Girls Categories
1st-\$75 2nd-\$50 3rd-\$30

Drum Contest
1st Place-\$2,000
2nd Place-\$1,500
3rd Place-\$1,000

EST. 1966

VISIT Salem County

Funding has been made available in part by the New Jersey State Council on the Arts/Dept. of State through the Salem County Cultural Heritage Commission and



Cultural Education programming - delawaretribe.org/culture-and-language

Local Historical Society, University, College and Museum collaboration

Lenape culture is alive and present in New Jersey and Pennsylvania

New Jersey State Museum





Instructional Strategies for Diversifying the Historical Narrative





Thinking of your instruction and curriculum,
what historical narrative shapes your teaching?
Is it the dominant narrative, or is it a
compilation of diverse perspectives?



Inclusive US History Instruction



- Highlight the diversity within communities, including different national origins, cultures, and experiences.
- Explore the intersectionality of individuals with other identities.
- Acknowledge the problems with generalizing or stereotyping people.
- Celebrate the achievements and resilience of communities as part of the shaping of American society and culture.
- Avoid using outdated or offensive terminology.
- Present primary sources to incorporate diverse resources and perspectives; don't rely solely on textbooks.
- Connect historical events to current issues and ongoing movements.





Respectful and Culturally Responsive Instruction



- Refer to specific tribes by their preferred names and use “Indigenous” or “Native American” as general terms.
- Avoid perpetuating harmful stereotypes by not using mascots, caricatures or stereotypical images in your teaching materials or engage in activities that involve dressing up as Indigenous people or imitating sacred practices.
- Use Indigenous sources and perspectives by incorporate oral histories, traditional stories and contemporary Indigenous voices.
- Don’t perpetuate the “vanishing Indian” myth by avoiding language that suggests Indigenous peoples only exist in the past.
- Highlight Indigenous resilience and resistance by teaching about historical and contemporary Indigenous movements and activism.
- Incorporate Indigenous contributions to science, art, and culture by highlighting innovations, artistic traditions and cultural practices.



Instructional Resources



- [American Indian History and Heritage](#) (EDSITEment)
- [Native American History in New Jersey](#) (Rutgers)
- [Native American History](#) (National Archives)
- [Native Knowledge \(NK\) 360° Education Initiative](#) (Smithsonian)
- [Teaching with Historic Places](#) (National Parks Service)





NJ Indigenous Tribal Websites



- [Delaware Nation \(Oklahoma\)](#)
- [Delaware Nation at Moraviantown](#)
- [Delaware Tribe of Indians](#)
- [Nanticoke Leni-Lenape Tribal Nation](#)
- [Nanticoke Leni-Lenape Tribe](#)
- [Nanticoke and Lenape Confederation Learning Center and Museum](#)
- [Stockbridge-Munsee Band of Mohican Indians](#)



Conclusion



- Start with the standards.
- Learn together.
- Native American history is US history.
- Acknowledge the contributions, challenges, triumphs and diverse experiences of Native Americans.
- Recognize the continuing presence and challenges faced by indigenous peoples throughout New Jersey and the United States.



Q & A





References



- Dunbar-Ortiz, R. (2014). An Indigenous Peoples' History of the United States. Boston: Beacon Press.
- Native knowledge 360°: Smithsonian National Museum of the American Indian. National Museum of the American Indian | Smithsonian.
<https://americanindian.si.edu/nk360>



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Thank You!



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