

**Curriculum Unit  
Title**

Using Indigenous Social Justice Models to Inspire Students

**Author**

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**KEY LEARNING, ENDURING UNDERSTANDING, ETC.**

CCSS.ELA-LITERACY.WHST.6-8.2, CCSS.ELA-LITERACY.WHST.6-8.7, CCSS.ELA-LITERACY.SL.8.5, CCSS.ELA-LITERACY.SL.8.1.A; WIDA Speaking and Listening and Reading and Writing Standards; Colonial School District ELA standards

**ESSENTIAL QUESTION(S) for the UNIT**

What are some things Native Americans have done to change their narrative? How does narrative change lead to social change?  
How can students apply some Native American social justice models to their own lives? To their school communities?

**CONCEPT A**

**CONCEPT B**

**CONCEPT C**

**ESSENTIAL QUESTIONS A**

**ESSENTIAL QUESTIONS B**

**ESSENTIAL QUESTIONS C**

What are some myths you have learned about how the United States was founded?

How does narrative change lead to social change?

How can you apply some Native American social justice models to your own life? To your school community?

**VOCABULARY A**

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False narratives, indigenous

Sovereignty, social activism

Civil Rights, Alcatraz, DAPL, Wounded Knee, political activism

**ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES**

Chromebooks, selected reading texts, various YouTube clips and postings of documentaries, the Journey journaling app through Google