



## ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

### **Effects of Colonization** **Curriculum Tie-Ins**

Special thanks to the Michigan Department of Education for allowing us to publish these curriculum points on our Ziibiwing Center website. The complete MDE standards and curriculum documents may be accessed at:  
<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

#### **4<sup>th</sup> Grade**

##### **Social Studies**

**4-G5.0.1** → Assess the positive and negative effects of human activities on the physical environment of the United States.

**4-C2.0.2** → Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

##### **Science**

None

##### **English Language Arts**

**L.CN.04.01** → Students will ask substantive questions of the speaker that will provide additional elaboration and details.

**L.CN.04.02** → Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

##### **Arts Education**

None

#### **5<sup>th</sup> Grade**

##### **Social Studies**

**K1.3** → Understand the diversity of human beings and human cultures.

- 5-U1.1.3→** Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.
- 5-U1.4.1→** Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.
- 5-U1.4.2→** Use primary and secondary sources (e.g., letters, diaries, maps documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
- 5-U1.4.4→** Describe the Columbian exchange and its impact on Europeans, American Indians, and Africans.

### **Science**

None

### **English Language Arts**

- L.CN.05.01→** Students will ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.
- L.CN.05.02→** Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

### **Arts Education**

None

## **6<sup>th</sup> Grade**

### **Social Studies**

- K1.3→** Understand the diversity of human beings and human cultures.
- 6-G2.2.1→** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6-G4.1.1→** Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

**6-G4.4.1→** Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

**Science**

None

**English Language Arts**

**L.CN.06.01→** Students will respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.

**L.CN.06.02→** Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

**L.RP.06.01→** Students will listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.

**Arts Education**

None

**7<sup>th</sup> Grade**

**Social Studies**

**K1.3→** Understand the diversity of human beings and human cultures.

**Science**

None

**English Language Arts**

**L.CN.07.02→** Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

**L.RP.07.04→** Students will ask probing questions of speakers, focusing on claims and conclusions presented.

**Arts Education**

None

## **8<sup>th</sup> Grade**

### **Social Studies**

**K1.3→** Understand the diversity of human beings and human cultures.

**8-U4.2.4→ Consequences of Expansion-** Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.

### **Science**

None

### **English Language Arts**

**L.CN.08.02→** Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

**L.RP.08.03→** Students will paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.

### **Arts Education**

None

## **High School**

### **Social Studies**

**K1.5→** Understand the diversity of human beings and human cultures.

**WHG 5.2.1→ European Exploration/Conquest and Columbian**

**Exchange-** Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian exchange in the late 15<sup>th</sup> and 16<sup>th</sup> centuries by:

- describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15<sup>th</sup> and 16<sup>th</sup> centuries
- explaining how forced and free migrations of people (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environment, political institutions, societies, and commerce of European, Asian, African, and American societies.

**C 1.1.2→** Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”

## **Science**

None

## **English Language Arts**

**CE 2.1.10→** Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

**CE 2.1.11→** Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

**CE 2.1.12→** Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

**CE 2.2.2→** Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

**CE 2.2.3→** Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

**CE 4.2.1→** Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

**CE 4.2.2→** Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

**CE 4.2.3→** Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

**CE 4.2.4→** Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g.,

propaganda, homophobic language, and racial, ethnic, or gender epithets).

**CE 4.2.5➔** Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**Arts Education**

None