



AEC Lower Elementary Pacing Guide

Cycle 1: Great Lessons, The Americas, Native American History, Interdisciplinary Sciences, U.S. Judicial System, Math, Language & Geography

November – January

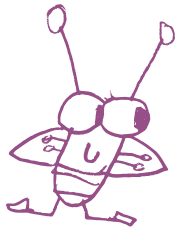
Theme: Compromise

Focus: Native American Cultures, U.S. Judicial System, Land & Water Forms, Maps, Further Geometry, Simple Algebraic Concepts, Writing Arguments, Grammar and Spelling, Math (General, Geometry, Probability and Data), Continuation of Great Story Work.

Stories: We Take a Break from Stories to Dive Deeper on Those Shared Last Session

Subject	Standards (For Reference Only)	Lessons (What You Teach)
<p>History/Geography:</p> <p>Eastern Native Americans (Government/Court); The Western Native Americans (Farming/Cattle)</p> <p>Intro to United States Judicial System</p>	<p>NYSS: 1.1c America is a country of kindness and rich diversity. Learners will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.</p> <p>NYSS: 2.2 People share similarities and differences with others in their own community and with other communities.</p> <p>NYSS: 3.5 Communities share cultural similarities and differences across the world.</p>	<p>A. Native American Government & Court Systems</p> <p>We have introduced Learners to the flora and fauna critical to Native Americans and to some of the cultural traditions of the Cherokee and Cheyenne.</p> <p>We now will learn about their system of government as well as their laws and courts; we will also explore the perspective of the Westward Expansion from the view of the Native American and Cowboy agricultural partnership.</p> <p>1. The Iroquois: START WITH A 35 PICTURE TOUR OF THE IROQUOIAN PEOPLE AND THEIR CULTURE.</p>

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NYSS: 3.5a The structure and activities of families and schools share similarities and differences across world communities. Learners will compare and contrast the structure and activities of families and schools in each selected community with their own.

3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals. Learners will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices. Learners will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.

NYSS: 3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

NYSS: 3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time. Learners will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities. Learners will examine

- The Iroquois - or **Haudenosaunee meaning People of the Long House - originated from what is now Upstate New York (show maps)**
- They consisted of 5 major tribes: Mohawk, Oneida, Onondaga, Cayuga, Seneca.
- Up until the 1600s (BCE/CE Timeline) these tribes went to war frequently. It was decided after much warfare that they would instead like to advance peace, civility and the great law. **They believed COMPROMISE in governing was the best way to achieve a successful society.**
- It was then that they created the Iroquois Confederacy.
- Under the Great Law of Peace (Gayanashagowa), the joint jurisdiction of 50 peace chiefs, known as sachems, or *hodiayahnehsonh*, embraced all civil affairs at the intertribal level.
- They created a Bi-Cameral legislature for governing.
- The representatives, or sachems, from the Seneca and Mohawk tribes met in one house and those of the Oneida and Cayuga met in the other. The Onondaga sachems broke ties and had the power to veto decisions made by the others. There was an unwritten constitution that described these proceedings at least as early as 1590. **Such a complex political arrangement was unknown in Europe at that time.**
- Here is an excerpt from the Iroquois Constitution:

Iroquois Constitution

Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south and one to the west. The name of these roots is The Great White Roots and their nature is Peace

	<p>people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities. 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p>	<p style="text-align: right;">and Strength...</p> <p>The soil of the earth from one end of the land to the other is the property of the people who inhabit it. By birthright the Ongweoweh (original beings) are the owners of the soil which they own and occupy and none other may hold it. The same law has been held from the oldest times. The Great Creator has made us of the one blood and of the same soil he made us and as only different tongues constitute different nations he established different hunting grounds and territories and made boundary lines between them...</p> <p>Whenever a foreign nation is conquered or has by their own will accepted the Great Peace their own system of internal government may continue, but they must cease all warfare against other nations...</p> <p>The women of every clan of the Five Nations shall have a Council Fire ever burning in readiness for a council of the clan. When in their opinion it seems necessary for the interest of the people they shall hold a council and their decisions and recommendations shall be introduced before the Council of the Lords by the War Chief.</p> <ul style="list-style-type: none"> ● The longhouse was the center of Iroquois life. Archaeologists have unearthed longhouse remains that extend more than the length of a football field. ● Agriculture was the main source of food. In Iroquois society, women held a special role. Believed to be linked to the earth's power to create life, women determined how the food would be distributed — a considerable power in a farming society. ● Women were also responsible for selecting the sachems for the Confederacy. Iroquois society was
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		<p>matrilineal; when a marriage transpired, the family moved into the longhouse of the mother, and family lineage was traced from her.</p> <ul style="list-style-type: none"> • The Iroquois society proved to be the most persistent military threat the European settlers would face. Although conquest and treaty forced them to cede much of their land, their legacy lingers. Some historians even attribute some aspects of the structure of our own Constitution to Iroquois ideas. In fact, one of America's greatest admirers of the Iroquois was none other than Benjamin Franklin. • Use this site https://blog.nativehope.org/the-history-and-culture-of-the-iroquois to find photos, important research for Learners to further investigate more about the Tribe and most especially who were the Pine Trees? <p>2. LEARNERS MAY CHOOSE TWO OF THE WORKS BELOW:</p> <ul style="list-style-type: none"> • CREATE a Problem that might have come up in the Iroquois Confederacy. Using paragraph form, take us through how they would have solved the problem fairly, who would have been involved and what their courtroom would have looked like. • CREATE a Long House. Within the Long House, label 10 different parts of the house including those that lived in the house and their roles. • CREATE a map of all the tribes and where they lived. Make certain to add all the rivers, tributaries,
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		<p>mountains and other aspects that would have affected tribal life.</p> <ul style="list-style-type: none"> ● CREATE a story in which Benjamin Franklin meets the Iroquois Chief. What did Franklin learn from him? What parts of the Iroquois law and confederacy do we see in our Constitution and laws? <p>3. The Story of Stone Calf: Cowboys and Native Americans</p> <p>a. The American Cowboy</p> <ul style="list-style-type: none"> ● After the American Revolution and the formation of the U.S. Constitution, but before the Industrial Revolution, President Lincoln opened up the United States for development in the American West (Timeline/Maps). ● And here emerged the American Cowboy. The term Cow-boy was originally used by writer Jonathan Swift to denote men who worked and moved cows. ● As the West started to expand, Cattle Barons - those who managed cows for food - used the western plains of the U.S. to graze cattle. ● Cattle need a lot of space and they need to be moved often. Cowboys were used to move the cattle riding on horseback from one area to another. A popular route was Texas to Montana (show) which at 12 miles a day took almost 5 months. ● Cowboys even today are in charge of two major events: Roundups - where cattle are counted, looked over and branded; and the Long Drive where they are taken to another area for grazing. One of the most famous Long Drives was the Chisholm Trail going from
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		<p>Texas to Kansas - which is where cattle were sold.</p> <ul style="list-style-type: none"> • They guarded against strays, stampedes, wild animals and those looking to steal cattle. Cowboys were almost always illiterate and unschooled. They worked 20 hours a day and made about \$40 a month. • Here is what the Texas Livestock Journal wrote in 1882: <p><i>The cowboy is as chivalrous as the famed knights of old. Rough he may be, and it may be that he is not a master in ballroom etiquette, but no set of men have loftier reverence for women and no set of men would risk more in the defense of their person or their honor. Another and most notable of his characteristics is his entire devotion to the interests of his employer. We are certain no more faithful employee ever breathed than he; and when we assert that he is, par excellence, a model in this respect, we know that we will be sustained by every man who has had experience in this matter.</i></p> <ul style="list-style-type: none"> • Cowboys wore boots for snakes, hats for the sun, handkerchiefs for the dust and several layers for climates that varied. • Around that time the Pony Express was a way of delivering mail over the great plains. Many cowboys answered the call for this dangerous job. • Here is what the ad said: <p>Men Wanted to Work the Pony Express Young Skinny Wiry Fellows Not Over 18 Must be Expert Riders willing to Risk Death Daily</p>
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		<p>Orphans Preferred.</p> <ul style="list-style-type: none"> ● The Pony Express lasted only 18 months for the telegraph was soon invented and the need for expedient mail delivery ceased. <p>b. Chief Stone Calf</p> <ul style="list-style-type: none"> ● Between 1877 and 1885, Southern Cheyenne Chief Stone Calf created an incredible alliance (write). ● The Native Americans met the Westward Movement in America with dismay. They had lived on the land for a long time and did not want their way of life to change. They also did not want to adopt a new culture. They liked their culture. ● A better way would be for two cultures to live side-by-side and appreciate the other culture. But that doesn't always work and did not - on the whole - work with Native Americans and the New Americans. ● For instance, cattle brought over from the Spanish several centuries before competed with the land needed by Bison. And bison were the most valued by native Americans. ● But this wasn't true everywhere... Cattle Producers and Native Americans needed each other to fulfill their fundamental needs - and while the government was removing the culture of the Native Americans, the New Americans and the Tribes formed several alliances. ● Here is photo of Stone Calf and his wife: https://gateway.okhistory.org/ark:/67531/metadc1622278/ ● Stone Calf managed the western part of Oklahoma. He
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		<p>entered into handshake agreements with Cattle Ranchers. They could use their land to pass through to markets up North. And water their cattle along the way from their streams. In return, Stone Calf requested they be given a few “heads of cattle”.</p> <ul style="list-style-type: none"> ● Ranchers did not always want the government to know how much cattle they had; and Native Americans did not want to be reliant on the government for food since bison had diminished in numbers. This arrangement preserved both ways of life. ● Compromise can usually be reached if we are thoughtful. The displacement of Native Americans at that time was generally not thoughtful and there was no compromise. <p>c. Bison vs. Cattle</p> <ul style="list-style-type: none"> ● Let’s look at our Timeline of Life. Where and when did the bison and the cow emerge? ● Let’s create a Timeline for the Cow. It will be important to understand when we explore Economic Geography later in the year, the value of the cow and the economic property of cattle. ● Let’s also create a Timeline for the Bison. ● Examine how and why the two animals were vital to two different (and sometimes competing) cultures. ● What roles do Bison and Cattle play today? <p>4. LEARNERS MAY CHOOSE FROM ONE OF THE WORKS BELOW:</p> <ul style="list-style-type: none"> ● DRAW a full map of the path of the PONY EXPRESS. The map will include all states and towns of the time, the distances and the time it took to reach each
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		<p>distance given the average pace of a rider.</p> <ul style="list-style-type: none">● In ESSAY FORM, why did the pact of Chief Stone Calf work? There were many fights between Native Americans and those looking for a better home in New America, why did this arrangement succeed? Use the term compromise and how you see a similar agreement in your life working.● WRITE an ESSAY the features as your main character a COWBOY. Make sure you use at least 10 relevant historical references/topics that illuminate life as a Cowboy.● RESEARCH and ILLUSTRATE a map of North America showing where cattle and bison existed in 1860 and where they exist today. Make sure to record the number and percent of change in populations for both.
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