

# CRP and Appalachian Culture

MARCH 16, 2022: SESSION 2

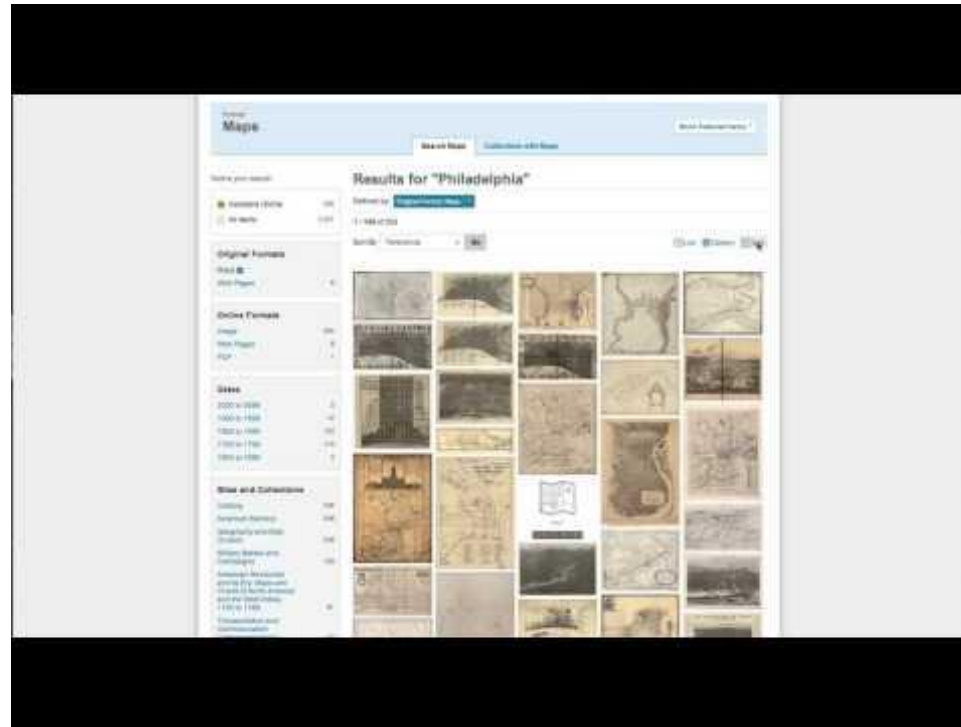
# Learning Goals

Review	Review Culturally Relevant Teaching Competencies
Practice	Practice the process of selecting and organizing primary sources for lesson plans
Consider	Consider aspects of Native American Removal as a model for selecting primary sources
Participate in	Participate in a Circle of Viewpoints Learning Activity
Brainstorm	Brainstorm CRP applications with a National Topic such as the "Indian Removal Act"
Visit	Visit the Rural Heritage Museum to explore the current exhibit "Unearthing our Forgotten Past" and consider classroom applications



# Culturally Relevant Teaching

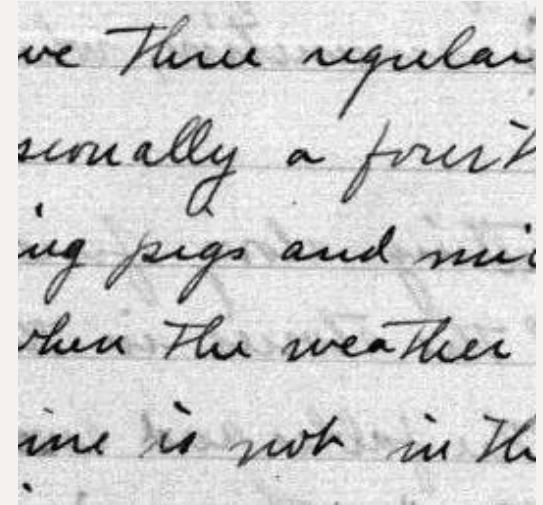
EVALUATE AND SHARING ACTIVITY



# Searching the VAST LOC collections

# Choosing Primary Sources

- Start with curated collections :[The Inventive Wright Brothers](#)
- Introducing the topic: [1903 Photograph](#)  
( photographs or short pieces of text that students can engage with quickly, source that generates interest and encourages student questions, use to activate and gauge background knowledge)
- Following sources should be more challenging than the first; help students explore big ideas and develop content knowledge  
"supported discomfort": [1902 letter](#)  
(uncover misconceptions, introduce new types of primary sources, analyzing more complex sources, might need contextual support)



# Choosing Primary Sources

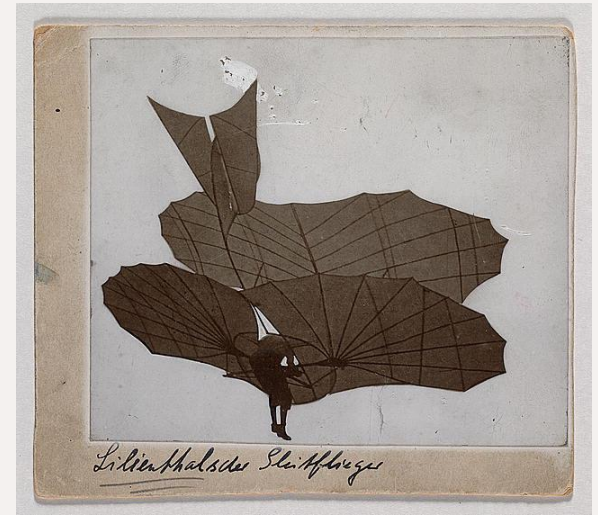
- Individual or Groupwork the goal is to clarify thinking through continued primary source analysis.

(two or more primary sources that inform each other, compile sets of primary sources for student to explore, more familiar types of primary sources)

Deposition, Newspaper, Photo of Glider

- Using primary sources in an assessment task. Source should lend itself to independent analysis (who, what, when, why)

(used earlier but asking students to interact in a new way, related to the event or time period in a new way, represents a different perspective that hasn't yet been considered)



# Circle of Viewpoints

- Students consider the social and historical context surrounding a source.
- Students draw on what they know to imagine different perspectives.
- Teachers can use this activity to develop a safe space for exploring difficult content topics.
- Activity encourages a student-driven exchange of ideas.



# Let's Get Active! (Actively Thinking)



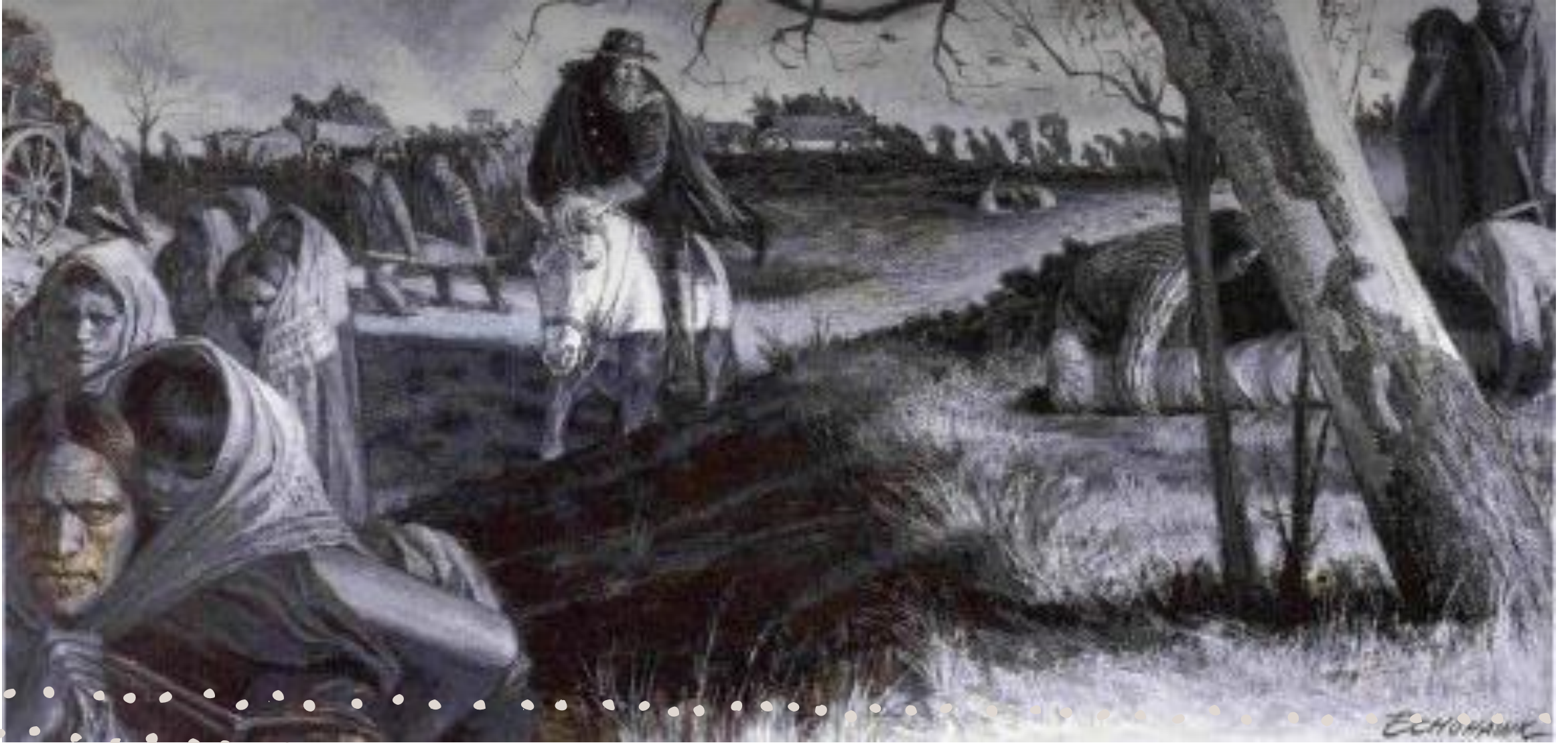


# Is it a primary source?

- In 1838 and 1839, as part of Andrew Jackson's Indian removal policy, the Cherokee nation was forced to give up its lands east of the Mississippi River and to migrate to an area in present-day Oklahoma. The Cherokee people called this journey the "Trail of Tears," because of its devastating effects. The migrants faced hunger, disease, and exhaustion on the forced march. Over 4,000 out of 15,000 of the Cherokees died.

This picture, *The Trail of Tears*, was painted by Robert Lindneux in 1942. It commemorates the suffering of the Cherokee people under forced removal.



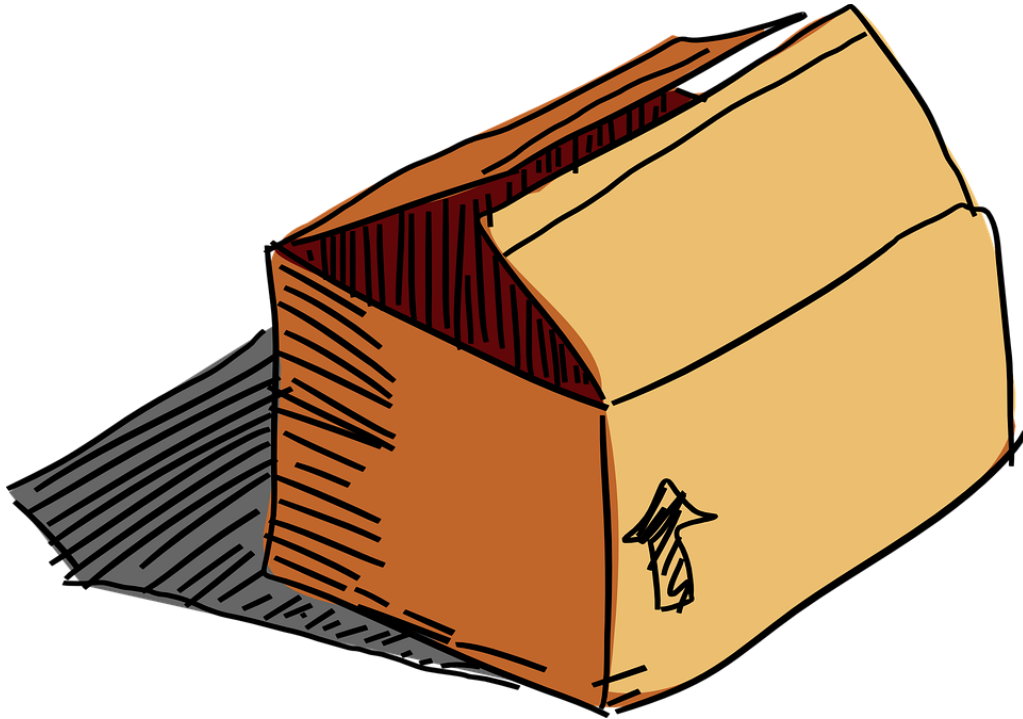


*Is it a primary source?*

BRUMMETT ECHOHAWK (PAWNEE  
ARTIST), "TRAIL OF TEARS," 1957

# Selecting Primary Source Practice

## THE PACKET



## THE ORGANIZING DOCUMENT



# Questions to Consider - CRP



How can I make this connect to the real world lives of my students?



What can I include to make this unit student-centered?



What might the students bring into the classroom from their home cultures?



How can I communicate the goals of this unit to students' caretakers in way that motivates home conversations?

## DIGITAL ACTIVITY -

# WHAT DOES IT MEAN TO REMOVE A PEOPLE?

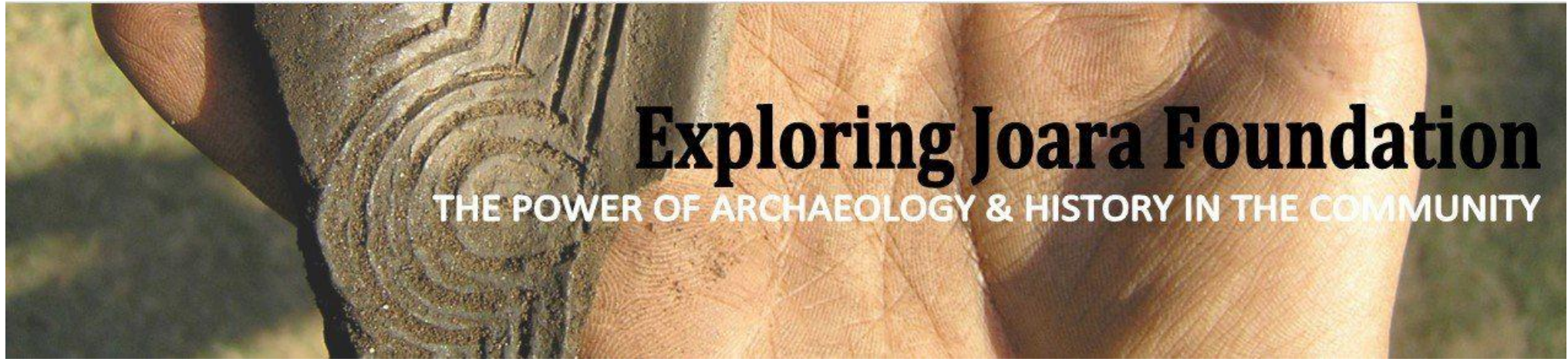
- <https://americanindian.si.edu/nk360/removal-reflections/>
- DO: What does it mean to remove a people? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the consequences of policies and actions taken by nations, using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.

# Extra Resources!!!

[Ratified Indian  
Treaties](#)

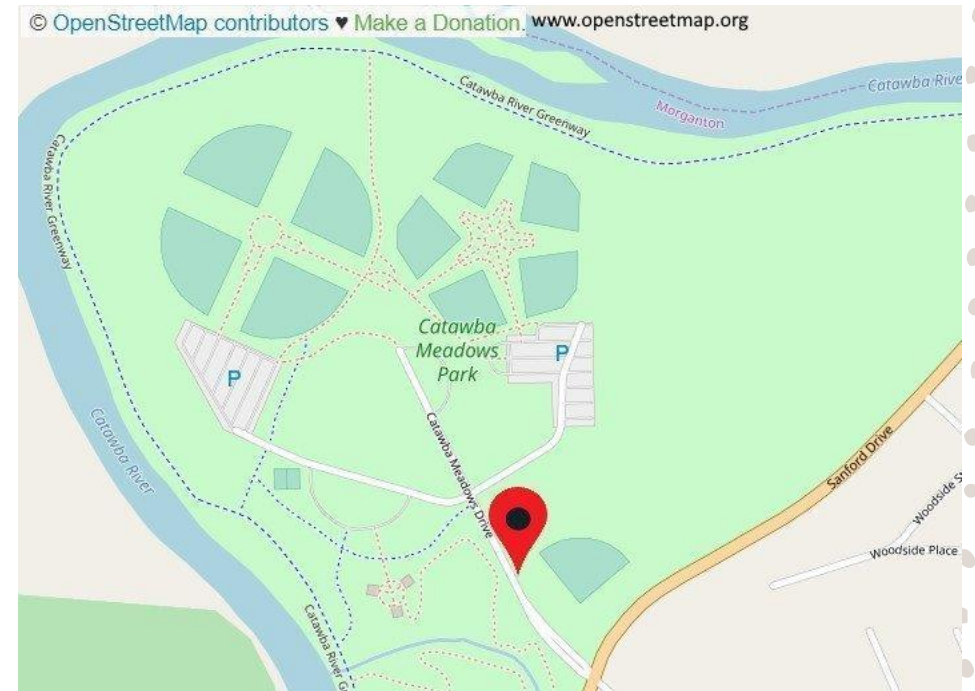
[Milestone  
Documents in  
American  
History](#)

[Multimedia  
Lesson Trail of  
Tears](#)



The **Catawba Meadows Living History Center**, an interactive interpretive site, is located at [701 Sanford Dr, Morganton, NC 28655](https://www.catawbameadows.org/).

**The Berry Site** is on private property and is only open to the public at certain times of the year. It is open for special events and field schools. Please see the Events Calendar.



# Reading and Analyzing Nonfiction (RAN)

What I think I know	Confirmed	Misconceptions	New Learning	Wonderings

- \* Safe space for misconceptions
- \* Opportunity to make inferences and research answers
- \* Interactive
- \* Inquiry-based
- \* Encourages Authenticity

