

A historical map of the world, titled 'MAPPE MONDE', with a green banner overlay. The banner contains the text 'New Standards, New Tools'. The map shows continents, oceans, and various geographical features. The title at the top reads: 'MAPPE MONDE, Suivant les Nouvelles Observations de Messrs de l'Academie Royale des Sciences, etc. Augmentée de Nouveaux Lignes. Chez PERMAN CARPENTIER, A Paris, Princesse.'

New Standards, New Tools



All materials can be found here at ssnola.org. You should see a tab at the top called LCSS 2023.

Session Agenda



1.

About Us

2.

Set the Stage

3.

Our Projects

4.

Wrap Up



About Us



Brooke Grant
Tulane University,
New Orleans



Chuck Greiner
Morris Jeff
Community
School



Blair Lewis
International
School of
Louisiana



Danielle Roof
The Willow
School



Our new Louisiana Social Studies standards encourage us to...



SET THE CONTEXT

Introduce key terms,
make connections
with previous
learning, provide
necessary context



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
claims supported with
evidence





SET THE CONTEXT

Introduce key terms,
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Our session is going to focus on these

“NOTHING ABOUT US
WITHOUT US”



IDA
International
Disability Alliance

#IDPD21



Our Lessons

Teacher Education:
Multiple Perspectives +
Hyperdoc Activities

HS World History:
Opening Up the Textbook
+ Mentimeter Polls

HS Psychology: Using
Sources and Documents to
Verify Claims + Padlet

MS Local History:
Art as a Source + Canva





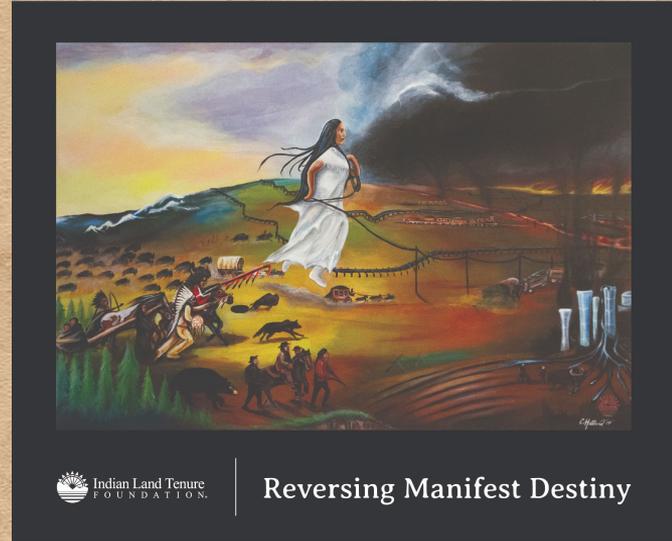
**American Progress
John Gast
1872**

Commissioned by George Crofutt, the publisher of a popular series of western travel guides



Reversing Manifest Destiny

Reversing Manifest Destiny
Charles Hilliard, a Sokaogon Chippewa artist
Commissioned by the Indian Land Tenure Foundation and appeared on their 2019 annual report.



 Indian Land Tenure
FOUNDATION

Reversing Manifest Destiny



The Problem We All Live With
Norman Rockwell
1964

**Printed as a centerfold in Look magazine,
which focused on photojournalism and
human interest stories**



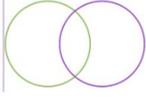
**The Dream We Live With
Ernie Barnes
1994**

African American artist; born during Jim Crow, attended segregated schools, and was the first American professional athlete to become a noted painter.



INCORPORATING MULTIPLE PERSPECTIVES INTO OUR LESSONS

DIRECTIONS: Read the learning playlist carefully. You may complete the “tracks” in the order of your choosing, but all items must be completed. In some instances, you will be required to “listen” to a specific learning track first. Rock on!

TRACK	DIRECTIONS	STUDENT NOTES	DATE COMPLETED
 <p><AMERICAN PROGRESS></p>	<p><https://kami.app/ALB-mGs-WEw-AsV></p> <p><Annotate the American Progress painting in Kami></p>		
 <p><REVERSING MANIFEST DESTINY></p>	<p><https://www.archives.gov/files/education/lessons/document-analysis/english/analyze-artwork-novice.pdf></p> <p><Analyze the Reversing Manifest Destiny painting using this document></p>		
 <p><VENN DIAGRAM></p>	<p><https://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram></p> <p><Use this interactive Venn Diagram tool to compare the two works of art></p>		
 <p><EXPRESS YOUR CLAIM></p>	<p><https://info.flip.com/en-us.html></p> <p><Use Flip (orally) or paper (written) to answer the following question, “How did the notion of manifest destiny contribute to the displacement and marginalization of indigenous communities while also shaping the identity and aspirations of settlers?”></p>		

High School: Opening Up the Textbook



The goal of an OUT is to complicate the narrative by starting with a (flawed) textbook account and then putting it into conversation with primary sources from voices not represented in the textbook.

Textbooks are everywhere, and often the only resource we can truly count on having in our classrooms. But, even good textbooks are flawed because of space constraints, the need for mass market appeal, and the choices of textbook writers.

Primary sources can expand, challenge, and add nuance to textbook accounts, especially when we choose sources from marginalized peoples.

Sample Lesson: Rebellion of 1857

Historical Context: During the first half of the 19th century, Britain ruled large parts of India through its British East India Company. This was a huge private trading company with governmental powers, such as the power to tax, raise armies, reach agreements with local Indian princes, and take over some regions directly. Sepoys were Indian soldiers serving in the British East India Company's armies. By the 1850s, there were nearly 300,000 sepoy soldiers serving in the Company's army, and in 1857 many of them rebelled. This rebellion spread to many parts of Northern India, but was ultimately suppressed by the British. It paved the way for transition to direct, rather than company rule in British India.

Historical Question: What caused the Rebellion of 1857?

Document A: Gardiner's *English History*

Samuel Rawson Gardiner (1829-1902) was an English historian and a professor of history at King's College in London. He wrote several books on English history. The excerpt below comes from a book he wrote for young students.

The Indian Mutiny of 1857

The religion of the Hindus, who form a great part of the natives in India, teaches many things which seem very strange to Englishmen. Among other things they are taught that they will be **defiled** if they eat any part of a cow. By this defilement they will meet with much **contempt** from their fellows, and will suffer much after death in another world. The bulk of the army in India was composed of Hindus.

It happened that an improved rifle had lately been invented for the use of the soldiers, and that the **cartridges** used in this rifle needed to be greased so they could be rammed down easily into the barrel. The men believed that the grease was made of the fat of cows, though this was not really the case. There was, therefore, much suspicion and angry feeling among the native soldiers, and when ignorant men are suspicious and angry they are likely to break out into deeds of unreasoning **fury**.

Source: Gardiner's *English History for Schools, an English textbook edited for American students, 1881.*

Menti.com

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Document B: Sir Colin Campbell (Modified)

Sir Colin Campbell took charge of British forces during the uprising. In this passage from his book on the uprising, he first discusses the Hindu sepoy. These soldiers included members of various castes, and a sizable number of them were Brahmins, the highest caste.

Any considerable offence offered to [the Brahmins] . . . might seriously endanger the **fidelity** of the native troops; and there seems to be little doubt that offence has been given. **Injudicious** attempts to convert sepoy to Christianity have been made, and [the sepoy believed] that they were to be converted by **compulsion**. . . .

At the same time it is impossible to dissociate the revolt and the [removal] of the Muslim king of **Oudh**.

The province of Oudh had always maintained its independence. . . . But at length the system of government became too bad to be tolerated; the court was a mere hot bed of oppression, intrigue, and sensuality; and the British took control of Oudh.

It has never been disputed that this was a merciful change for the people of Oudh; but the people are not always governed by reason. Prejudices – religious, national and social – have paramount influence even in a civilized country; this is even more true in a region sunk into barbarism.

Source: *Sir Colin Campbell*, Narrative of the Indian Revolt from Its Outbreak to the Capture of Lucknow, 1858.

Document C: Sita Ram

Sita Ram was a sepoy who remained loyal to the British. Yet even he had his "doubts" about them. The following is an excerpt from memoirs he wrote sometime in the 1860s about the rebellion.

It chanced that about this time the English Government sent parties of men from each regiment to different garrisons for instruction in the use of the new rifle. These men performed the new drill for some time until a report got about, by some means or other, that the cartridges used for these new rifles were greased with the fat of cows and pigs. The men from our regiment wrote to others in the regiment telling them of this, and there was soon excitement in every regiment.

Some men pointed out that in forty years of service nothing had ever been done by the English Government to insult their religion, but as I have already mentioned the sepoys' minds had been inflamed by the seizure of Oudh. Interested parties were quick to point out that the great aim of the English was to turn us all into Christians and they had therefore introduced the cartridge in order to bring this about, since both Muslims and Hindus would be defiled by using it. . . .

[The Proclamation of the King of Delhi] stated that the English Government intended to make all Brahmins into Christians, which had in fact been proved correct, and in proof of it one hundred ministers were about to be stationed in Oudh. Caste was going to be broken by forcing everyone to eat beef or pork. . . .

I had never known the English to interfere with our religion or our caste in all the years since I had been a soldier, but I was nevertheless filled with doubt. . . . I had also remarked the increase in Missionaries during recent years, who stood up in the streets of our cities and told the people that their cherished religion was all false, and who exhorted them to become Christians.

Source: *Sita Ram*, From Sepoy to Subedar: Being the Life Adventures of Subedar Sita Ram, A Native Officer in the Bengal Army, Written and Related by Himself.

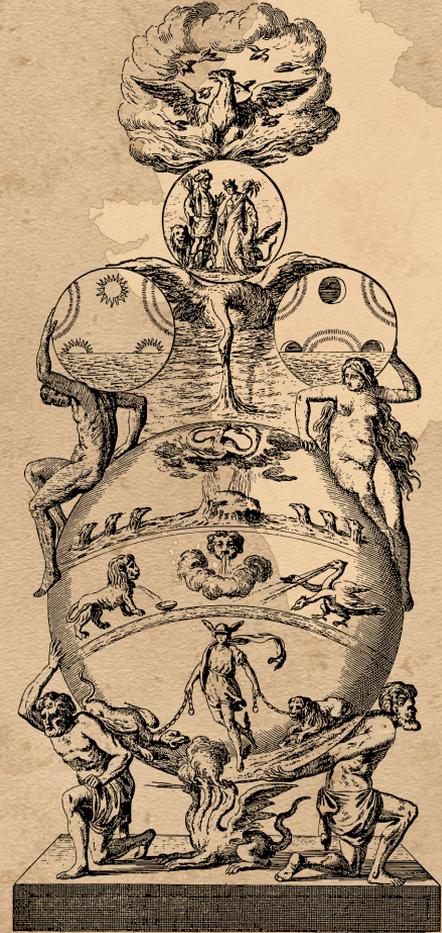
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How has our word cloud changed?

Why might these three sources offer different interpretations?

Middle School:
Evaluate local art
for a claim.



Analyzing the source

Using National Archives

8.6 Use a variety of primary and secondary sources to:

- B. Evaluate claims, counterclaims, and evidence
- C. Compare and contrast multiple sources and accounts.

8.7 Construct and express claims that are supported and relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

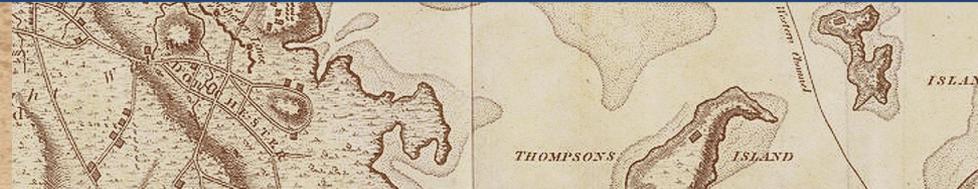
- A. Demonstrate an understanding of social studies content.
- B. Compare and contrast content and viewpoints.



64 Parishes



Canadian naval officer Jean-Baptiste Le Moyne, sieur de Bienville, served as three-time governor of the French colony of Louisiana intermittently from 1702 to 1743. Bienville and his older brother, Pierre Le Moyne d'Iberville, traveled on an expedition that arrived in Louisiana in 1699. Together they explored the lower Mississippi River valley and established a permanent French settlement in Louisiana, Fort Maurepas. Bienville proved particularly talented, though not always successful, as a negotiator with local Native Americans. In 1718, he chose the site where New Orleans, named for the French Duc d'Orléans, was built.



Bienville Founder of New Orleans 1717 by Angela Gregory, 1955



North Facing - Bienville



East facing - Franciscan Anastase & Indigenous man

Balanced Source Evaluation & Analysis

Analyze Artwork

Meet the artwork.

Quickly scan the artwork. What do you notice first?

Type (check all that apply):

- Painting Drawing/Sketch Engraving/Lithograph Mural Sculpture
 Mixed Media Scene/Event Portrait Landscape Abstract Other

What is the title?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this artwork.

Try to make sense of it.

What do the colors, people, objects or activities represent?

Who made this?

When was it created?

Does it depict a different time? When?

What was happening at the time in history it was created?

What is the message? List evidence from the artwork or your knowledge about the artist that led you to your conclusion.

Use it as historical evidence.

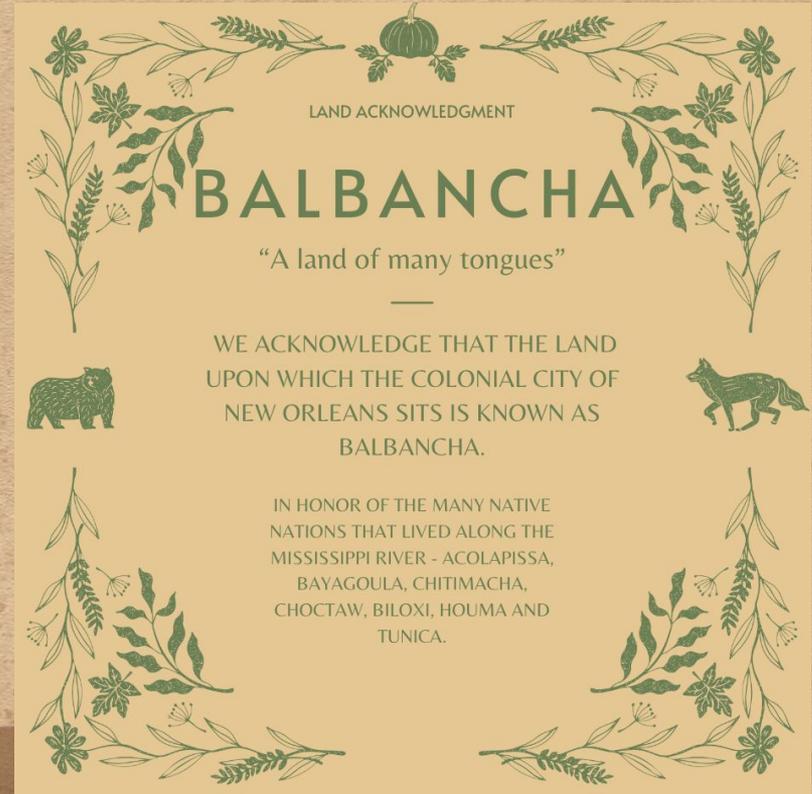
What did you find out from this artwork that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



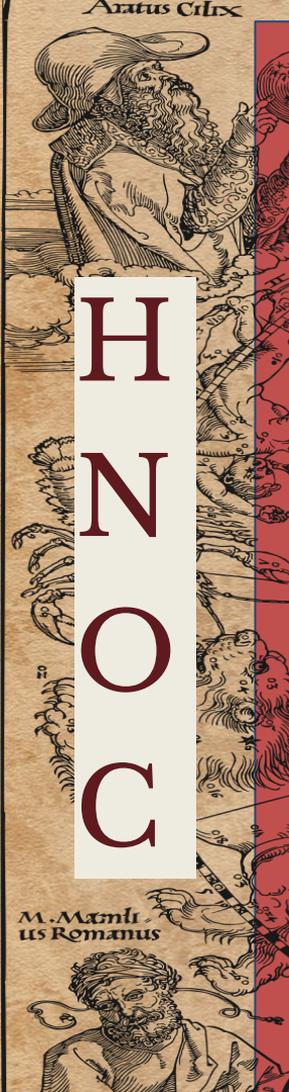
Demonstrate understanding

Using Canva, create a placard for a voice that has been marginalized in Louisiana. You must demonstrate an understanding of social studies concepts. Your placard must be based on a valid primary or secondary source.



Native Americans

When the French founded the city of New Orleans in 1718, they did so at a site that had been used for centuries by Native Americans as a gathering place for trading, forming alliances, and hunting—today’s French Quarter. The Choctaw named the area “Bulbancha,” meaning Land of Many Tongues, signifying the multi-tribal nature of this location. The land itself was situated on higher ground—information that the French might have learned from Native allies in Mobile—due to middens created by discarded oyster shells and sediment deposits. These conditions, along with convenient access to Lake Pontchartrain through the Bayou St. John portage, made Bulbancha an attractive location for settlement. Despite the devastating effects of European colonization, **descendants of the people** who once gathered at Bulbancha during the pre-colonial era are still here. The Jena Band of Choctaw, Tunica-Biloxi, Coushatta, and Chitimacha are all federally recognized tribes. Although state-recognized since 1977, the Houma still struggle to achieve federal designation.



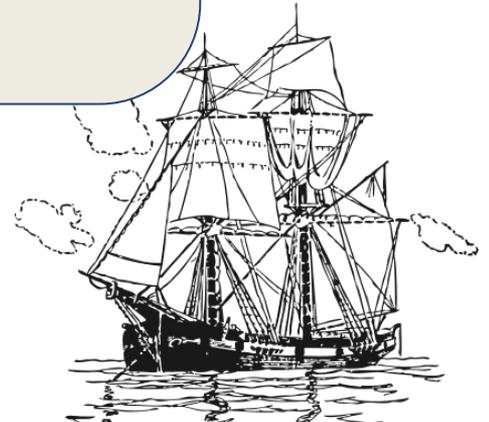
H
N
O
C

Journal of Christopher Columbus, 1492 reveals intentions with natives.

They should be good servants and intelligent, for I observed that they quickly took in what was said to them, and I believe that they would easily be made Christians, as it appeared to me that they had no religion, our Lord being pleased, will take hence, at the time of my departure, six natives for your Highnesses that they may learn to speak.

I was attentive, and took trouble to ascertain if there was gold. I saw that some of them had a small piece fastened in a hole they have in the nose, and by signs I was able to make out that to the south, or going from the island to the south, there was a king who had great cups full, and who possessed a great quantity.

Locke & Wright (2023).



References

Gregory, A. (1955). Bienville. Sculpture cast in bronze. Paris, France.

Locke, J. & Wright, B. (2023). *The Journal of Christopher Columbus, 1492*. The American Yawp, accessed on 15 October 2023 from <https://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/#:~:text=Journal%20of%20Christopher%20Columbus%2C%201492%20First%20encounters%20between,of%20these%20people%20to%20serve%20European%20economic%20interests.>

National Archives. (2023). Analyze artwork.

Pasquier, M. (2022 February 22). Jean-Baptiste le moyne, sieur de bienville. 64 Parishes. <https://64parishes.org/entry/jean-baptiste-le-moyne-sieur-de-bienville-2>

THNOC. (2022 January 21). New orleans history starter pack: A beginner's guide to understanding the crescent city. The Historic New Orleans Collection. <https://www.hnoc.org/publications/first-draft/new-orleans-history-starter-pack-beginners-guide-understanding-crescent#:~:text=When%20the%20French%20founded%20the%20city%20of%20New,Tongues%2C%20signifying%20the%20multi-tribal%20nature%20of%20this%20location.>





Using Sources to Debunk or Verify Social Science Claims



The Claim: Abraham Maslow appropriated the “Hierarchy of Needs” from the Blackfoot Nation.

1. Scan or go to:

<https://tinyurl.com/LCSS2324>

2. click the

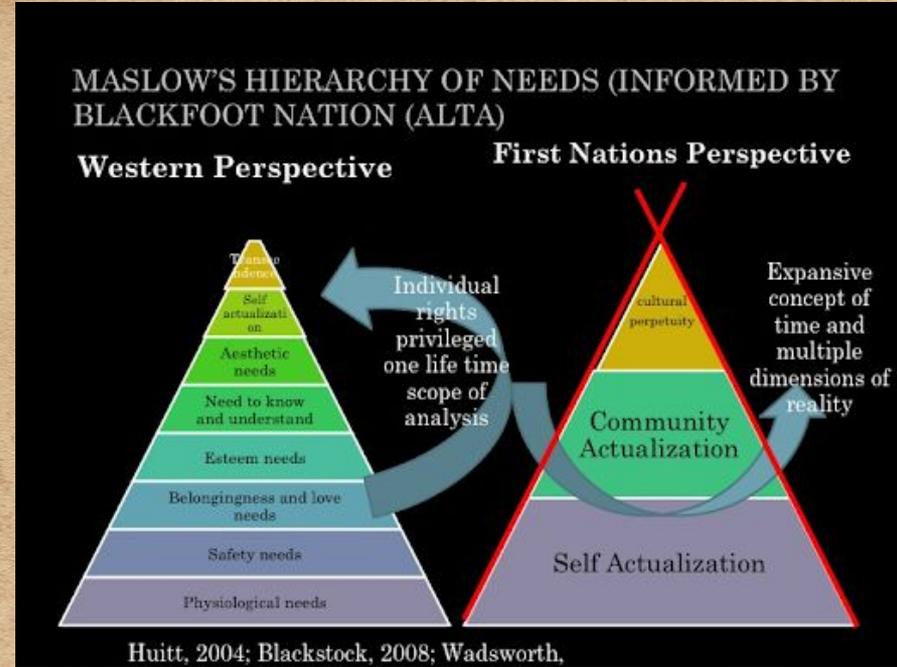


3. **DESCRIBE your REACTION to this CLAIM**



e

Public Claim: Abraham Maslow appropriated the Hierarchy of needs from the Blackfoot Nation.



This site updated Oct 2 2023
Does not mention any of the claims of
appropriation

The Claim:

Abraham Maslow appropriated the Hierarchy of needs from the Blackfoot Nation.

Background: Abraham Maslow was an American psychologist who created [Maslow's hierarchy of needs](#), a theory of psychological health predicated on fulfilling innate human needs in priority, culminating in self-actualization. ^[1]

Significance:

Maslow's work significantly changed the focus of Psychology **from the "study of illness"** (fix/prevent), **to the study of "Health"** (Understand and Promote.)

Application:

you/educators likely studied this theory as a **method of systematic approach to learning.** A student can't learn if they have not been fed/are not safe/don't feel valued

The Claim:

Abraham Maslow appropriated the Hierarchy of needs from the Blackfoot Nation.

Graphic Organizer: Can be paper or via Google Docs

Claim:				
Abraham Maslow appropriated the "Hierarchy of Needs from the Blackfoot Nation"				
-2 OPPOSED TO CLAIM	-1 Somewhat Opposed to Claim	0 NEUTRAL Not Relevant	+1 Somewhat Supports the claim	+2 VERY SUPPORTIVE of claim
Evidence:	RATING	EXPLAIN rank in a few sentences (use source if you can)		
A: madinamerica.com				
B: Scientific American.online				

ADD UP YOUR RANKINGS _____ **Top part is FORMATIVE GRADE**
My total EVIDENCE rankings are equal to _____ **this means that OVERALL the EVIDENCE**

(Hint -10 would NOT support Claim / +10 WOULD support Claim)

Write a paragraph using at least 2 of the pieces of evidence to explain your **OVERALL RANKING**
(Hint you need to GO BEYOND what you wrote on the other side and INTERPRET/ DESCRIBE / ELABORATE)

EXPLAIN YOUR RANKING: Consider: The source

- how relevant is it?
- how reliable is it?
- how reputable is it?
- WHO is writing it?

Consider the content

- How specific is the information?
- How much depth?
- Does it cite any authority?

The Claim:

Abraham Maslow appropriated the Hierarchy of needs from the Blackfoot Nation.

Why this claim matters:



The **claim** that generations of elites have systematically oppressed or diminished the works of A.A, Indigenous Peoples, and Women, **has consequences** for what and **how we teach history.**

Who gets recognized, taught, and honored?

Abraham Maslow appropriated the Hierarchy of needs from the Blackfoot Nation.

Why this claim matters:



Focus: What if **Sources VERIFY_e** or **CONTRADICT** claims?

Are all **sources weighted equally**?

What do we do when we **find competing claims**?

The Claim:

Abraham Maslow appropriated the Hierarchy of needs from the Blackfoot Nation.



Sources that VERIFY/SUPPORT the claim



[Shane Safir](#) Before Maslow's Hierarchy: The Whitewashing of Indigenous Knowledge

[Mad in America](#) “Though Maslow saw full bellies, low inequality, and rates of self-actualization at 80–90%, why didn't he alert the world to all we could be learning from the Blackfoot? He clearly held them in high regard, as he indicated in journals and in his biography. “organized in response to a “false narrative of science,”



[Blackfoot Digital Library](#) Blood and Heavy Head tell the story of how psychologist Abraham Maslow's strongest contribution to motivational theory, normative human psychology, and organizational psychology were all crucially influenced by the Blackfoot way of life that Maslow observed at Siksika in 1938



The Claim:

Abraham Maslow appropriated the Hierarchy of needs from the Blackfoot Nation.

Sources that Debunk/Oppose the claim



[Resilience.com](https://www.resilience.com) - "While I initially came to believe Maslow appropriated and misrepresented the teachings of the Blackfoot, I have learned that this narrative, while held by some, may not be accurate even according to Blackfoot scholars."

Resilience is a program of the nonprofit organization [Post Carbon Institute](https://www.postcarboninstitute.org).



While arguing against appropriation the article argues FOR understanding the differences between Western Values and those of the Blackfoot/Indigenous peoples.

[Scientific American On-Line](https://www.scientificamerican.com) The claim that Maslow stole the idea for his pyramid from the Blackfoot has gained attention on social media, but if Maslow did not create the pyramid, he could not have taken it from the Blackfoot. There is no doubt that Maslow's fieldwork with the Blackfoot were insightful for him



The Claim: Abraham Maslow appropriated the “Hierarchy of Needs” from the Blackfoot Nation.

1. Scan or go to:
<https://tinyurl.com/LCSS2324>

2. click the 

**3. Has your
OPINION of the
Claim changed after
reviewing the
sources?**



CHAT GPT

No, Abraham Maslow did not appropriate his hierarchy of needs from the Blackfoot tribe or any other specific cultural group. Maslow's hierarchy of needs is a psychological theory of human motivation and was developed by Maslow in the mid-20th century based on his observations and research on human behavior. The hierarchy of needs is a framework that describes the different levels of human needs, typically depicted as a pyramid, with basic physiological needs at the bottom (such as food, water, and shelter) and higher-order needs like self-actualization at the top.

While Maslow's hierarchy of needs has been criticized for being culturally biased and not universally applicable, it is not specifically derived from or appropriated from any particular culture or tribe, including the Blackfoot tribe. Maslow's theory is a general framework for understanding human motivation and has been influential in the field of psychology and related

N

Needs

What do you need to know more about?

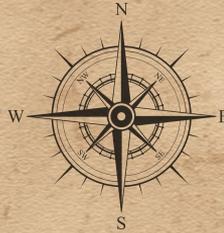
What questions do you still have?

W

Worrisome

What do you find worrisome?

What concerns you?



E

Excites

What excites you?

What is the upside?

S

Stance, Steps, Suggestions

What is your current stance or thoughts?

What are your next steps?

What suggestions do you have for the rest of us?



Thank you!

We'd love your feedback! Please
complete this optional survey:

<https://forms.gle/B5MAp83b7jqGxpPf7>



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