**UBD Unit Template for Indigenous History**

This UbD template is made specifically for Indigenous History with a “Stage 3” that emphasizes the DBQ process and Writer’s Workshop.

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| Designer: Aaron Cuffee | Unit #: 3 | Calendar Window: Jan. 19- Mar. 24 |

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| Stage 1 - Desired Results | |
| Core Standards for English:  [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  Cite specific textual evidence to support analysis of primary and secondary sources.  [**CCSS.ELA-LITERACY.RH.6-8.2**](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  [**CCSS.ELA-LITERACY.RH.6-8.4**](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)  Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  [**CCSS.ELA-LITERACY.RH.6-8.6**](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)  Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).  [**CCSS.ELA-LITERACY.RH.6-8.7**](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)  Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  [**CCSS.ELA-LITERACY.RH.6-8.8**](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/)  Distinguish among fact, opinion, and reasoned judgment in a text.  [**CCSS.ELA-LITERACY.RH.6-8.9**](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/)  Analyze the relationship between a primary and secondary source on the same topic.  [**CCSS.ELA-LITERACY.RH.6-8.10**](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/)  By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. | |
| Core Standards for Social Studies:  **NM PED Social Studies Standards Grades 5-8, Strand: History, 5-8 Benchmark 1-D**.  1. Demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.  **NM PED Social Studies Standards Grades 5-8, Strand: History, 5-8 Benchmark 1-A.**  1. compare and contrast the settlement patterns of the American southwest with other regions of the United States;  **NM PED Social Studies Standards Grades 5-8, Strand: History, 5-8 Benchmark 1-B.**  4. describe the successes and failures of the reforms during the age of Jackson, to include:   1. Indian removal, the trail of tears, the long walk;   5. describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include:  a. American belief in manifest destiny and how it led to the Mexican war and its consequences;  b. comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and  southwest);  **NM PED Social Studies Standards Grades 5-8, Strand: Geography, 5-8 Benchmark 2-E.**  1. explain and describe how movement of people impacted and shaped western settlement.  **NM PED Social Studies Standards Grades 5-8, Strand: Geography, 5-8 Benchmark 2-F.**  1. describe the differing viewpoints that individuals and groups have with respect to the use of resources. | |
| Unit Big Idea: Indigenous Conflict | |
| Unit EQs: | Unit EUs: |
| * How has conflict/interaction between indigenous people and Europeans shaped indigenous history? * What effect did the Seven Years War (French and Indian War) have on indigenous communities? * How has conflict/interaction between indigenous people and the U.S. government shaped indigenous history? * How did Andrew Jackson affect indigenous communities? * How does the Trail of Tears shape U.S. policy toward indigenous people? * How did the Mexican-American War affect indigenous communities? * How did Westward Expansion affect indigenous communities? | * Conflict and interaction between indigenous people and Europeans/the U.S. government has violently and unfairly shaped indigenous history. * The Seven Years War set a precedent of distrust and conflict between American colonists and indigenous communities. * Andrew Jackson enacted policies to remove and eradicate indigenous communities. * The Trail of Tears irrevocably shaped U.S. policy negatively toward indigenous people. * The Mexican-American War opened westward expansion for U.S. citizens and their anti-indigenous policies. * Westward Expansion continued and increased the aggression of anti-indigenous policies and actions by the U.S. |
| Unit Indigenous History Knowledge (Social Studies knowledge): | Unit Reading, Analysis and Writing Skills (ELA Skills): |
| * Students will read and analyze primary and secondary source documents * Students will craft original arguments related to historical events. * Students will take notes on significant historical events and figures. | * Grammar, syntax, and diction practice. * Vocabulary acquisition. * Primary and secondary source analysis. (Close reading) * Cite textual evidence * Compare and contrast divergent perspectives * Develop claims, reasoned argument, and evidence in academic style. |

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| Stage 2 - Assessment Evidence (Document-based Questions) | |
| [**AP DBQ Rubric**](https://drive.google.com/drive/u/0/folders/0B5-Sm6sBABWZb3VVVWYweTN0bDQ)  [**PERSIA**](http://apcentral.collegeboard.com/apc/public/courses/descriptions/4498.html) | **DBQ** |
| DBQ Title: |
| DBQ Question (Criteria for DBQ Questions): |
| DBQ Documents/Artifacts (copy and paste or provide links):   * *Message to Congress on Indian Removal*, Andrew Jackson. (<http://www.ourdocuments.gov/doc.php?doc=25>) * *Surrender Speech*, Chief Joseph. (<http://www.historyplace.com/speeches/joseph.htm>) |

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| Stage 3 - Plan for Learning  Stage 3 for Indigenous History is an eight week structure that is organized by weeks and focus area. The three main focus areas are: 1) GUIDED CONTENT; 2) [DBQ WRITING](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/3497.html); 3) [WRITER’S WORKSHOP and CRITIQUE](http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf) |

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| *Phase 1 - GUIDED CONTENT and TOPICAL ESSENTIAL QUESTIONS* (2-4 weeks) | | | |
|  | ***Reading and Analysis***Measurable Outcomes:  *As a result of this week, students will be able to read and comprehend information on the weekly, topical historical era to create original claims and write essays that demonstrate analysis through reasoned argument and textual evidence.* | Readings (text, author, pages) | Formative Assessment |
| Week 1  (1/27-1/29) | King Philip’s War and the Pueblo Revolt   * Indigenous Unity * European Racism * First Impressions * Colonization * Encomienda System * Resistance * Strategy * Po’pay * Metacom * Wampanoag * Pueblo | * *On the Destruction of the Indies*, Bartolome De Las Casas, excerpt. (<http://teachinginsanity.net/whap/Early%20Modern/Casas%20Sepulveda.pdf> * *Spanish Journal on the Indians*, Juan Gines de Sepulveda, excerpt. (<http://teachinginsanity.net/whap/Early%20Modern/Casas%20Sepulveda.pdf> | Journal Write  Mini-Essay  Quiz |
| Week 2  (2/1-2/5) | French and Indian War   * Allies * Trade * Unity * Pontiac’s Rebellion * Colonialism * George Washington * King George III * Chief Pontiac * Small-pox * Proclamation of 1763 * Betrayal | * *Proclamation of 1763, Clause 10*, King George III, excerpt. (<http://www.jamessmithcreenation.com/downloads/ROYAL%20PROCLAMATION%201763.pdf>) * *Speech to representatives of Pennsylvania, Maryland and Virginia*, Canassatego, excerpt. (<http://apcentral.collegeboard.com/apc/public/repository/ap04_frq_ushistory_36180.pdf>) * *Master of Life Speech*, Chief Pontiac, excerpt. (<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1186>) * *Quote from Shingas and Turtle’s Heart*, Shingas and Turtle’s Heart, excerpt. (<http://apcentral.collegeboard.com/apc/public/repository/ap04_frq_ushistory_36180.pdf>) | Journal Write  Mini-Essay  Quiz |
| Week 3  (2/8-2/12) | Revolutionary War   * Allies * Indigenous allegiances * Oppression * Freedom * Liberty * Rights * Democracy * American Racism * Thomas Jefferson * James Madison | * *Speech to the Virginia Convention*, Patrick Henry, excerpt. (<http://www.glencoe.com/sec/socialstudies/btt/celebratingfreedom/pdfs/031.PDF>) * *Declaration of Independence*, Thomas Jefferson, excerpt. (<http://www.ourdocuments.gov/doc.php?doc=2>) * *Constitution of the Iroquois Nations*, unknown, excerpt (translated). (<http://www.indigenouspeople.net/iroqcon.htm>) * *Bill of Rights*, James Madison, excerpt. (<http://www.ourdocuments.gov/doc.php?flash=true&doc=13>) | Journal Write  Mini-Essay  DBQ Essay  Quiz |
| Week 4  (2/16-2/19) | Andrew Jackson and the Trail of Tears | * *We Must Be United Speech*, Tecumseh, excerpt. (<http://phsprimarysources.blogspot.com/2009/08/tecumsehs-we-must-be-united.html>) * *Message to Congress on Indian Removal*, Andrew Jackson, excerpt. (<http://www.ourdocuments.gov/doc.php?doc=25>) * *Indian Removal Act*, Senator Hugh White, excerpt. (<https://memory.loc.gov/cgi-bin/ampage?collId=llsb&fileName=011/llsb011.db&recNum=223>) | Journal Write  Mini-Essay  DBQ Essay  Exam |
| Week 5  (2/22-2/26) | Andrew Jackson and the Trail of Tears | * *The Cherokee Nation v. the State of Georgia*, Chief Justice John Marshall, excerpt. (<http://www.cherokee.org/AboutTheNation/History/TrailofTears/CherokeeNationvStateofGeorgia.aspx>) * *Cherokee Law from 1822*, Chief John Ross, excerpt. (<http://www.cherokee.org/AboutTheNation/History/TrailofTears/ACherokeeLawfrom1822.aspx>) * *Letter from Chief John Ross*, Chief John Ross, excerpt. (<http://www.cherokee.org/AboutTheNation/History/TrailofTears/LetterfromChiefJohnRoss.aspx>) * *Objection to Removal*, various, excerpt. (<http://www.cherokee.org/AboutTheNation/History/TrailofTears/ObjectiontoRemoval-1829.aspx>) | Journal Write  Mini-Essay  DBQ Essay  Quiz |
| Week 6  (2/29-3/4) | The Mexican-American War | * *War of a Thousand Deserts*, Brian Delay, excerpt. (<https://books.google.com/books/reader?id=Mot8hkMa0nkC&printsec=frontcover&output=reader&source=gbs_atb&pg=GBS.PP1>) | Journal Write  Mini-Essay  DBQ Essay  Quiz |
| Week 7  (3/7-3/11) | The Plains Wars | * *Homestead Act*, Senator George Henry Evans, excerpt. (<http://www.ourdocuments.gov/doc.php?doc=31>) | Journal Write  Mini-Essay  DBQ Essay  Quiz |
| Week 8  (3/14-3/18) | The Plains Wars-Modern Indian Policy | * *The Dawes Act*, Senator Henry Dawes, excerpt. (<http://www.ourdocuments.gov/doc.php?doc=50>) | Journal Write  Mini-Essay  DBQ Essay  Exam |
| Week 9  (3/21-3/24) | DBQ Assessment week | * DBQ Documents, 3 previous documents and 2 new documents. | DBQ draft  Reading annotations  Class critique  DBQ rewrite |