**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: Arlyn John | Unit #: 2 | Calendar Window: |

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| Stage 1 - Desired Results | |
| Core Standards for English: | |
| Core Standards for Social Studies: | |
| Unit Big Idea: Policy, Colonization, decolonization  Western academic strategies: Research, analysis, design, critique, evaluation  US Indian Policies  Colonization  Decolonization | |
| Unit EQs:  Unit 2: How can we use Western academic strategies to decolonize from US Indian policies?  Upcoming Unit 3 EQ: How we actionize academic strategies toward decolonization? What are some of the policies that dictate indigenous ceremonies and habits of mind? | Unit EUs:  Unit 2: Analysis and research are not new to indigenous communities. They just look different.  In order to understand your place in America you must analyze the creation, implementation, and consequence of US Indian policy.  Upcoming Unit 3: |
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| Unit Indigenous History Knowledge (Social Studies knowledge):   1. US Indian policy 2. European Indian policy 3. US Acts 4. Difference between a law and policy. | Unit Reading, Analysis and Writing Skills (ELA Skills): |
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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: Power + Place = Personality  · Power: the living energy that inhabits and/or composes the universe.  · Place: the relationship of things to each other  · Power + Place = Personality: “…the universe is alive, but it also contains within in it the very important suggestion that the universe is personal and, therefore, must be approached in a personal manner.” Pg. 23 |
| DBQ Question (Criteria for DBQ Questions): How does Deloria’s formulation relate to the artifacts? |
| DBQ Documents/Artifacts (copy and paste or provide links): |

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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...* | Process and Readings (text, author, pages) | Formative Assessment | Modifications |
| Lesson 1 | 1. Comprehend sophisticated texts by organizing ideas and concepts 2. Comprehend sophisticated texts by recalling pertinent ideas and concepts from the texts. 3. Use graphic organizers to organize ideas and identify relationships between concepts and claims. 4. Use graphic organizers to develop claims. | Reading: Christian Cosmogony   1. Students read a text and answer a prompt. 2. The writing is critiqued for thesis development. |  | Mr John “Cliff” notes  Fill in the blank and short answer  Class Read  Pre-teach vocabulary (Tier 2 and Tier 3)  Graphic organizers designed to scaffold learners up to more complex task directives. |
| Lesson 2 | Write a thesis statement based on the reading and critique. Use textual analysis and evidence to support their claim. | Reading: Spanish Indian Policy   1. Students read a text and answer a prompt. 2. The writing is critiqued for thesis development and textual analysis. |  | * Pre-teach vocabulary(Tier 2 and 3) * Create less sophisticated text for students to read * Fill in the blank documents * Graphic organizers designed to scaffold comprehension and relationship between text and concepts and other claims. |
| Lesson 3 | Write a thesis statement based on the reading and critique. Use textual analysis and evidence to support their claim. | Reading:   1. Students read a text and answer a prompt. 2. The writing is critiqued for thesis development, textual analysis, and textual evidence. |  | “ |
| Lesson 4 | Write a thesis statement based on the reading and critique. Use textual analysis and evidence, and outside evidence, to support their claim. | Reading:   1. Students read a text and answer a prompt. 2. The writing is critiqued for thesis development, textual analysis, textual evidence and outside evidence. |  | “ |
| Lesson 5 | Write a thesis statement based on the reading and critique. Use textual analysis and evidence, and outside evidence, to support their claim. Evaluate the evidence for its impact on current realities, and provide recommendations to mitigate the impacts of colonial policies. | Reading:   1. Students read a text and answer a prompt. 2. The writing is critiqued for thesis development, textual analysis, textual evidence, outside evidence and evaluate the impact of policy on contemporary realities, and provide a recommendation for improvement based on the analysis. |  | “ |

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| *Phase 2 - DBQ WRITING* (1 Week) | | | |
|  | Day | Writing Process Step (1) Read and Annotate Using the [NACA Annotation Guide](https://docs.google.com/document/d/1uVjVboA9dgN0EQSPk1JNrUVZBC5Oi3Wz2DnV4WDibZk/edit) - a minimum of one period depending on the complexity of the documents/artifacts; 2) Use the NACA DBQ Graphic Organizer to organize your ideas, and; 3) Write - a minimum of two periods to craft the writing) | |
| Week 5 |  |  | |

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| *Phase 3 - WRITER’S WORKSHOP and CRITIQUE* (2-4 Weeks) | | | |
|  | ***Writing*** Measurable Outcomes: As a result of this week, students will be able to... | Lesson Format:  Do Now; Mini-Lesson; Student Critique; Wrap-up | Formative Assessment |
| Week 6 |  |  |  |
| Week 7 |  |  |  |
| Week 8 |  |  |  |
| Week 9 |  |  |  |