**Focus Question:**

**Can you see where I am going with this UbD? What do you feel could be implemented to strengthen the UbD**

**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: Micha Bitsinnie | Unit #: 2 | Calendar Window: |

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| Stage 1 - Desired Results | |
| Core Standards for English:  ELA  Present a thesis that makes a historically defensible claim and responds to all parts of the DBQ Question.  [**CCSS.ELA-LITERACY.W.9-10.2.A**](http://www.corestandards.org/ELA-Literacy/W/9-10/2/a/)  **Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**  [**CCSS.ELA-LITERACY.W.9-10.2.B**](http://www.corestandards.org/ELA-Literacy/W/9-10/2/b/)  **Develop the [Historical] topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic** | |
| Core Standards for Social Studies:  SS  [**CCSS.ELA-LITERACY.RH.9-10.1**](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/)  **Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.**  **STRAND: History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.**  **1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures;**  **Analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past;** | |
| Unit Big Idea: Settler Colonialism | |
| Unit EQs: | Unit EUs: |
| How did Settler Colonialism alter Indigenous people’s way of life? | [Settler Colonialism](https://prezi.com/_3ldicckpppa/settler-colonialism-an-overview/)  The objective of settler colonialism is always the acquisition of indigenous territories and resources, which means the native must be eliminated. *This can be accomplished in overt ways including biological warfare and military domination but also in more subtle ways; for example, through national policies of assimilation*. |
| Unit Indigenous History Knowledge (Social Studies knowledge):  Primary/Secondary Documents  European expansion (Spanish explorations)  Colonial Framework  Settler Colonialism  Encomienda System | Unit Reading, Analysis and Writing Skills (ELA Skills):  Jane Schaffer Paragraph  Document Based Questions (DBQ’s)  Writing Process  Introduction paragraph  Claim/Thesis  counterclaim  Annotation  Point of view  Dialogue |
| SS  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  Compare and contrast the relationships over time of Native American tribes  Analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past; | ELA  Present a thesis that makes a historically defensible claim and responds to all parts of the DBQ Question.  Introduce a historical topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the historical topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| Stage 2 - Assessment Evidence (Document-based Questions) | |
| [**9/10 DBQ Rubric**](https://docs.google.com/document/d/1wV1_RfctzW2LH7RBIxVcwZy48aCaEqGzKD2jqixZ6Nw/edit)  [**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: Exploration and Colonization |
| DBQ Question (Criteria for DBQ Questions): What was the impact of Exploration and Colonization on the Native Peoples? |
| DBQ Documents/Artifacts (copy and paste or provide links): Exploration and Colonization DBQ |

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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...* | Readings (text, author, pages) | Formative Assessment |
| Week 1 | Politics of Exploration and Colonization | Zinn, Howard. [APHoUS](http://www.thegoyslife.com/Documents/Books/A%20People%27s%20History%20of%20the%20United%20States-%20Howard%20Zinn.pdf) -Chapter 1: Columbus , The Indians, and Human Progress Pages 4-22  [Settler Colonialism](https://prezi.com/_3ldicckpppa/settler-colonialism-an-overview/)  Dunbar-Ortiz, Roxanne. *Roots of Resistance: A History Of Land Tenure In New Mexico*  Dunbar-Ortiz, Roxanne. *An Indigenous Peoples’ History of the United States* |  |
| Week 2 | Economics of Exploration and Colonization |  |  |
| Week 3 | Religion of Exploration and Colonization |  |  |
| Week 4 | Social of Exploration and Colonization |  |  |
| Week 5 | Intellectual and Artistic of Exploration and Colonization |  |  |

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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 |  | DBQ Drafting and Writing | |

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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 | Introduce a claim. Organize a claim. | M: [Student Model: Shaylee’s Skidmore](https://docs.google.com/document/d/1tE4KCKwqbIK54c9YemZqA29fVWD8THk3I38RfXVcx3k/edit)  T: Lesson on Claims and Organization  W: Revise Individual Essays  R: SSR  F: Student Critique of introduction to claim and organization of claim |  |
| Week 7 | Support a claim. Provide evidence of a claim. | M: Student Model:  T: Lesson on Supporting Claims and Providing Evidence  W: Revise Individual Essays  R: SSR  F: Student Critique of Supporting Claims and Providing Evidence |  |
| Week 8 |  |  |  |
| Week 9 |  |  |  |