

New York City Department of Education Magnet Program District 25 & 28

**The Robert F. Kennedy Magnet School of
Community Studies**



Essential Question: What was the effect of European Exploration on the Legacy and History of Native American tribes?

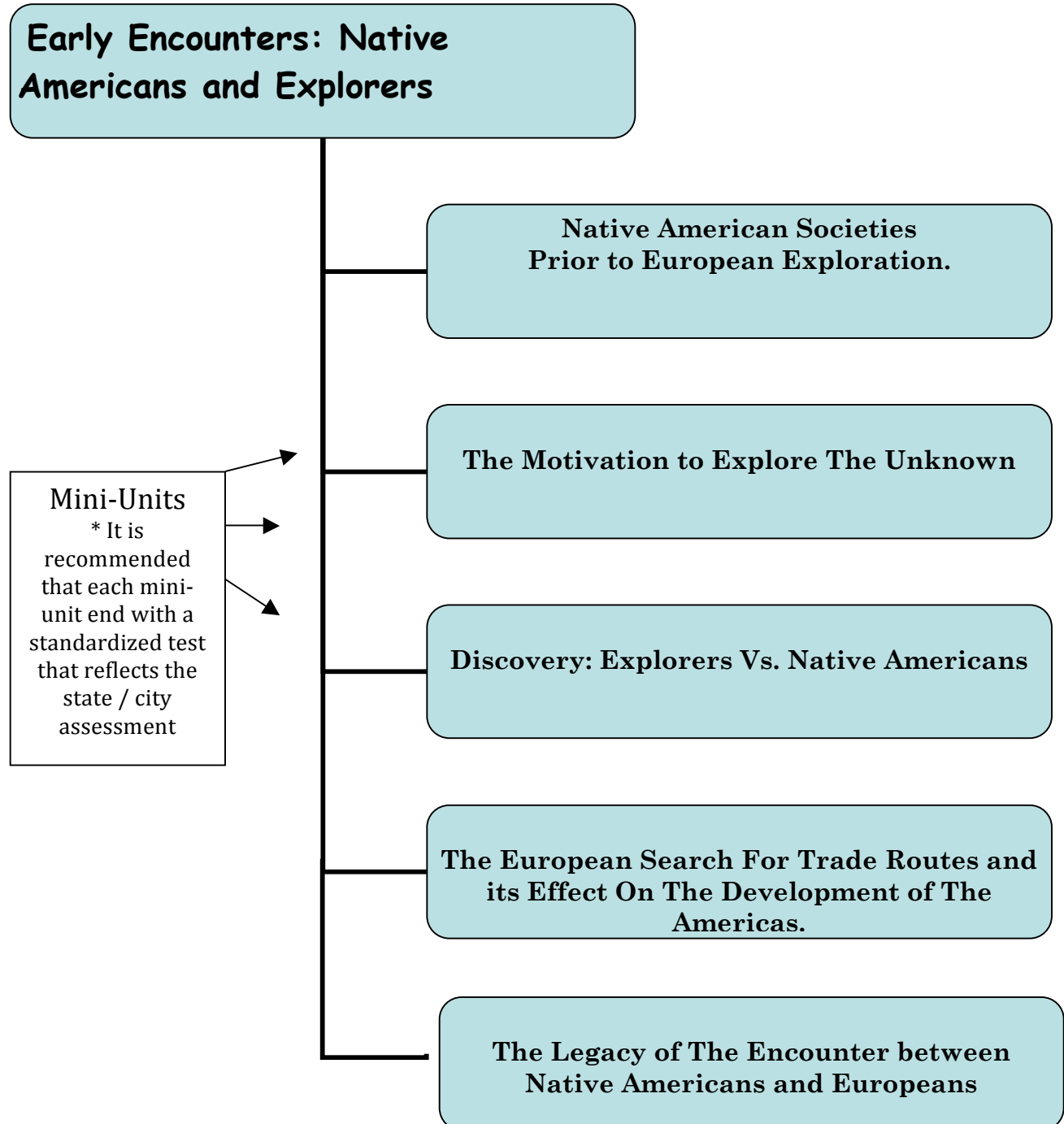
Suggested Time Frame: 1 month

Theme: Social Studies/ Magnet Connection: Community

Graphic Overview of Unit

Suggested Time Frame:

Essential Question: What was the effect of European Exploration on the Legacy and History of Native American Tribes?



Unit's Culminating Project: (briefly explain in 2-3 sentences): Students will create a documentary film which will be submitted to the Native American Records at the National Archives.

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Stage 1- Desired Results

Standards-Based Learning Goals:

Subject: Social Studies (1996)

• **Learning Standard 1:** History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.

Concepts

Big Ideas for this Unit

Cultural Identity

Expansion/Movement

Interactions

Magnet School Theme: Community Studies

How does the Big Idea in your unit connect to your theme?

A community can be thrown out of balance when unforeseen variables infiltrate the lives of its people.

Enduring Understandings

We can learn a lot about cultures through their art, artifacts. Ex: first person testimonials, etc.

The history of a place is linked to the growth, change and struggle of its people.

The migration of a group of people is initiated by varying circumstances which affect individual freedoms and quality of life.

When peoples encounter each other for the first time, they either fight or flee but they

Overarching Essential Question: (this question should connect to your school theme)

What was the effect of European Exploration on the Legacy and History of Native American tribes?

How can we learn about Native American culture through art and artifacts?

How can you determine the truth in what people say about a particular moment in time?

<p>eventually merge at some level and their lives change forever.</p> <p>Justice will never be achieved until their stories are heard.</p> <p>What we do for ourselves dies with us. What we do for others and the world remains and is immortal.</p>	<p>When looking at the history of a particular place, what historical elements provide the most valuable information to modern day scholars?</p> <p>Why do groups of people migrate to different places?</p> <p>Why do people encounter each other? Why do they fight or flee when they do? Why do they merge? How are their lives changed?</p> <p>What is justice and how can we achieve it for Native Americans whose stories have never been told?</p> <p>How can we tell the untold stories of the Native Americans?</p>
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Content and Skills

<p>Content Students will know... The Americas prior to early explorer and colonial settlement. Plains, Southwest, Pacific Northwest, Algonquian, Iroquois</p> <p>Indigenous cultures of the Americas. Geography, Religion/Spirituality, Economics, Government Systems, Traditions, Culture, Indigenous</p> <p>European Exploration Trade, Voyage, Conquest, Colony, Settlement</p>	<p>Skills Students will be able to... Interpret ideas, values, and beliefs -Gather and organize information about important events. -Describe historic events through the eyes of those who were there -Investigate roles and contributions of individuals and groups -Consider different interpretations of key events and understand the differences -Understand how societies organize economies -Make hypotheses about economic issues -Identify holidays, celebrations, and symbols of our nation. -Probe national ideas and assumptions -Ask and answer analytical questions about our Indigenous cultures. -Research and collect content and information connecting to a particular theme. -Utilize different technologies to create a cohesive digital documentary.</p>
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Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal)

Research content and multimedia resources to produce a documentary film.
Integrating the magnet theme.

R- (role)

You will be working in a group to create a Documentary Film using collected research/visuals and a movie making program.
(Writer, Editor, Researcher/Interviewer, Presenter, Film Maker)

A- (audience)

Students of American/Native American history.
Viewers who will experience your Documentary when it is showed in class.
Visitors of the Native American National Archives.

S- (situation)

You are a Documentary Film Maker working with a team (writer, editor, researcher/interviewer, presenter, film maker) and it is your job to create a film which demonstrates the effects of European migration

on different Native American communities. The untold stories of Native American tribes have been tucked away for centuries and it is your job to illuminate history through your visual story telling.

P- (purpose and product)

Students will create a Documentary film which will be submitted to the Native American Records at the National Archives.

S- (standards for performance)

Students will be judged on research and their oral/film presentation, including content, introduction, and conclusion. Official selection to National Archives will be determined based on the accuracy of information and adherence to rubric.

Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

Dear Students,

The National Archives has provided you and a group of experts with funds to develop a documentary film depicting the lives of Native American tribes after the settlement of the European people. The history and legacy of the Native Americans is slowly dying and it is your job to breathe life back into their history. Many tales have been left unsaid and Tribes throughout America are waiting for all of us to hear their call. Communities have been displaced and cultures have been demolished but their will to be heard lives on through their ancestors. It is your job to create a film which will allow the viewers to see early American life through the eyes of the Natives and through the voice of their ancestors.

Recruit your team of experts and begin planning out the design/research/construction of your film.

Your Film Submission must meet the following Criteria:

- 1. Must be between 5-10 minutes long.**
- 2. Focus on one particular Native American Tribe.**
- 3. Must include a minimum of at least three primary resources.**
- 4. Include voice over narration.**
- 5. Each member of the team must be assigned a role: (Writer, Editor, Researcher/Interviewer, Presenter, Film Maker)**

Once your documentary is complete, you will submit it to the National Archives. The documentary will reside among thousands of other films and will allow future generations to hear the truth of what happened.

Final Documentaries will be presented at Film Festival for feedback and Q&A.

Rubric For Culminating Project

CATEGORY	4	3	2	1
Content	There is one clear, well-focused topic to the documentary. The main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information and visuals are general.	Main idea is somewhat clear but there is a need for more supporting research/visuals/images.	The main idea is not clear. There is a seemingly random collection of imagery in the documentary.
Introduction	The introduction is inviting, states the main idea of the story and previews the structure of the documentary.	The introduction clearly states the main idea of the story and previews the structure of the documentary, but is not particularly inviting to the viewer.	The introduction states the main idea of the story, but does not adequately preview the structure of the documentary nor is it particularly inviting to the viewer.	There is no clear introduction of the main idea of the story or structure of the documentary.
Content and Information	Content and information are accurate and add to the viewer's understanding of the story.	Content and information are accurate and add to the viewer's understanding of the story.	Content and information are accurate and sometimes add to the viewer's understanding of the story.	Content and information are not accurate OR do not add to the viewer's understanding of the story.
Conclusion	The conclusion is strong and leaves the viewer with a feeling that they understand what the film makers are "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the documentary just ends.
Research/Historical Information	Students include 3 or more high-quality primary resources or pieces of data to support their storyline.	Students include at least 3 high-quality primary resources or pieces of data to support their storyline.	Students include at least 2 high-quality primary resources or pieces of data to support their storyline.	Students include fewer than 2 high-quality examples or pieces of primary resources to support their storyline.
Documentary Film Design	Film falls between the time limit of 5-10 minutes and contains images/video and sound to support the storyline.	Film falls between the time limit of 5-10 minutes and contains a few images/video and sound to support the storyline.	Film falls below 5 minutes and contains few images/video and sound to support the storyline.	Film falls below 5 minutes and contains images/video and sound that do not support the storyline.