


# Ganado Unified School District (Native American History/9-12)

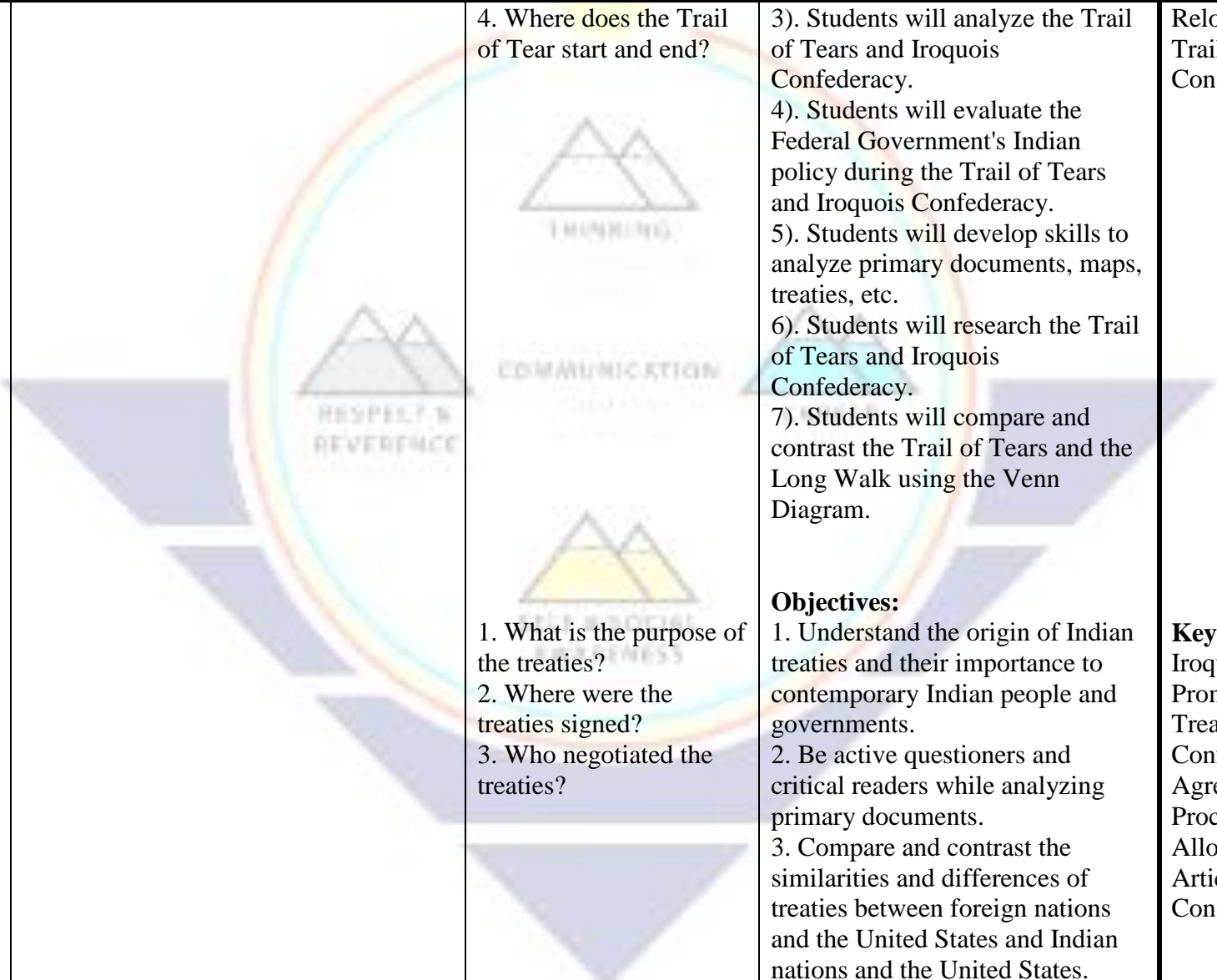
## PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1<sup>st</sup> 9 Weeks</p> <p>Clan chart, pencil, ruler, protractor, color pencils, markers, drawing paper.</p>	<p>9<sup>th</sup>-12<sup>th</sup> Dine Culture Standard: I will develop an understanding of Dine way of life.</p> <p><b>1a.</b> Core Content Standard (identify Stand #, Concept #, and Performance Objective): Strand 1 – American History, C4- Revolution and New Nation, PO6- Examine the perspectives and experience of the Native Americans in the New Nations.</p> <p><b>1b.</b> Common Core English Language Arts Standard (identify Strand #, Concept #, and Performance Objective): <b>RH.10.4:</b> Determine the meaning of words &amp; phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <b>WHST.10.10:</b> Write routinely over extended time frames (reflection &amp; revision) &amp; shorter time frames for a range of discipline specific tasks, purposes, and audiences.</p>	<ol style="list-style-type: none"> <li>1. Why is clan system important?</li> <li>2. How are clan system connected?</li> <li>3. Do other Native American Tribes have their own clan system?</li> </ol>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1). I will evaluate the purpose of the clan system.</li> <li>2). I will identify the four major clans created by Changing Woman.</li> <li>3). I will evaluate how the clan system reinforces the k'e system.</li> <li>4). I will create a clan shield/family crest by representing my clan/ethnicity through drawings.</li> <li>5). I will define the word respect in English and Navajo.</li> <li>6). I will write a one page summary: The person I respect the most ....because.</li> </ol>	<p><b>Key Vocabulary:</b></p> <p>Family Social Culture Reverence Respect Goals Inquisitive Spirituality Ethics Leadership Environment</p>


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<p>Maps, Pencil/pen, Lined paper Smartboard Worksheet Color pencils, Markers Construction paper Computer</p>	<p><b>SL10.1c:</b> Prop conversation by posing &amp; responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions.</p> <p><b>PO 1.</b> Review the reciprocal impact resulting from early European contact with indigenous peoples:</p> <ol style="list-style-type: none"> <li>religious (e.g., conversion attempts)</li> <li>economic (e.g., land disputes, trade)</li> <li>social (e.g., spread of disease, partnerships)</li> <li>food (e.g., corn)</li> <li>Government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influences).</li> </ol> <p>Concept 2: Early Civilizations PO 1. Describe Prehistoric Cultures of the North American continent: Paleo-Indians, including Clovis, Folsom, and Paleo. Mound builders, including Adana, Hopewell, and Mississippian Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</p>	 <p>1. Why is prehistoric tribes important? 2. What are the differences between the prehistoric tribes? 3. How did the prehistoric tribes lived?</p>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>I will evaluate the prehistoric tribes.</li> <li>I will identify the Paleo-Indians, including Clovis, Folsom, and Palos.</li> <li>I will identify Mound Builders, including Adana, Hopewell, and Mississippian.</li> <li>I will identify Southwestern, including Mogollon, Hohokam,</li> </ol>	<p><b>Key Vocabulary:</b></p> <p>Heritage Genocide Ignorance Ideology Diversity Stereotype Sovereignty Identity Misrepresentation Manifest Destiny</p>

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<p>Maps, Pencil/pen, Lined paper Smartboard Worksheet Color pencils, Markers, Construction paper Computer/Lap Top</p>	<p>1a. Core Content Standard (identify Stand #, Concept #, and Performance Objective): Strand 1 – American History, C4- Revolution and New Nation, PO6- Examine the perspectives and experience of the Native Americans in the New Nations. 1b. Common Core English Language Arts Standard (identify Strand #, Concept #, and Performance Objective): RH.10.4: Determine the meaning of words &amp; phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. WHST.10.10: Write routinely over extended time frames (reflection &amp; revision) &amp; shorter time frames for a range of discipline specific tasks, purposes, and audiences. SL10.1c: Prop conversation by posing &amp; responding to questions that relate the current discussion to broader themes or larger ideas; actively</p>	<p>1. Why is Dawes Act important to Native American? 2. What are the pros and cons about the Dawes Act? 3. How many tribes were involve in the Dawes Act?</p>	<p>and Ancestral Puebloans (Anasazi). 5). I will write a one page summary on prehistoric tribes.</p> <p><b>Objectives:</b> 1) Students will analyze the implications of the Dawes Act for Native Americans. 2) Students will analyze the pros and cons of the Dawes Act. 3) Students will evaluate the Federal Government's Indian policy during the latter part of the 19th century and the early part of the 20th century. 4) Students will develop skills to analyze primary documents, maps, letters, etc.</p>	<p><b>Key Vocabulary:</b> Sphinxes Homestead Act Dawes Act Civilized Indian Reservation System Allotment Act Magna Carta Nez Perce Indians Thralldom Boarding School Resources</p>

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	<p>incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions.</p>	<p>1. Why are Chiefs important to each tribes?            2. How are Chiefs selected for each tribes?            3. What are some of the accomplishment for each Chiefs?</p> <p>1. What took place on the Trail of Tears?            2. What is the route of the Trail of Tears?            3. Who went on the Trail of Tears?</p>	<p><b>Objectives:</b></p> <p>1) Students will analyze the implications of the different Native Americans Chiefs.            2) Students will analyze the Native American Chief they were assigned.            3) Students will evaluate the Federal Government's Indian policy during the latter part of the 19th century and the early part of the 20th century.            4) Students will develop skills to analyze primary documents, maps, treaties, etc.            5). Students will research the Chief they were assigned.            6). Students will present their PowerPoint.</p> <p><b>Objectives:</b> Trail of Tears</p> <p>1). Students will learn how and why American Indians were uprooted from their homes.            2). Students will gain a deep understanding of a tragic era in history and identify what lessons we can learn from it.</p>	<p><b>Key Vocabulary:</b></p> <p>Resistance            Legacy            Chief            Treaties            Peaceful            Cherokee Nation            Background            Territory            Complexity            Proclaiming            Bands</p> <p><b>Key Vocabulary:</b></p> <p>Suffering            Promise            Iroquois            Confederacy            Agreement            Proclamation</p>

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		<p>4. Where does the Trail of Tear start and end?</p>  <p>1. What is the purpose of the treaties?  2. Where were the treaties signed?  3. Who negotiated the treaties?</p>	<p>3). Students will analyze the Trail of Tears and Iroquois Confederacy.  4). Students will evaluate the Federal Government's Indian policy during the Trail of Tears and Iroquois Confederacy.  5). Students will develop skills to analyze primary documents, maps, treaties, etc.  6). Students will research the Trail of Tears and Iroquois Confederacy.  7). Students will compare and contrast the Trail of Tears and the Long Walk using the Venn Diagram.</p> <p><b>Objectives:</b></p> <p>1. Understand the origin of Indian treaties and their importance to contemporary Indian people and governments.  2. Be active questioners and critical readers while analyzing primary documents.  3. Compare and contrast the similarities and differences of treaties between foreign nations and the United States and Indian nations and the United States.</p>	<p>Relocate  Trail of Tears  Constitution</p> <p><b>Key Vocabulary:</b>  Iroquois  Promise  Treaty  Confederation  Agreement  Proclamation  Allotment  Article  Constitution</p>



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		 <ol style="list-style-type: none"> <li>1. Why were Native people put on Reservations?</li> <li>2. What is Boarding School?</li> <li>3. What is the purpose of the reservation?</li> </ol>	<p>4. Identify and explain the major concepts of the foundation of treaties between the federal government and Indian Nations.</p> <p>5. Be able to identify the types of provisions that were common in many Indian treaties.</p> <p>6. Explain in various forms the primary the reasons why treaties are living documents and importation today to Indian tribes to protect and preserve the rights contained within treaties.</p> <p><b>Objectives: Indian Reservations</b>  <i>Students will be able to:</i>  Use primary sources effectively to gain an understanding of the history of government relations, policies, and experiences with American Indian peoples.  Using various teaching/learning strategies, which include brainstorming, and oral presentations.  Draw their Perfect Reservation.  <i>Students will be able to:</i>  Examine maps of the American Indian reservations.  Understand why American Indian reservations were created</p>	<p><b>Key Vocabulary:</b>  Indian Reservation  Political  Geographic  Tribal  Issues  Area  Permit  relocation  Acres  Legal  Sovereigns</p>

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			discuss living conditions on American Indian reservations	
2 <sup>nd</sup> 9 Weeks	<p>PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples:  religious (e.g., conversion attempts)  economic (e.g., land disputes, trade)  social (e.g., spread of disease, partnerships)  food (e.g., corn)  Government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence.</p> <p>1b. Common Core English Language Arts Standard (identify Strand #, Concept #, and Performance Objective):  RH.10.4: Determine the meaning of words &amp; phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  WHST.10.10: Write routinely over extended time frames (reflection &amp; revision) &amp; shorter time frames for a range of discipline specific tasks, purposes, and audiences.  SL10.1c: Prop conversation by posing &amp; responding to questions that relate</p>	<p>1. Who are the Northwest Tribes?  2. How did the Northwest Tribes lived before the European contact?  3. Where did the Northwest Tribes lived?</p> <p>1. Who are the Plains Tribes?  2. Where did the Plains lived before European contact?</p>	<p><b>Objectives:</b>  1. I will study and analyze the Northwest Tribes.  2. I will chart the different Northwest Tribes.  3. I will study where the early Northwest tribes were living when the explorers came to this land.  4. I will evaluate the changes that took place as result of contact with foreigners.  5. I will write about the Northwest tribes, using all the information that I have learned.  6. I will draw a map of Northwest tribes or create a drawing of the Northwest tribe’s way of life.</p> <p><b>Objectives:</b>  1. I will study and analyze the Great Plains Tribe.  2. I will chart the different Plains Tribe.</p>	<p><b>Key/Vocabulary:</b>  Tradition  Accountable  Regalia  Wedding  Collaborate  Language  Dances  Execute  Custom  Ceremony  Result</p> <p><b>Key/Vocabulary:</b>  Pawnee  Classification  Arapaho  Sioux  Indigenous  Comanche</p>

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	<p>the current discussion to broader themes or larger ideas; actively incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions.</p>	<p>3. What was their daily life before European contact?</p> <p>1. Who are the Northeastern Woodland tribes?  2. Where did they live before European contact?  3. How did they live off the land?</p>	<p>3. I will study where the early Plains tribes were living when the explorers came to this land.  4. I will evaluate the changes that took place as result of contact with foreigners.  5. I will write about the Plains tribes, using all the information that I have learned.  6. I will draw a map of Plains tribes or create a drawing of the Plains tribe way of life.</p> <p><b>Objectives:</b>  1. I will study and analyze the Northeastern Woodland tribes.  2. I will chart the different Northeastern Woodland tribe.  3. I will study where the early Woodland Nation were living when the explorers came to this land.  4. I will evaluate the changes that took place as result of contact with foreigners.  5. I will write about the Woodland tribes, using all the information that I have learned.  6. I will draw a map of Northeastern Woodland tribes or</p>	<p>Wichita  Warfare  Cheyenne  Kiowa  Nomadic</p> <p><b>Key/Vocabulary:</b>  Continental Divide  Agriculture  Resources  Mesas  Extended Family  Plateau  Domesticate  Dwelling  Southwest  Irrigation  Abundant</p>



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		<ol style="list-style-type: none"> <li>1. Who are the Southwest tribes?</li> <li>2. How did they live before European and Spanish contact?</li> <li>3. How did the everyday life of the Southeastern Native Americans compare to the Eastern Woodland Native Americans?</li> <li>4. How did the Southeastern Native Americans depend on their environment to survive?</li> <li>5. How did the Southeastern Native Americans use the environment in their daily lives?</li> </ol>	<p>create a drawing of the Woodland tribe way of life.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. I will study and analyze the Southwest tribes.</li> <li>2. I will chart the different Southwest tribe.</li> <li>3. I will study where the early Southwest were living when the explorers came to this land.</li> <li>4. I will evaluate the changes that took place as result of contact with foreigners.</li> <li>5. I will write about the Southwest tribes, using all the information that I have learned.</li> <li>6. I will draw a map of Southwest tribes or create a drawing of the Southwest tribe way of life.</li> <li>7. I will study the Southwest's climate in general.</li> </ol>	<p><b>Key/Vocabulary:</b></p> <p>Anasazi  Pueblo  Mesa Verde Region  Culture  Migration  Timeline  Artifacts  Crow Canyon  Archaeological sites  Climate  Environment</p>