

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

AMERICAN INDIAN HISTORY
Grades 9-12
Social Studies Department
2023

Curriculum Writing Team:

Katie Boland	Teacher
Michael Margonis	Teacher
Kathy Rubano	Department Head
Dr. Susan C. Iwanicki	Assistant Superintendent

American Indian History

Grades 9-12

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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities that **present problem solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION AND PHILOSOPHY

This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present. This course has a focus on the American Indian experience in Connecticut and the northeast region. It focuses on three themes: the diversity of Native America in Connecticut, change and continuity over time, and the impact of history on the present.

Long before European colonization and the American Revolution created the state of Connecticut, diverse indigenous groups called the land home. American Indians play a critical role in Connecticut's history and continue to play a critical role in Connecticut today. The curriculum will focus on the history of American Indians in Connecticut, the process of state and federal recognition, and the status and accomplishments of the five tribes in Connecticut. On November 30th, 2022, Governor Ned Lamont issued a statement that all schools across the state will have to teach American Indian history beginning in the fall of 2023 in some capacity. In working with Steve Armstrong and the State Department of Education, this course will serve as a pilot course for the entire state of Connecticut and become a model that all schools across the state can adopt.

This course is designed as a semester elective open to students in grades 9-12. This course is intended as a survey course with a deep connection to our local roots in Connecticut.

COURSE GOALS

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

Dimension 1: Developing Questions and Planning Inquiry

It is expected that students will work individually and with others to:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Dimension 2: Applying Disciplinary Concepts and Tools

It is expected that students will work individually and with others to:

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.**

HIST 9–12.2	Analyze change and continuity in historical eras.
HIST 9–12.3	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
HIST 9–12.4	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
HIST 9–12.5	Analyze how historical contexts shaped and continue to shape people’s perspectives.
HIST 9–12.8	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
HIST 9–12.9	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
HIST 9–12.10	Critique the appropriateness of the historical sources used in a secondary interpretation.
HIST 9–12.14	Analyze multiple and complex causes and effects of events in the past.
HIST 9–12.15	Distinguish between long-term causes and triggering events in developing a historical argument.
HIST 9–12.16	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
GEO 9–12.4	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
GEO 9–12.6	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
GEO 9–12.8	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
ECO 9–12.1	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
ECO 9–12.2	Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
CIV 9–12.1	Distinguish the powers and responsibilities of local, state, tribal,

national, and international civic and political institutions to address social and political problems.

- CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 3: Evaluating Sources and Using Evidence

It is expected that students will work individually and with others to:

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions and Taking Informed Action

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences

and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.**
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

The following course standards derive from the 2010 Connecticut Core Standards for Literacy in Grades 6-12 Literacy in History/Social Studies.

Key Ideas and Details

CCSS.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.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

The following course standards derive from the 2016 ISTE Technology Standards.

ISTE Standard 1a: Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

ISTE Standard 1b: Students build networks and customize their learning environments in ways that support the learning process.

ISTE Standard 1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- American Indians define themselves in a variety of ways, yet the primary manner is as members of their tribal nations.
- Indian Tribal Nations that shared geographic regions and environments developed similar beliefs, customs and cultural traits, yet still maintained their own unique qualities and identities. Consequently, culture areas developed from these common environments which became occupied by many tribes.
- American Indian culture differs from European culture in many significant ways including value systems, the importance of land, the purpose of warfare, gender roles, time consciousness, elders, etc. These central differences created stereotyping and cultural misunderstandings that impacted the political, social, and economic institutions of both cultures from contact to modern day.
- Contrary to the dominant European position on civilization, American Indians lived in highly organized societies and demonstrated scientific and technological skills in agriculture, medicine and healing, fishing and hunting, land management, housing, transportation, and warfare.
- The relationship of American Indian tribes to state and Federal governments and the issue of self-determination and sovereignty.

COURSE ESSENTIAL QUESTIONS

- What were the major American Indian tribes in the five regions of the United States and how did they differ from one another?
- What were the major American Indian tribes in the Northeast and how were they structured? Who were their leaders and how did they get the positions?
- What were the major American Indian tribes that historically inhabited Connecticut?
- What were the cultural and linguistic differences between the different American Indian tribes in Connecticut?
- How did the geography and environment of Connecticut shape the culture and way of life for American Indian tribes in the region?
- What were the main sources of livelihood for the American Indian tribes in Connecticut?
- What were the social and political structures of Connecticut American Indian tribes, and how did they govern themselves?
- How did the arrival of European settlers impact the American Indian tribes in Connecticut?
- How did the American Indian tribes in Connecticut respond to the encroachment of European settlers on their lands and the loss of their traditional territories?
- What were the key conflicts and alliances between the American Indian tribes and European settlers in Connecticut?

- How did American Indian tribes in Connecticut adapt to the changing socio-political landscape during the colonial period?
- What were the major events and consequences of the Pequot War in relation to the American Indian tribes in Connecticut?
- How did American Indian tribes in Connecticut participate in the American Revolution?
- What were the main aspects of American Indian spirituality and religious practices in Connecticut?
- What are the current demographics and cultural preservation efforts of American Indian tribes in Connecticut?
- How has the recognition and sovereignty of American Indian tribes in Connecticut evolved over time?
- How does the contemporary American Indian community in Connecticut engage with their ancestral traditions and cultural practices?
- What are some significant contributions made by American Indian tribes in Connecticut to the state's history, art, and culture?
- What are the ongoing challenges faced by American Indian tribes in Connecticut, such as land rights, cultural preservation, and representation?
- How can a better understanding of Connecticut American Indian tribes contribute to a more inclusive and accurate narrative of the state's history?
- What lessons can we learn from the experiences of Connecticut American Indian tribes in terms of environmental sustainability, community resilience, and cultural diversity?
- How do American Indian tribes in Connecticut contribute to the broader understanding and appreciation of indigenous cultures in the United States?

COURSE KNOWLEDGE AND SKILLS

Students will understand...

- the key efforts, struggles and successes in American Indian communities both past and present in Connecticut and the surrounding area.
- the significance of people's actions and how it changes over time and is shaped by the historical context.
- that multiple factors influenced the perspectives of people during different historical eras.
- how and why individuals, ideas and events interact over the course of centuries in a cause/effect manner.
- how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Students will be able to...

- develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.
- read sophisticated texts and academic writings.
- think critically by synthesizing a variety of perspectives and information from various primary and secondary sources.
- discuss controversial issues with maturity and openness.
- analyze various forms of data to support original ideas.
- utilize collaborative technologies to explore local and global issues to work with others to investigate solutions.
- present work and/or research using visual, oral, and written formats.
- perform tasks and manage classroom situations with self-efficacy and integrity.
- accept a growth mindset attitude with their learning and academics.
- develop and regulate empathy through studying multiple perspectives.

COURSE SYLLABUS

Course Name

American Indian History

Level

Open to all students in grades 9-12

Prerequisites

None

Materials Required

None

General Description of the Course

This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present. This course has a focus on the American Indian experience in Connecticut and the northeast region. It focuses on three themes: the diversity of Native America in Connecticut, change and continuity over time, and the impact of history on the present.

Assured Assessments

Formative Assessments can include but are not limited to:

- Reading analysis and questions
- In-depth sachem study from each of the tribes
- Current events summary
- Scaffolding assignments leading up to final research project and presentation.

Summative Assessments:

- Unit examinations (Units 1-3 only)
- Final Research Project and Presentation (Unit 4)

Texts and Resources

- Suggested Reading for Educators
 - Piper, Shoran Waupatukuay, *Red Road: Traditional Voices of Afro-Indigenous America*. Conjure South Publications, 2021.
 - Bigelow, Bill, and Bob Peterson, editors. *Rethinking Columbus: The Next 500 Years*. Rethinking Schools, 1998.
 - Bruchac, Joseph, and Melissa Jayne Fawcett. *Makiawisug: The Gift of the Little People*. Little People Publications, 1997.
 - Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. Bedford/St. Martin's, 2012.
 - Harris, Craig. *Heartbeat, Warble, and the Electric Powwow: American Indian Music*. University of Oklahoma Press, 2016.
 - Newell, Chris. *If You Lived During the Plimoth Thanksgiving*. Scholastic Incorporated, 2021.

- Peale, Arthur. *Uncas and the Mohegan-Pequot*. Boston, The Meador Press, 1939.
- Voight, Virginia Frances. *Mohegan Chief: The Story of Harold Tantaquidgeon*. New York, Richard Fawcett, 1965.
- Voight, Virginia Frances. *Uncas: Sachem of the Wolf People*. New York, Frank & Wagnalls Company, 1963.

- Five American Indian Tribes in Connecticut
 - Golden Hill Paugussett – no formal website listed
 - Great website: <https://bportlibrary.org/hc/south-end/the-golden-hill-paugussett-tribe/>
 - Mashantucket Pequot - <https://www.mptn-nsn.gov/default.aspx>
 - Mohegan - <https://www.mohegan.nsn.us/>
 - Eastern Pequot - <https://www.easternpequottribalnation.org/>
 - Schaghticoke - <http://schaghticoke.com/>

- Websites and Collections
 - Akomawt Educational Initiative: This site is "dedicated to furthering knowledge of Native America through innovative learning approaches designed to impact how we teach history and contemporary social issues." <https://www.ekomawt.org/>
 - Native Northeast Portal: This site contains primary source materials by, on, or about Northeast Indians from repositories around the world. <https://nativenortheastportal.com>
 - Illuminative: This site is a Native woman-led racial and social justice organization dedicated to increasing the visibility of—and challenging the narrative about—Native peoples. <https://illuminative.org/>
 - National Indian Education Association: This association is the only national organization advocating for improved educational opportunities to enable all Native students to thrive in the classroom and beyond. <https://www.niea.org/>
 - Mohegan Tribe's Educators Project: This site is designed with lesson plans and resources to help teach American Indian History throughout the school year. Resources have been developed for all levels from elementary through high school. You must be a teacher to gain access to the site. <https://www.mohegan.nsn.us/resources/educational-resources/educators-project>
 - The Institute for American Indian Studies: This museum and website contains lesson plans and resources for educators of all levels. Their Museum Education department offers in person and virtual field trips, lessons, and Scout programs. <https://www.iaismuseum.org>
 - Smithsonian Institute - National Museum of the American Indian - Washington DC and New York City - <https://www.si.edu/museums/american-indian-museum>
 - Library of Congress Archives (<https://www.loc.gov/>) and National Archives - (<https://www.archives.gov/>)

UNIT 1
Who We Are & the Tribes of Connecticut

Unit Goals

At the completion of this unit, students will...

- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources
- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.**
- HIST 9–12.2 Analyze change and continuity in historical eras.**
- HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.**
- HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.
- HIST 9–12.8 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.
- HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
- HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Unit Essential Questions

- How do American Indians define themselves?
- What is the difference between a federally recognized tribe and one that is not?
- How do the collective oral stories and creation stories of Native people differ from modern science and Euro-Anglo History?
- How does the geographic region of an Indian Nation impact culture and way of life?
- How did the cultural differences and subsequent misunderstandings between American Indians and Europeans result in immediate and long-lasting conflict?
- What does it mean to be a “civilized” society and how does one's cultural definition of “civilized” impact its relationship with others?
- What are the general cultural traits for the five tribal nations in Connecticut and how did they illustrate the concept of “ancient” and “civilized”?

Scope and Sequence

- Geographical diversity of the United States and a look at archeological studies. Students will focus on the four regions of the United States: Pacific Northwest, Plains, Southeast, the Northeast Woodlands.
- New England Archeological Time Periods: Students will focus on the different time periods of the archeological digs in the Northeast and what was uncovered during that time.
- Eastern Pequot Tribal Nation: Today, the Eastern Pequot Tribal Nation consists of 1,246 members and has continually controlled and lived on the two hundred eighty acres that were deeded to them in 1683.
 - History
 - Important Sachems
 - Culture and Traditions
 - Today's Status
- Golden Hill Paugussett: Today, the Golden Hill Paugussett tribe has two reservations in Connecticut. The site at Trumbull is a quarter acre property but is known to be the oldest, continuing site since 1659. The site at Colchester is located ninety minutes away from the original Trumbull location and has 106-acres. The Colchester location was provided by the state as “recompense for the unlawful sale of the tribe's homeland by its government-appointed white overseers.” The tribe currently has one hundred fifty members, and they have year-round ceremonies including powwows within tribes and with other tribes and many social gatherings.
 - History
 - Important Sachems
 - Culture and Traditions
 - Today's Status
- Mashantucket Pequots: Today, the Mashantucket Pequot Tribal Nation has over one thousand members and includes a 1,640-acre reservation near Ledyard, Connecticut. Mashantucket owns and operates the Foxwoods Resort Casino, the Lake of Isles Golf Course, the Pequot Pharmaceutical Network, and the Spa at Norwich Inn. It

also is home to the Mashantucket Pequot Museum and Research Center which broke ground on October 20, 1993, in a ceremony marking the 10th anniversary of federal recognition of the Mashantucket Pequot Tribal Nation.

- History
 - Important Sachems
 - Culture and Traditions
 - Today's Status
- Mohegans (Maheehkanuwuk, Wolf People): Today, the Mohegans live on a 507-acre reservation near Uncasville, Connecticut with a total population around 1,300 people. The tribal nation owns the Tantaquidgeon Museum in Uncasville, Connecticut and it is one of the oldest American Indian owned and operated museums in the United States. The museum opened in 1931 and hopes to share eastern woodlands Indian history and traditions from the native perspective. In addition, Mohegan operates the Mohegan Sun casino, other entertainment resorts in the United States, Canada, and Northern Asia as well as the Connecticut Sun (Women's NBA team based in Uncasville).
 - History
 - Important Sachems
 - Culture and Traditions
 - Today's Status
- The Schaghticoke Tribal Nation: Today, the Schaghticoke Tribal Nation encompasses four hundred acres between the Housatonic River and New York State. The current reservation on 400-acres consists of three buildings, a small campground, and a burial ground. Most of the tribal members live off the reservation with the campground serving as the tribal social and political center. The Institute for American Indian Studies in nearby Washington, Connecticut offers many educational programs for all grade levels and a replicated Algonkian village.
 - History
 - Important Sachems
 - Culture and Traditions
 - Today's Status

Academic Vocabulary

- **Indigenous:** Originating or occurring naturally in a particular place; native.
- **Sacred Site:** Traditional religious and ceremonial practices of American Indians are often inseparably bound to specific areas of land. Many of these sacred places are located on what is now public land and Western concepts of resource development, such as logging, mining and tourism, may conflict with the integrity of these sacred places.
- **Tribe:** A social group composed chiefly of numerous families, clans, or generations having a shared ancestry and language.
- **Indian Reservation:** In the United States there are three types of reserved federal lands: military, public, and Indian. A federal Indian reservation is an area of land reserved for a tribe or tribes under treaty or other agreement with the United States, executive order, or federal statute or administrative action as permanent tribal homelands, and where the federal government holds title to the land in trust on behalf of the tribe.
- **Sachem:** The chief of a tribe or a confederation.

Assured Assessments

- Sachem Project: Students will research one of the sachems that we studied throughout the course of the unit and create a “children’s book” on their sachem. They will include biographical information and images/pictures to capture the story.

Resources

- Selected readings from: Piper, Shoran Waupatukuay, *Red Road: Traditional Voices of Afro-Indigenous America*. Conjure South Publications, 2021.
- Five American Indian Tribes in Connecticut
 - Golden Hill Paugussett – no formal website listed
 - Great website: <https://bportlibrary.org/hc/south-end/the-golden-hill-paugussett-tribe/>
 - Mashantucket Pequot - <https://www.mptn-nsn.gov/default.aspx>
 - Mohegan - <https://www.mohegan.nsn.us/>
 - Eastern Pequot - <https://www.easternpequottribalnation.org/>
 - Schaghticoke - <http://schaghticoke.com/>

Time Allotment

4-5 weeks

UNIT 2 Culture & Storytelling

Unit Goals

At the completion of this unit, students will...

- | | |
|--------------------|---|
| INQ 9–12.1 | Explain how a question reflects an enduring issue in the field. |
| HIST 9–12.1 | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. |
| HIST 9–12.2 | Analyze change and continuity in historical eras. |
| HIST 9–12.3 | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. |
| HIST 9–12.4 | Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. |
| HIST 9–12.5 | Analyze how historical contexts shaped and continue to shape people’s perspectives. |
| HIST 9–12.8 | Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. |
| HIST 9–12.9 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. |
| HIST 9–12.10 | Critique the appropriateness of the historical sources used in a secondary interpretation. |
| INQ 9–12.15 | Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. |
| INQ 9–12.16 | Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. |

Unit Essential Questions

- What are the key elements and themes found in American Indian storytelling traditions?
- How does storytelling play a significant role in American Indian culture and identity?

- What are the purposes and functions of storytelling in American Indian communities?
- How have American Indian storytelling traditions been preserved and passed down through generations?
- What role does oral tradition play in American Indian storytelling, and how does it differ from written literature?
- How do American Indian creation stories reflect their worldview and understanding of the universe?
- In what ways do American Indian stories convey moral, cultural, and historical lessons?
- How do American Indian storytelling traditions vary among different tribes?
- How has colonization and historical trauma impacted American Indian storytelling traditions?
- What can we learn about American Indian values, beliefs, and experiences through their storytelling traditions?
- How does American Indian storytelling contribute to the preservation and revitalization of indigenous languages?
- What is the role of symbolism and metaphor in American Indian storytelling?
- How do American Indian stories reflect the interconnectedness of humans, animals, and the natural world?
- How are American Indian storytelling traditions adapting and evolving in the modern world?
- How are contemporary American Indian authors and filmmakers incorporating traditional storytelling techniques into their works?

Scope and Sequence

- **Creation Stories: Pequot and Mohegan Legends and Stories**
 - **Konchi Manto:** This means "Great Spirit" in the Mohegan-Pequot language, and is the Mohegan name for the Creator (God.) In most contexts just Manto (the Spirit) is used. Konchi Manto is a divine spirit with no human form or attributes (including gender) and is never personified in Pequot or Mohegan folklore. The name is pronounced similar to kawn-chee mun-doh.
 - **Maushop:** (also spelled Moshup and other ways.) Maushop is a giant who is the culture hero of the Mohegan, Pequot, and Wampanoag tribes (sometimes referred to as a "transformer" by folklorists.) His name is pronounced moh-shup or maw-shup.
 - **Squant:** (also spelled Squannit and other ways.) Moshup's wife. According to most Mohegan Indian legends, she is a Little Person (often the leader or medicine woman of the Little People) and has great magical powers.
 - **Makiawisug:** (also spelled Makiaweesug and other ways.) These are the Little People of the Pequot and Mohegan tribes. They can be dangerous if they are disrespected but are generally benevolent nature spirits.
 - **Hobomock:** (also spelled Hobbamock or other ways): The manito (spirit) of death. A destructive, often evil being usually in opposition to Cautantowwit. After the introduction of Christianity, Mohegan people frequently identified Hobbomock with the Devil. He was also sometimes known as Chepi, Chipi or Cheepie, meaning "ghost."

- Chahnameed: (also called Big Eater.) Chahnameed is a trickster character who lies, cheats, is greedy, and basically acts completely inappropriately by Mohegan-Pequot standards-- often in the most amusing possible way. Pequot and Mohegan stories about Chahnameed are usually humorous in nature.
- Tribal Life: Pre-Contact society and daily Life, exploring beliefs, religious observances and practices throughout the seasonal tribal calendar.
 - Green Corn Festival
 - Powwows
 - Sweat Lodge ceremonies
 - Medicine Men & Women
- European Contact: Cultural and religious changes
 - Impacts of Christianity on local tribal beliefs and rituals
 - Christian Indians: Samson Occum
- Tribal Reservation Culture Today: Impact of state and federal recognition on tribal culture and beliefs
 - Intertribal differences and the impact of gaming on tribal life.

Academic Vocabulary

- **Medicine (Wo)man:** A medicine man or medicine woman is a traditional healer and spiritual leader who serves a community of Indigenous people of the Americas.
- **Wampum:** Small cylindrical beads traditionally made by some North American Indian peoples from shells, strung together and worn as decoration or used as money.
- **Powwow:** A ceremony, especially one accompanied by magic, feasting, and dancing, performed for the cure of disease, success in a hunt, etc.
- **Long House:** A communal dwelling, especially of the Iroquois and various other North American Indian peoples, consisting of a wooden, bark-covered framework often as much as 100 ft. (30.5 m) in length.
- **Wigwam:** Dwelling found among the Algonquian of the Eastern woodlands area of the United States. The wigwam was usually conical, arbor-like, or domed. Some were small, accommodating a single family; others were large communal dwellings. They were covered with squares of bark, with reed mats, or with thatch.
- **Great Spirit:** The chief deity in the religion of many North American Indian tribes.
- **Maize:** The main crop of many of the original American Indian tribes. Maize is a grain and is the Indian name for corn. The Three Sisters were Corn, Beans, and Squash.
- **Three Sisters:** The Three Sisters are the three main agricultural crops of various Indigenous peoples of North America: squash, maize and climbing beans.
- **Native American Smudging:** This is a common ceremonial ritual among indigenous people, held closely within these cultures to purify, spiritually cleanse, rid physical spaces of negative energy, and bless.
- **Thirteen Moons:** To many Native Americans, the 13 cycles of the moon represent the changing seasons and the passage of time. Each moon has its own special name that, while varying among the tribal nations, is consistent with the legend that the 13 scales on Old Turtle's back hold the key to these moons.

Assured Assessments

- Students will be divided into five groups and research current customs, traditions, and events of their assigned tribal nation in Connecticut. Students will then create a presentation to the class about their findings.

Resources

- Selected readings from Piper, Shoran Waupatukuay, *Red Road: Traditional Voices of Afro-Indigenous America*. Conjure South Publications, 2021.
- <http://www.native-languages.org/mohegan-legends.htm>
- <https://www.pequotmuseum.org/>
- <https://connecticuthistory.org/topics-page/native-americans/>
- <https://www.cga.ct.gov/2002/rpt/2002-R-0072.htm>
- <https://www.mohegan.nsn.us/>

Time Allotment

3-4 weeks

UNIT 3 Federal versus State Recognition

Unit Goals

At the completion of this unit, students will...

- CIV 9–12.1** **Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.**
- CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.7** **Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.**

Unit Essential Questions

- What is sovereignty?
- What were the political and social structures of American Indian tribes in Connecticut and how did they govern themselves?
- How has the recognition and sovereignty of American Indian tribes in Connecticut evolved over time?
- What are the ongoing challenges faced by American Indian tribes in Connecticut, such as land rights, cultural preservation, and representation?
- What is the difference between a federally recognized tribe and one that is not?
- What are some of the most influential treaties made between the federal, state and local governments and the American Indian tribes in Connecticut throughout history? How did each of those treaties affect the relationship between the two groups?

Scope and Sequence

- Steps to become a federally recognized tribe in Connecticut
 - Mashantucket Pequot case study
 - Mohegan case study
- Benefits and drawbacks of being a federally recognized tribe
- The long unsuccessful fight for federal recognition
 - Eastern Pequot case study
 - Golden Hill Paugussett case study

- Schaghticoke case study

Academic Vocabulary

- **Tribal Recognition:** State tribal recognition does not confer the same benefits as federally recognized tribes; it acknowledges tribal status within the state but does not guarantee funding from the state or federal government. State-recognized Indian tribes are not necessarily federally recognized; however, some federally recognized tribes are also recognized by states. Federal recognition remains the primary way in which tribes seek to be recognized. Eleven states have officially recognized more than 60 tribes.
- **Federally Recognized Tribe:** A federally recognized tribe is an American Indian or Alaska Native tribal entity that is recognized as having a government-to-government relationship with the United States, with the responsibilities, powers, limitations, and obligations attached to that designation, and is eligible for funding and services from the Bureau of Indian Affairs.
- **Sovereignty:** Sovereignty is a legal word for an ordinary concept—the authority to self-govern. Hundreds of treaties, along with the Supreme Court, the President, and Congress, have repeatedly affirmed that tribal nations retain their inherent powers of self-government. These treaties, executive orders, and laws have created a fundamental contract between tribes and the United States.
- **Trust and Treaty Obligation:** A treaty is a contract, a binding and legal agreement, between two or more sovereign nations. By signing treaties with Indian tribes, the United States acknowledged tribal sovereign status. When the architects of the American government created the Constitution, they explicitly recognized that treaties are the supreme law of the land, along with the Constitution itself.

Assured Assessments

- **Treaties with the United States Government:** Students will conduct a case study on important treaties with tribal nations not mentioned in our unit of study. They will investigate the treaty and its effect on the tribal nation and the relationship between the tribal nation and the government of the United States.

Resources

- “The Constitution of the United States,” National Archives and Records Administration
- “Federal Recognition,” National Congress of American Indians, <https://www.ncai.org/policy-issues/tribal-governance/federal-recognition>
- “Federal Recognition,” Mohegan Tribal Nation, <https://www.mohegan.nsn.us/about/government/tribal-sovereignty/federal-recognition>
- Amy Martin, "This Hard Land" <https://www.conncoll.edu/news/cc-magazine/past-issues/2020-issues/winter-2020/this-hard-land/>
- “Golden Hill Paugussett Denied Federal Recognition,” ICT News, September 12, 2018, <https://ictnews.org/archive/golden-hill-paugussett-denied-federal-recognition>.
- Duke Chen, “Schaghticoke Petition for Federal Recognition and Land Claims,” Connecticut General Assembly, <https://www.cga.ct.gov/2013/rpt/2013-R-0386.htm>.
- “Quest for Federal Recognition,” Schaghticoke Tribal Nation, September 28, 2020, <http://schaghticoke.com/quest-for-federal-recognition/>

- Sandra Diamond Fox, “Kent-Based American Indian Tribe Is Seeking Federal Recognition. the Town Has Concerns.,” CT Insider, April 13, 2022, <https://www.ctinsider.com/news/article/Kent-based-American-Indian-tribe-is-seeking-17073798.php>.

Time Allotment

3-4 weeks

UNIT 4 Current Events

Unit Goals

At the completion of this unit, students will...

- INQ 9–12.1** **Explain how a question reflects an enduring issue in the field.**
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources
- INQ 9–12.6** **Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.**
- INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Unit Essential Questions

- How does the contemporary American Indian community in Connecticut engage with their ancestral traditions and cultural practices?
- What are some significant contributions made by American Indian tribes in Connecticut to the state's history, art, and culture?
- What are the ongoing challenges faced by American Indian tribes in Connecticut, such as land rights, cultural preservation, and representation?
- How can a better understanding of Connecticut American Indian tribes contribute to a more inclusive and accurate narrative of the state's history?
- What lessons can we learn from the experiences of Connecticut American Indian tribes in terms of environmental sustainability, community resilience, and cultural diversity?
- How do American Indian tribes in Connecticut contribute to the broader understanding and appreciation of indigenous cultures in the United States?

Scope and Sequence

- Status today of the five Connecticut tribal nations

- Major accomplishments and contributions to society and Connecticut
- Final inquiry project
 - Students will choose a topic of interest and create a product (essay and presentation) to inform their classmates about a student-selected topic from American Indian history.
 - Examples of projects can be, but not limited to, the following: Indian Removals, Relocation, and Termination in the 19th and 20th centuries, Christianity and traditional spiritual life of American Indians, American Indian Women and Gender Identity, American Indian Burial Grounds and Native American Graves Protection and Repatriation Act, History of the Bureau of Indian Affairs, American Indian Movement, American Indian Arts and Crafts, American Indian Authors, the Mascot Debates in Connecticut or around the country, etc.

Academic Vocabulary

- Essential Question
- Thesis
- Guiding research questions

Assured Assessments

- Students will design and implement an inquiry project to create a product (essay and/or presentation) to inform their classmates about a student-selected topic American Indian History. Students will craft an essential question and supporting questions. Students will then complete research to answer their essential and supporting questions, then craft a thesis statement that answers their essential question with supporting evidence and explanation.

Resources

- Tantaquidgeon Indian Museum
- Mohegan Tribal Museum Authority
- Mashantucket Pequot Museum and Research Center
- Institute for American Indian Studies
- Connecticut Historical Society: <http://www.chs.org/>
- Connecticut State Library and Archives
- National Congress of American Indians: www.ncai.org
- Native American Rights Fund: www.narf.org
- National Museum of the American Indian, Smithsonian Institution: www.nmai.si.edu
- Library of Congress American Memories project: <http://memory.loc.gov/>

Time Allotment

5-6 weeks

IMPORTANT LOCAL PLACES TO NOTE

- **Mohegan Indian Reservation:** A 0.79 square mile reservation located on the Thames River in Uncasville, Connecticut
- **Mohegan Royal Burial Ground:** A 16-acre burial ground in Norwich, CT. This includes the grave of the Sachem Uncas.
- **The Mohegan Church:** First founded in 1831, Mohegan Church resides on Mohegan Hill on the only parcel of land ever continuously owned by the Tribe. It was a critical factor of federal recognition in 1994.
- **Fort Shantok:** A 160-acre park in Montville, Connecticut, was the site of the principal Mohegan settlement between 1636 and 1682
- **Cohegan Rock:** The largest free-standing boulder in New England, Cohegan Rock, is known as the place where Sachem Uncas met with his council in the 1600s.
- **Indian Leap at Yantic Falls and Miantonomo Monument:** Norwich, CT
- **Battle of Sachem's Plain:** Norwich, CT
- **The Tantaquidgeon Museum:** 1 Church lane Uncasville, CT
- **The Mashantucket Pequot Reservation:** A 2.17 square mile reservation located in Ledyard, CT
- **Fort Mystic Massacre Site:** Mystic, CT
- **Swamp Fight Monument:** Fairfield, CT
- **The Mashantucket Pequot Museum and Research Center:** Mashantucket, CT
- **Eastern Pequot Reservation:** A 224-acre reservation at Lantern Hill in North Stonington, CT.
- **The Schaghticoke Indian Reservation:** A 400-acre reservation located near the New York border within the boundaries of Kent in Litchfield County, to the west of the Housatonic River. The land is held in trust by the state for the tribe.
- **Golden Hill Paugussett Reservations:** A 1/2-acre reserve in the Nichols section of Trumbull, Connecticut. Several members presently reside in Colchester, Connecticut, where the tribe has a second 106-acre reservation.
- **The Institute for American Indian Studies:** Washington, CT

COURSE CREDIT

One half credit in social studies

One class period daily for a semester

PREREQUISITES

None

ASSURED STUDENT PERFORMANCE RUBRICS

Social Studies Writing Rubric

4 Exceeds grade Level expectation	3 Meets grade level expectation	2 Approaching grade level expectation	1 Below grade Level expectation
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	4	3	2	1
Purpose/ Organization _____ points	The response is well organized. Claim clearly answers the question and demonstrates a strong understanding of the issue. Focus is well maintained throughout the response.	The response is adequately organized. Claim adequately answers the question and demonstrates an adequate understanding of the issue. Focus is adequately maintained.	The response is somewhat organized. The claim answers the question and demonstrates a limited understanding of the issue. Focus is somewhat sustained,	The response is not well organized. Claim may be missing, does not answer the question or may be confusing, demonstrating little to no understanding of the issue. The response provides little or no focus.
Examples _____ points	The response includes examples that are accurate, highly relevant, and strongly support the position.	The response includes examples that are accurate, relevant, and adequately support the position.	The response includes examples that are somewhat accurate, but may not be relevant and/or examples weakly support the position.	The response may be missing examples, or both examples are inaccurate or irrelevant and do not support the position.
Analysis _____ points	Analysis of examples is accurate and effectively supports the position. Effective elaboration to explain ideas.	Analysis of examples is accurate and adequately supports the position. Adequate elaboration to explain ideas.	Analysis of examples is somewhat accurate and may not support the position. Weak or uneven elaboration to explain ideas.	Analysis of examples may be missing or inaccurate. Minimal if any elaboration to explain ideas.
Fluency _____ points	Writing is very clear and there is a fluent progression of ideas. Effective use of vocabulary. Consistent use of a variety of transitions.	Writing is clear and there is an adequate progression of ideas. Appropriate use of vocabulary. Consistent use of transitions.	Writing is somewhat clear and there is some progression of ideas. Vocabulary use is uneven or somewhat ineffective. Some use of transitions.	Writing lacks clarity and there is a limited progression of ideas. Vocabulary use is uneven and ineffective. Little or no use of transitions.
Conventions _____ points	Consistent use of correct sentence formation, punctuation, capitalization, grammar usage. No use of first person. MLA citations are all correct.	Adequate use of correct sentence formation, punctuation, capitalization, and grammar usage. Consistent use of third person. MLA citations generally are correct.	Limited use of correct sentence formation, punctuation, capitalization, grammar usage. Inconsistent use of third person. MLA citations are generally correct.	Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage. Little to no use of third person. MLA citations are incorrect.

American Indian History Final Inquiry Project

The Topic:

Students will choose a topic of interest and create a product (essay and presentation) to inform their classmates about a student-selected topic from American Indian history. Examples of projects can be, but not limited to, the following: The Role of American Indian Shamanism, Native American Architecture and Landscape, Astrology in the Native American World, Indian Removals, Relocation, and Termination in the 19th and 20th centuries, Christianity and traditional spiritual life of American Indians, American Indian Women and Gender Identity, American Indian Burial Grounds and Native American Graves Protection and Repatriation Act, History of the Bureau of Indian Affairs, American Indian Movement, American Indian Arts and Crafts, American Indian Authors, the Mascot Debates in Connecticut or around the country, the history and role of lacrosse in native groups, etc.

Your Task:

Your job is to create an essential question (and supporting questions) designed to explain the effect that your topic had on the student of American Indian History to today. In your thesis statement, research paper, and presentation, you must answer the essential question by explaining the context of the event as well as its impact and potential future consequences (if any). You must use research data to support your thesis.

Paper Requirements:

- See the Writing Rubric.
- The paper must include an introduction, body paragraphs, and a conclusion.
- The paper must be written in **MLA format with in-text citations**.
- The paper **must include a works cited page with at least 4 sources (2 from academic databases)** and be properly formatted according to MLA standards.

Presentation Requirements:

- See the attached slideshow presentation rubric.
- Students are expected to present for 5-7 minutes.
- Present clearly and maintain good eye contact with your audience.
- You may use a notecard or presentation aid.
- Include images, short video clips, slide animation, color and any other eye-catching features.
- Be sure to bullet your text and limit the wording per slide.

Grading:

- **Essential Question specific to your topic.**
 - Separate writing grade worth 10 points.
- **Outline (inclusive of a thesis, main ideas and in-progress works cited page).**
 - Separate writing grade worth 10 points.

- **Rough Draft (a more detailed outline or paragraph form are both acceptable).**
 - Separate writing grade worth 20 points.
- **Peer-editing worksheet.**
 - Separate writing grade worth 10 points.
- **Final paper with a works cited page.**
 - Writing grade worth 100 points.
 - See writing rubric.
- **Slideshow presentation**
 - Assessment grade worth 50 points.
 - See attached presentation rubric.

Pacing Guide/Timeline:

Please read the following guide carefully for **all due dates**. Please note that beyond the time listed below, this inquiry project will require work outside of school.

Date	Class Period Focus
Teacher to insert date here	-Assign and discuss the inquiry project. -Review lesson on writing an essential question. -Choose topics.
Teacher to insert date here	-Presentation on database research. -Begin to develop an essential question through research.
Teacher to insert date here	-Essential question due at the start of the period. Teacher will provide feedback to ensure a properly formatted and researchable essential question. -Continue research to answer essential question.
Teacher to insert date here	-Continue working on research and begin to outline.
Teacher to insert date here	-Outline due at the start of the period. Teacher will provide feedback to ensure a properly formatted thesis statement, appropriate main ideas, and a properly formatted works cited page. -Continue research and begin writing a rough draft.
Teacher to insert date here	-Continue research and work on a rough draft.
Teacher to insert date here	-Rough draft due at the start of the period. -Peer edit to provide feedback on rough draft. -Teacher will provide feedback on the rough draft to ensure supporting details and data are used to prove the thesis.
Teacher to insert date here	-Review rough draft comments by teacher and peer. -Ask clarifying questions on feedback as needed. -Work on the final draft.

Teacher to insert date here	-Work on the final draft.
Teacher to insert date here	-All final papers due at the start of the period. -Work on slide presentations.
Teacher to insert date here	-Work on slide presentations.
Teacher to insert date here	-Presentations due at the start of the period. -Individual presentations begin.

Final Inquiry Project Slideshow Presentation Rubric

Component:	Teacher Feedback/Score:	Points:
Title slide (Include your event and your name)		5
Slide(s) summarizing event (Utilize the background information from your introductory paragraph.)		15
Slide(s) summarizing significance of event to its time period and beyond (Utilize your thesis, main ideas, and any necessary supporting details)		15
Visual is attractive and grammar and spelling are accurate		10
MLA Works Cited slide (You may use the same Works Cited as your research paper)		5
Grade:		

Vision of the Graduate Rubric: Critical Thinking

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
<p>UNDERSTANDING Identifies the problem, question or issue being addressed.</p>	<p>Exhibits limited and/or no understanding of key concepts.</p>	<p>Exhibits an understanding of key concepts.</p>	<p>Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.</p>	
<p>PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.</p>	<p>Shows limited to no evidence of a plan, model or strategy to solve a problem.</p>	<p>Shows a plan, model or strategy to solve a problem.</p>	<p>Shows innovative and creative thinking to solve a problem.</p>	
<p>QUESTIONING Analyzes relevant information related to the problem, question or issue.</p>	<p>Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.</p>	<p>Questions and analyzes numerical, written, or visual data and selects the relevant evidence.</p>	<p>Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.</p>	
<p>REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.</p>	<p>Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.</p>	<p>Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.</p>	<p>Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.</p>	
<p>SCORING</p>	<p>Beginning: 4 - 6</p>	<p>Meets: 7 - 8 GOAL</p>	<p>Exceeds: 10 - 12</p>	<p><u> </u> / 12</p>