**Name:** Corinth Matera

**Course/Grade:** AP English Language and Composition

**Unit Title:** Researched Argument Essay: Indigenous Populations and Reparations

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  *MN State Language Arts Standards*  **G1: Reading Benchmarks, Informational Texts**  11.5.6.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  11.5.7.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  **G2: Writing Benchmarks**  11.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  11.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  11.7.7.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  11.7.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.  11.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  **G3: Speaking, Viewing, Listening, and Media Literacy Benchmarks**  11.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively.  11.9.2.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  11.9.3.3 Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  11.9.4.4 While respecting intellectual property, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (e.g., persuasion, argumentation, debate).  11.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  T1. Respect and value diversity and connections among various cultures around the world.  T2. Use research and rhetorical analysis to examine texts in multiple media in order to solve a problem or develop a position in an important debate. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1. Minnesota as a state was born from colonization of Dakota and Anishinaabe people and land, and the effects of that colonization still reverberate in Dakota and non-Dakota communities.  U2. Many interpretations exist of Minnesota history as it relates to the Dakota, and rhetorical analysis helps us understand and evaluate these interpretations.  U3. There are connections between the experiences and treatment of the Dakota in Minnesota and other indigenous populations around the world.  U4. Indigenous communities around the world have taken various approaches toward the idea of reparations for land lost through colonization. | ESSENTIAL QUESTIONS  E1. What, if any, reparations should be made to the Dakota for land lost to the state of Minnesota through treaties and war?  E2. How have various Dakota and non-Dakota historians interpreted the history of the Dakota in Minnesota differently?  E3. Why and how are 150-year-old events in Minnesota still affecting Dakota and non-Dakota communities today?  E4. How do the history and experience of the Dakota compare to the histories and experiences of colonized indigenous communities in other parts of the world?  E5. What global factors are important to take into account when considering reparations for indigenous communities?  E6. What local factors are important to take into account when considering reparations for indigenous communities? |
| ***Acquisition*** | |
| *Students will know…*  K1. The history of U.S. and Minnesota interaction with the Dakota people.  K2. The similarities and differences among various scholars’ interpretations of that history.  K3. The concept of Cosmopolitanism as it applies to indigenous populations.  K4. The principles contained in the UN Declaration on the Rights of Indigenous Peoples.  K5. The similarities and differences among the histories and experiences of indigenous communities around the world. | *Students will be skilled at…*  S1. Reading and analyzing a variety of print, visual, digital, and experiential sources for rhetorical techniques and use of evidence.  S2. Synthesizing multiple sources in order to answer a research question and support a position within an ongoing debate.  S3. Use the writing process (research, pre-writing, drafting, revising, and editing) to produce a polished and effective written argument.  S4. Working collaboratively to discuss and analyze a complex global situation.  S5. Make an informative, persuasive presentation to peers connecting what peers already know with new information. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Demonstrates thorough and in-depth understanding of complex non-fiction texts. 2. Effectively analyzes writers’ and speakers’ uses of rhetorical appeals (ethos, logos, pathos). 3. Recognizes and articulates various perspectives on historical events based on analysis of non-fiction texts. 4. Contributes to shared-inquiry discussions with comments and questions that reveal critical thinking and that are supported with textual references. 5. Writes an essay that goes well beyond reporting on a topic to take a position in a debate about the topic. 6. Effectively uses specific examples from multiple sources to support a thesis. 7. Anticipates, introduces and refutes at least one counter-argument. 8. Uses evidence from non-print sources, such as live speeches, art exhibits, museum exhibits, and field trips to historical sites to enrich and support a thesis in writing. 9. Uses research skills to find and evaluate relevant print sources. 10. Accurately and effectively compares and contrasts the histories and current situations of indigenous groups in diverse parts of the world. 11. Applies existing standards about indigenous rights to a culturally and historically specific situation. 12. Shows engagement and investment in all stages of writing, from freewriting through final draft.  Takes risks, carefully considers feedback, and makes significant changes and improvements from draft to draft. | PERFORMANCE TASK(S):  **1 Annotations:** Underline/highlight and make marginal notes in the readings for this unit. Pay particular attention to passages that will help you form your answer to our central research question: What land reparations, if any, should Minnesota make to the Dakota?  **1, 2, 3 Reading Responses:** In your reader’s/writer’s notebook, write responses to the questions given for each text in the unit. The questions ask you to think critically about the readings and to analyze them using your knowledge of the rhetorical appeals.  **4 Shared Inquiry Discussions:** Students will participate in several shared inquiry discussions about the readings, videos, and websites in the unit. Each student will co-facilitate at least one discussion. Students will set group and individual goals for each discussion, back-channel on Today’s Meet during the discussion, and self-evaluate at the end of each discussion.  **2, 3, 5 Weekly Essays:** There will be 4 one-two-page weekly essays in this unit. The first is a practice AP-exam synthesis essay about the controversy this fall over The Gap’s “Manifest Destiny” t-shirt. The second and third essays will ask you to consider one quotation from a reading and its implications for your answer to our central research question. You will post the second and third weekly essays on our Ning social network so that classmates may read and comment. And the fourth weekly essay will be another in-class AP-style exam focused on our central research question.  **3, 8 Field Experience:** Attend an event, view an exhibit, or visit a historical site related to our focus on the Dakota in Minnesota. Write a description of the event and a response considering how the event contributes to your thinking about our central research question. You will post your description and response on our Ning social network so that classmates may read and comment.  **9 Additional Source Assignment:** Use the Electronic Library of Minnesota (ELM) to find an additional source beyond the required reading for this unit. The source may concern Dakota history, the issue of reparations in general, or the specific culture/history of your assigned indigenous group outside of Minnesota. Annotate your source, write an explanatory summary of the source and a response to the source that considers its impact on your thinking about our essential questions. Post your summary and response on our Ning social network so that classmates may benefit from your research.  **5, 6, 7, 8, 12 Researched Argument Essay:** Write an essay with a thesis that answers our central question: What land reparations, if any, should Minnesota make to the Dakota? Your thesis should be supported with evidence from a variety of the sources we read and experience in the unit, and the essay should consider and refute at least one counter-argument.  **9, 10, 11 Group Presentation:** Working with a group of your classmates, analyze and evaluate the history and current situation of another indigenous group outside of Minnesota. Use the UN Declaration on the Rights of Indigenous People as your evaluative tool. Share your findings with the class in a presentation that includes a visual component. | |
| <type here> | OTHER EVIDENCE:   1. Observation of peer feedback on blog posts and rough draft of essay. 2. Observation of group work in class. 3. Observation of discussion. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  **Practice AP Synthesis Essay and Discussion of Gap “Manifest Destiny” T-shirt:** As a transition from our ad analysis unit to this researched argument, the students will take a practice synthesis essay in class on the recent controversy over Gap’s designer t-shirts that read “Manifest Destiny.” The sources for the synthesis include Gap’s advertisement for the line containing the t-shirt, blogs from American Indian news sources critiquing the t-shirt, maps showing indigenous land loss in the United States, and an article about freedom of artistic expression. Students will be asked to consider in their essay whether The Gap fulfilled its social responsibility by pulling the shirts from its stores. The day after they write the synthesis essay, students will participate in a shared inquiry discussion on the issue. **G2, G3, U3, E3, S1, S2, S4**  **Introduction to Rhetorical Appeals**: Students will read and annotate chapters in *Everything’s an Argument* on logos, ethos and pathos. In class, we will apply our knowledge of the rhetorical appeals by looking at multiple letters to the editor and identifying their use of the appeals. Students will receive instruction in summary writing and will write a summary of one of the three chapters. **G1, T2, S1**  **Exploration of Dakota Connection to Land in Minnesota:** Students will explore the Bdote Memory Map website in class and at home. They will choose one video from the site that they found compelling and write a response to it. They will also read and annotate “Homelands” from *Mni Sota Makoce,* choose a quote they found compelling and write a response to it. They will also generate at least 3 critical questions based on their reading and their viewing of the website. After doing this writing at home, students will participate in a shared inquiry discussion focused on the questions they’ve generated. **G1, G3, T1, U1, U2, E2, E3, K1, S1, S4**  **Compare and Contrast Accounts of U.S. Dakota Treaties:** Students will read and annotate “The Treaty Story,” an account of the treaties produced by the Minnesota Historical Society for 6th grade students, and part of chapter 1 from *What Does Justice Look Like?* by Waziyatawin. The chapter is titled, “How Minnesota Wrested the Land from the Dakota People.” In reading responses, students will compare the two works in terms of speaker, audience, and rhetorical appeals and will write critical questions about the texts and the history. Then they will participate in a shared inquiry discussion focused on the question, “Which of these two historical sources do you find more credible, and why?” **G1, G3, T2, U1, U2, E2, E3, K1, S1**  **Response Essay #1:** Students will do a close reading of one of the texts for the unit so far by choosing one quotation that is no longer than five sentences.  They will write a 1-2 page response essay in which they explain the context of the quotation, explain the quotation’s connection to our central research question, and give their response to the quotation.   When they have finished their essays, they will post them on their blogs and respond to at least two classmates’ response essays. **G1, G2, T2, E2, S1**  **Compare and Contrast Accounts of the U.S.-Dakota War of 1862:** Students will view an excerpt from the film, *The Dakota Conflict* to gain some information about the war. Then they will listen to two Minnesota Public Radio pieces produced this year for the 150th anniversary of the war: “Changes in Historical Accounts of the 1862 War,” which looks at the differences in perspectives among various written histories, and “Finding a Balanced View,” which examines the process the Minnesota Historical Society used to create their current exhibit on the war. **G3, T2, U1, U2, E2, E3, K1, K2, S1, S2**  **Evaluation of Dakota Experience Using U.N. Convention on Genocide:** Students will read and annotate “Punishment of the Sioux” and “Banishment from Minnesota,” chapters from a Minnesota Historical Society publication on the aftermath of the U.S.-Dakota War. They will also read the remainder of chapter 1 in *What Does Justice Look Like?*  by Waziyatawin. They will write about and discuss the way each of these texts establishes ethos. And they will use the U.N. Convention on the Prevention and Punishment of Genocide to determine whether what happened to the Dakota should be defined as genocide. **G1, G3, T2, U1, U2, E1, E2, E3, K1, K2, S1, S2**  **Response Essay #2:** Students will do a close reading of one of the texts for the unit so far by choosing one quotation that is no longer than five sentences.  They will write a 1-2 page response essay in which they explain the context of the quotation, explain the quotation’s connection to our central research question, and give their response to the quotation.   When they have finished their essays, they will post them on their blogs and respond to at least two classmates’ response essays. **G1, G2, T2, E2, S1**  **Consider Waziyatawin’s Arguments about Land Reparations:** In this section of the unit, students will read and respond in writing to chapters 2-4 of *What Does Justice Look Like?,* in which Waziyatawin makes her argument for truth-telling about Dakota genocide, for the dismantling of Fort Snelling, and for the return of much publicly held land in Minnesota to the Dakota. Students will write about her use of ethos, logos and pathos and participate in two shared inquiry discussions focused on whether or not they agree with her arguments. They will also create questions to use in the dialogue with the author. **G1, G3, T2, U2, E1, E3, K2, S1, S2**  **Dialogue with Waziyatawin:** Students will hear a presentation from Waziyatawin and have the opportunity to engage in dialogue with her about her book and her perspective on the history and current situation of the Dakota in relation to Minnesota. **G3, T2, U1, U2, E1, E2, K1, S1, S2**  **Consider the Context of and Opposition to Land Reparations for Native Americans:** Students will read and respond in writing to “Compensation, Reparations, & Restitution: Indian Property Claims in the U.S,” “Reparations for Native Americans are Counter-Productive,” and “Give it Back to the Indians?” They will discuss the impact of these texts on their own developing argument about reparations for the Dakota. **G1, G3, T2, U2, E1, E3, K2, S1, S2**  **Blog Posts on Additional Sources and Field Experiences:** At some point during the unit, students must complete the two assignments below. They will share their results on their blog at this point in the sequence of learning activities.  Additional Source There are many, many resources about the Dakota people, the history of Minnesota, reparations for various groups, the legal histories of treaties, etc.  We couldn’t include all of them in this unit.  So we are asking you to find and read one additional source beyond those that are required.  Think about the questions you still need to answer in order to decide how you feel about our central research question.  Throughout the unit, I will suggest ways you might find these sources, but this is your chance to go above and beyond what is required.  Once you have found an additional source, you need to do the following:   1. Read and annotate the source. 2. Write an explanatory summary of the source. 3. Write a response to the source--how has this source affected your thinking about our central research question.   Field Experience At some point between November 5 and November 30, you need to take yourself on a field trip outside of school that is related to our central research question.  Because this year marks the 150th anniversary of the U.S.-Dakota War, there are many relevant events going on in the Twin Cities, including art exhibits, history exhibits, and author readings.  We will be providing a list of possible events--many of them are free.  For your field experience, you need to do the following:   1. Record the title, time, date, and other relevant information in your reader’s/writer’s notebook. 2. Take notes during your field experience. 3. Write a reflection in which you describe and summarize the experience for those who weren’t there and consider how the experience adds to your understanding of our central research question. 4. Post your reflection as a blog post on the Ning by November 30.   **Dialogue with Daniel Spock, Director of the Minnesota History Center:** Throughout the unit, students will read and view accounts of Dakota history from multiple perspectives. Many of the non-Dakota accounts come from texts published by the Minnesota Historical Society. As one of the current leaders of MHS, Mr. Spock will speak about the history of the organization, about its effort to include Dakota voices in developing the current exhibit on the 150th anniversary of the U.S.-Dakota War, and about the controversy over Dakota artifacts still held by the MHS. Students will have the opportunity to engage in dialogue with Mr. Spock. **G3, T2, U1, U2, E1, E2, K1, S1, S2**  **Drafting, Writing, and Revising the Researched Argument Essay:** Students will consider all the sources they’ve encountered in the unit to make a decision about their own positions on the central research question, “What land reparations, if any, should the Dakota receive from Minnesota?” They will participate in a two-week writing process that includes drafting, peer review, response from the instructor, revision work, and publication of the essay online. **G2, T2, E1, K1, S2, S3**  **Cosmopolitanism as it Relates to Indigenous People:** Students will read and discuss Nussbaum’s article on cosmopolitanism and the U.N. Declaration on the Rights of Indigenous People. They will write responses to the readings and take part in a shared inquiry discussion based on the questions: Why might cosmopolitanism be a useful concept for thinking about the situations of indigenous peoples? and How does the U.N. declaration advance cosmopolitanism and relate to the situation of the Dakota? **G1, G3, T1, T2, U3, E4, E5, K3, K4, S1, S4**  **Research on an Indigenous Population:** Students will work in small groups to select and research the current situation of an indigenous population in a country outside the U.S. Some indigenous populations they might choose include the Mapuche in Chile, the Maya in Mexico and Guatemala, indigenous people in the Sarawak region of Malaysia, the Maori in New Zealand, the Oromo in Ethiopia, and the indigenous population of Namibia. **G1, G3, T1, T2, U3, U4, E4, E5, E6, K5, S1, S2**  **Presentations on Global Indigenous Populations and Land Reparations:** Student groups will present their research using a Prezi. Presentations should give the rest of the class an overview of the history and current situation of the indigenous population, compare and contrast that situation with that of the Dakota, and state a position on whether or not this indigenous population should receive land reform. **G1, G3, T1, T2, U3, U4, E4, E5, E6, K5, S1, S2** | | |