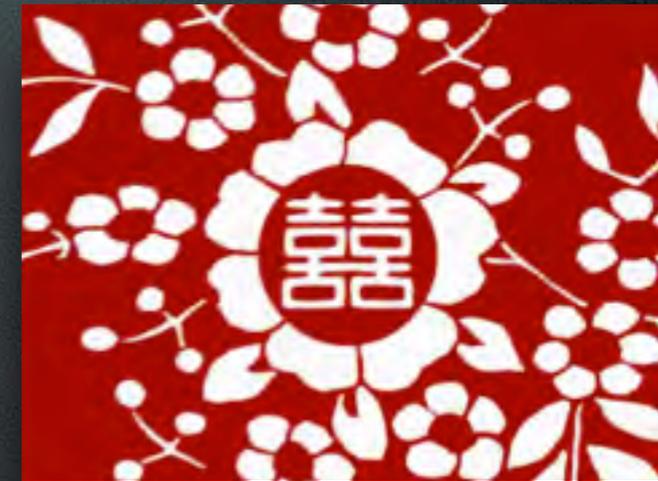
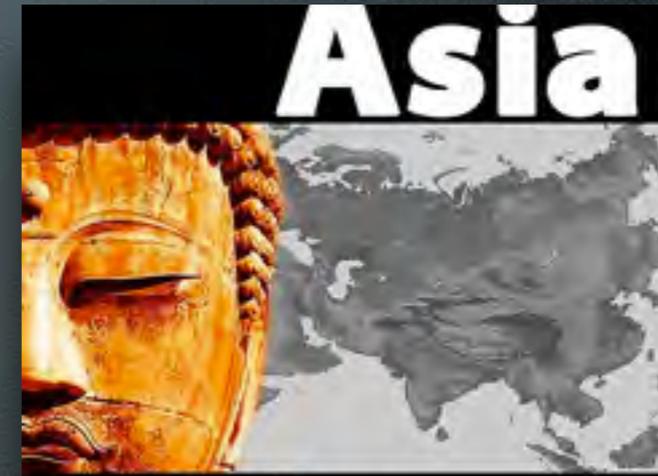


DO NOW: SET-UP YOUR TITLE PAGE



Theme #4: Part 1 Cultural Diversity

Unit #4: Cultural Diversity
Part 1



**Native American
Studies**



Response to the Do Now:

What I know about the Native Americans is...



DO NOW:

1. Add a sub-title page to your notebook, titled “Native American Studies.”
2. Next, write your response to this prompt on the title page, “Describe what you know about Native Americans.”

Theme 4 Vocabulous!

word

A word is a unit of language used to create meaning.



Synonym

The student used a vocabulary word that clearly expressed her idea about cultural diversity.

word

A word is a unit of language used to create meaning.



Synonym

The student used a vocabulary word that clearly expressed her idea about cultural diversity.

word

A word is a unit of language used to create meaning.



Synonym

The student used a vocabulary word that clearly expressed her idea about cultural diversity.

Give each word no less than 1/3 of the page space. In that space, do the following for each word or phrase.

1. Write the word or phrase.
2. Write its definition.
3. Use it in a sentence.
4. List 1 or more synonyms.
5. Draw a picture that represents the word or phrase

Native American Studies

Station Directions



DRAW



ATTENTION!!!

Imagine that aliens have come to earth to destroy all our knowledge. It's your job to preserve something important about the Native American experience.

1. What do you think is the most important thing to know about the Native American experience, and why?
2. Use the timeline and the resources provided, to create an individual or collaborative drawing that explains your answer to the question above.
3. Write a short explanation of how your drawing answers the station question.

Read



ATTENTION!!!

Choose at least 3 events from the timeline to write about.

1. Who and what are the people, places, things, and events listed on the timeline?
2. Use the timeline and the resources provided to read and research.
3. If you are having trouble reading some of the grade level texts, you may read Achieve articles about Native Americans.
4. Take Cornell notes as you read. Use the timeline to guide your notes.

Write



ATTENTION!!!

Choose a style that you will write in. Narrative, explanatory, argumentative, chronological, etc...

1. If Europeans had never come to the Americas, what would America look like today?
2. Use the timeline and the resources provided on the table and in the digital agenda.
3. Imagine America without the influence of Spanish, English, French, or other Europeans.
4. INCLUDE economic, social, political, AND geographic possibilities into your scenes.

Map



ATTENTION!!!

You can add to the map or erase and start fresh.

1. Create a detailed and CLEAR map on the big map!
2. Use all the timeline and the resources provided to create a detailed map of the changes to Native American land, culture, economies, and societies, as Europeans gradually took over North America.
3. You may search for additional maps online to supplement what I have given you to use.

Discuss



ATTENTION!!!

You may change the question, if you like. **JUST**, Check with me first.

1. Were Europeans justified in taking the Americas from the Native Americans? In other words, did they have good reasons?
2. Use all the timeline and the resources provided to record a debate or discussion about the question above.
3. Designate someone to **RECORD** your conversation and create a quick-podcast or video that you will upload to Youtube, Google Drive, or place on my flash-drive.

Act-it-out



Be very mindful and respectful!

These events are about real people and their cultures.

1. Choose 1 to 3 events from the timeline.
2. With your mature and respectful 8th grade behavior, act out those events.
3. Introduce each event at the beginning of each act.
4. Upload to Youtube :) & send me the link, or upload to the Google Drive student work folder, or if you're using a computer, download it to one of my flash-drives.

**Celebrate
your
knowledge**

Click the Edmodo
quiz link in the Do
Now section of the
Digital Agenda.





DO NOW

Tape or Glue

...the project

organizer and

Rubric into your

notebook.

Project Organizer

****Write everything in your notebook****

Media: the means of mass communication (reaching a large audience), especially television, radio, newspapers, and the Internet.

1. What will you make?

My team/I will make... by integrating...

RESEARCH:

2. Describe how your tribe use to live:

Economy, Technology, Religious beliefs, Trading patterns, other..

3. Describe, in detail, what you are doing for or adding to the project:

Informational Media Project: RUBRIC

How did American territorial expansion affect Native American groups?

OBJECTIVE: I can integrate visual and textual information about a Native American tribe into an informational media project that will teach others about the effects of American territorial expansion on that tribe.

STANDARDS: [See the Digital agenda for week 11/16/15](#)

4 Above Grade Level: Project is high quality, organized, logical, and accurate. Scholars thoughtfully explain the purpose of their project.

Scholars provide a very detailed account of their tribes early history, culture, and territorial origins, before explaining how they were affected by American territorial expansion.

Scholars use 3 or more examples of American territorial expansion from their reading packet, or other resources, and explain how their Native American tribe was affected by those examples.

Scholars thoughtfully evaluate or judge American territorial expansion, use evidence from their research to support their evaluation, and include a counterclaim that challenges their evaluation.

3 At Grade Level: Project is good quality, organized, logical, and accurate. Scholars explain the purpose of their project.

Scholars provide a detailed account of their tribes early history, culture, and territorial origins, before explaining how they were affected by American territorial expansion.

Scholars use at least 2 examples of American territorial expansion from their reading packet, or other resources, and explain how their Native American tribe was affected by those examples.

Scholars evaluate or judge American territorial expansion, and use evidence from their research to support their evaluation.

2 Near Grade Level: Project is adequate quality, mostly organized, fairly logical, and accurate. Scholars mention the purpose of their project.

Scholars list their tribes early history, culture, and territorial origins, before explaining how they were affected by American territorial expansion.

Scholars use at least 1 example of American territorial expansion from their reading packet, or other resources, and explain how their Native American tribe was affected by that example.

Scholars explain American territorial expansion, using evidence from their research to support their explanation.

1 Below Grade Level: ALL of Level 2 is not achieved.

Project Based Learning

How did American territorial expansion affect Native American groups?



Purpose: Teach others



Can we use it or make it better?

What is it used for?

What is media?

Native American Studies

Media Project Directions

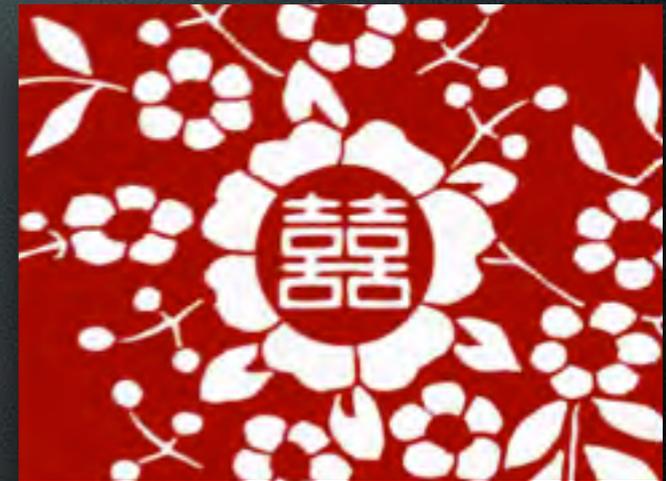


Make Media Meaningful



How did American territorial expansion affect Native American groups?

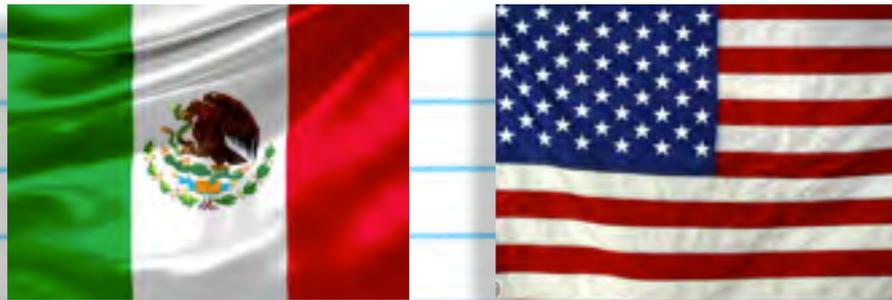
1. **Choose** a Native American Culture for your focus.
2. **Research:** Categorize past and/or present aspects of their culture, use page 2 from the packet as a guide.
 - a) **Decide** how you will integrate visuals and texts into your informative media piece.
 - b) **Describe** in detail each team member's job.
3. **Purpose:** Teach others how American territorial expansion affected your Native American Tribe.
4. **Create** your media piece.



Theme #4: Part 2

Cultural Diversity

Unit #4: Cultural Diversity
Part 2



**Mexican American
Studies**



Response to the Do Now:

What I know about the
Mexican American culture is...

DO NOW:



1. Add a sub-title page to your notebook, titled “Mexican American Studies.”
2. Next, write your response to this prompt on the title page, “Describe what you know about Mexican American culture.”

título de la estacion: _____
(Station title)

título de la estacion: _____
(Station title)

!Instructions!

**Everything you do
at the stations
needs to be taped,
glued, written,
drawn, etc... into
your notebook :)**

Thank you!

título de la estacion: _____
(Station title)

Mexican American
Studies

Station Directions





DRAW TO LEARN

independent

1. Before you begin, understand what this guiding question is asking you: “What where Mexican settlements like in the 1800s?”
2. **Use** your standards packet for this station.
3. **Read** each summary on the worksheet about Mexican Settlements.
4. **Choose** 3 to 4 of the summaries that you think give the best **AND** most significant explanations of Mexican settlements.
5. **Draw** pictures for each summary you chose **AND** write a one sentence, informative explanation for each of your pictures.



READ TO LEARN

independent

1. Before you begin, understand what this guiding question is asking you: “What were the effects of Texan independence and the Mexican American war on the lives of Americans and Mexican Americans today?”
2. **Use** your standards packet **AND** additional readings provided in your textbook and Learntci.com for this station.
3. **Read** and take Cornell notes, the notes you take should help you answer the guiding question.
4. **Finish**, write an answer to the guiding question at the bottom of your notes. Use evidence, in other words, historical facts :)



MAP TO LEARN

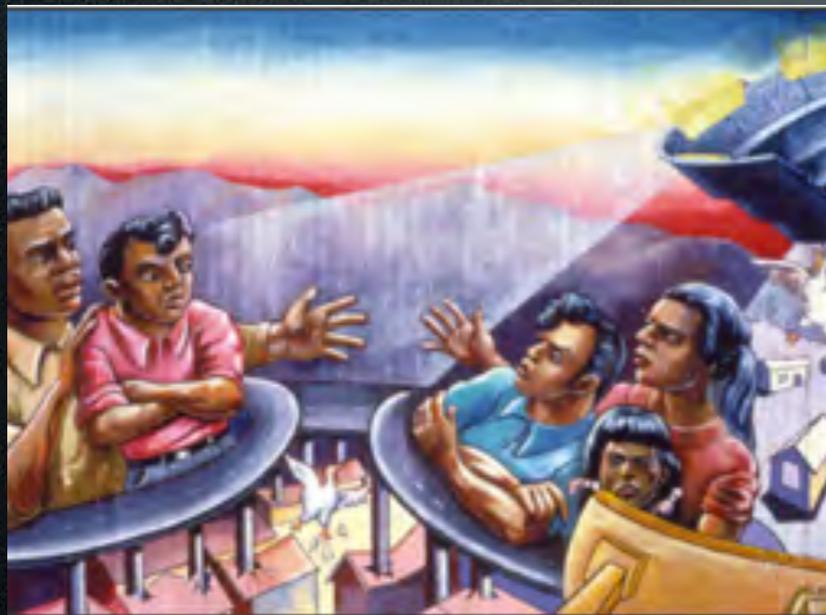
collaborative

1. Before you begin, understand what this guiding question is asking you: **“How did United States territorial expansion affect Mexican territorial claims?”**
2. **Use** your standards packet **AND** additional resources provided for this station.
3. **Map** the changing boundaries of the United States and how it affected Mexican land claims.
4. **Finish**, write an answer to the guiding question in your notebook. Take a picture of the map, print it out, and glue it into your notebook.



DISCUSS TO LEARN collaborative

1. Before you begin, understand what this guiding question is asking you: “If Mexico had kept the southwest territories, Texas and California included, would slavery have ended before 1865?”
2. **Use** your standards packet **AND** additional resources provided for this station.
3. **Discuss** use evidence. **Record** your discussion and upload it to the flash drive I’ve provided.
>> **Title the file** with your period and group member names.
4. **Finish**, in your notebook, write a CERS paragraph response to the guiding question.



ACT-IT-OUT TO LEARN collaborative

1. Before you begin, understand what this guiding question is asking you: **“How has Mexicano culture helped shape America?”**
2. **Use Learntci.com**, Chapter 17 - Sections 1-10.
3. **Choose** at least 2 of the cultural contributions explained in the Chapter sections, and act them out!
4. Be respectful, at all times.
5. **Finish**, in your notebook, write an answer to the guiding question. Write in complete sentences, in a 6-8 sentence paragraph.

Go to the digital
agenda and click on
the

Exit Ticket

link.

**Celebrate
your
knowledge**

Click the Edmodo
quiz link in the Do
Now section of the
Digital Agenda.

