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| **Unit 3 – Native Americans 1865-1992** | **Road Map - Year 13 ‘Native Americans*’*** |
| In this unit you will have the opportunity to study the struggle for Native Americans to improve their lives and their quest for self-determination. You will judge how far the position of Native Americans improved. The aims are as follows:**LG1**: Knowledge**LG2**: Application**LG3**: Skills | Assessments | Grades |
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| **Themes** | **Learning Goals/Outcomes/Content** |  |  |  |
| 1) How was the way of life of Native Americans under threat by 1865? | LG1: to know the ways in which the Native Americans way of life had been under threat by 1865LG2: to apply this knowledge to reach a judgement about how far the way of life of Native Americans had been destroyed by 1865LG3: causation, change over time, importance |  |  |  |
| 2) What was the position of Native Americans before the First World War? | LG1: to gain a knowledge of what happened to the Native Americans between 1865 and the outbreak of warLG2: to apply this knowledge and judge how far the position of Native Americans had changedLG3: change over time, importance |  |  |  |
| 3) How significant was the Dawes Act in the efforts of the federal government to assimilate the Native Americans? | LG1: to gain a knowledge of the Dawes Act LG2: to apply this knowledge and make a judgement about the impact of the Dawes Act upon the way of life of the Native AmericansLG3: change over time, importance |  |  |  |
| 4) WW1 to the end of WW2: Was the New Deal a turning point for Native American’s? |  LG1: to gain a knowledge of the period of the New Deal and what change for Native AmericansLG2: to apply this knowledge and judge the impact upon the development of Native American civil rightsLG3: change over time, importance |  |  |  |
| 5) How far did the position of Native Americans improve after WW2? | LG1: to gain a knowledge of how the position of Native Americans changed after WW2LG2: to apply this knowledge to make a judgement about how much the position of Native Americans improved after WW2LG3: change over time, importance |  |  |  |
| 6) What was the attitude of the Federal Government towards Native Americans at the start of the period? | LG1: to gain a knowledge of the attitude and actions of the federal government at the start of the periodLG2: to apply this knowledge to make a judgment about the overall position of the Native Americans at the start of the periodLG3: change over time, importance |  |  |  |
| 7) How did the policies implemented by the federal government try to assimilate the Native Americans? | LG1: to gain a knowledge of the policies implemented by the federal government concerning the Native American way of lifeLG2: to apply this knowledge and judge how for these policies achieved their aim of assimilationLG3: change over time, importance |  |  |  |
| 8) How important were the actions of the presidents in the advancement of the rights of Native Americans? | LG1: to gain a knowledge of the actions of the presidents LG2: to apply this knowledge and judge how important the actions of the presidents were to the advancement of NA’s rightsLG3: change over time, importance |  |  |  |
| 9) How did Supreme Court action during westward expansion limit the rights of Native Americans? | LG1: to gain a knowledge of the action of the Supreme Court during westward expansionLG2: to apply this knowledge to make a judgement about how far their actions limited the rights of Native American’s rightsLG3: change over time, importance |  |  |  |
| 10) How important was the Supreme Court in the advancement of the rights of Native American’s in the 1970’s and 1980’s? | LG1: to gain a knowledge of the actions of the Supreme Court towards the Native American’s in the 1970’s and 1980’sLG2: to apply this knowledge and make a judgement about the importance of the Supreme Court in the development of the Native American’s rightsLG3: change over time, importance |  |  |  |
| 11) To what extent were Native Americans responsible for the improvements in their rights? | LG1: to gain a knowledge of the causes of division at the start of the time period and why there was more unity towards the endLG2: to apply this knowledge and make a judgement about the most important reason the Native American’s position improved and judge how far they achieved self-determinationLG3: change over time, causation, importance |  |  |  |
| 12) What was the significance of the siege of Alcatraz in the development of Native American rights?  | LG1: to gain a knowledge the event and consequences of the siege of Alcatraz LG2: to apply this knowledge and judge how significant the siege of Alcatraz was for the development of Native American rightsLG3: change over time, importance, consequence |  |  |  |

**Links:**

This topic makes up part of the Civil Rights in the USA 1865-1992 unit and looks at the struggle for Native American rights throughout this period. It will look at a number of key factors that impacted upon the struggle and a judgement will need to be made about how far there was an improvement. Key history skills such as consideration of the importance of factors in bringing about change and a judgement about overall change over time will be assessed in this topic