

Native American Reform LTA

Ms. McLean
U.S. History
Spring 2018

For the past several weeks we have been researching the challenges that Native American societies faced once they came into contact with the Europeans. As we know, their way of life has been altered dramatically due to laws, unfair treatment, and mass epidemics that spread through North America. Your task today is explain your theory for how the Native American societies were able to be overpowered by European society through creating a research paper or a keynote.

Learning Target: *Students understand how society and current events evolved through transformations and reform.*

Task:

- Explain your theory for how Europeans were able to overpower the Native Americans after contact and throughout U.S. History using examples and details from specific tribes as well as all 3 time periods discussed in class (pre-contact, post-contact, today).
- Details and examples should support your theory making your paper/presentation stronger.

Expectations

- Your paper/presentation uses details about Native American societies from before contact, during their first interactions with Europeans, and after the establishment of the United States.
- Your work is presented in the form of a research paper or a keynote.
- All sources you use should be cited.

Teacher Comments: _____

Number Grade: _____/100

Rubric

Criteria	1	2	3	4
Thesis	Student does not include a thesis or the thesis is not clear.	Student includes a thesis which partially describes their theory for how the Europeans were able to overpower the Native Americans.	Student includes a thesis which describes their theory for how the Europeans were able to overpower the Native Americans.	Student includes a strong thesis which describes their theory for how the Europeans were able to overpower the Native Americans. Thesis is clear, straight to the point, and reasonable to support within the parameters of the project.
Supporting Evidence	Student does not seem to use main points as supporting evidence for their thesis.	Student uses 2 main points as supporting evidence for their thesis and/or their main points are not clearly connected to their thesis. Supporting evidence is only used from 2 or fewer time periods discussed.	Student uses at least 3 main points as clear supporting evidence for their thesis. Supporting evidence from all 3 time periods discussed in class (pre-contact, contact, and up to today.)	Student uses at least 3 main points as supporting evidence for their thesis. These main points clearly prove the point of the thesis as well as explain how Native society has changed overtime.
Details	Student does not use details to support their main points.	Student uses at least 2 details per main point to give their paper depth and clarity.	Student uses at least 3 details per main point to give their paper depth and clarity.	Student uses at least 3 details per main point to give their paper depth and clarity. The details are strong, clearly back up their supporting evidence, and tie nicely with the overall thesis of the paper.
Format	Student work is not presented in any of the approved formats.		Student work is presented in the form of: -a research paper -a keynote presentation	