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| **Unit 3 – Interpretations – Native Americans 1865-1992** | **Road Map - Year 13 ‘Interpretations – Native Americans’** |
| In this unit you will have the opportunity to study different historical interpretations on Native Americans. You will judge the accuracy and validity of differing interpretations:**LG1**: Knowledge**LG2**: Application**LG3**: Skills | Assessments | Grades |
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| **Themes** | **Learning Goals/Outcomes/Content** |  |  |  |
| 1) Key Debate 1: To what extent did the Native Americans benefit from the Gilded Age? | LG1: to know the arguments surrounding both sides of the debate about how the Gilded Age benefitted Native AmericansLG2: to apply this knowledge to historical interpretations and evaluate how convincing they areLG3: interpretation |  |  |  |
| 2) Key Debate 2: Did the New Deal improve the position of Native Americans? | LG1: to gain a knowledge of both sides of the debate surrounding the New Deal being a period of improvement for Native Americans LG2: to apply this knowledge to historical interpretations and evaluate how convincing they areLG3: interpretation |  |  |  |
| 3) Key Debate 3: To what extent did the Black Power movement influence Native American protest? | LG1: to gain a knowledge of both sides of the debate over the improvement of the position of Native Americans due to the Black Power movementLG2: to apply this knowledge to historical interpretations and evaluate how convincing they areLG3: interpretation |  |  |  |

**Links:**

This topic makes up part of the Civil Rights in the USA 1865-1992 unit and looks at differing historical interpretations on the struggle for Native Americans throughout this period. It will look at a number of differing historical interpretations on three key debates across the period. Key history skills such as evaluating the accuracy and validity of historical interpretations will be assessed in this topic.