Unit Plan : Trading Posts Teacher Name:

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| Best Practices | |  | Essential Question(s) | | DOK | | Unit Objectives | | Key Standards being addressed |
| Assessment Types  *Formative:*  Individual or group research project on student selected topic.  Oral report on research project.  Study Guide from Summers Trade or other literature.  Study Guide from Desert Woman or other literature.  Diorama of event in story.  Personal experience narrative when you wanted to buy something. What did you do?  Dine narrative from interview notes.  Venn diagram comparing characters in a story.  Use a variety of historical maps to calculate distances between trading posts places you know.  Time line of the history of Trading Post and Dine Shopping Centers and convenience stores using a variety of sources.  Solve consumer math problems with both historical and current price lists.  Use oral dine language to reenact a visit to the trading post in historical times. Include the use of money.  Describe a historical event using multiple resources.  Business plan for future community store. | | | How does the point of view influence how the story is told?  Why do readers quote from what they read?  How do interactions and relationships in historical text help me understand how, what and why something happen?  How does the point of view influence how the event is told?  How can I learn more about a topic by completing a research of a topic?  What can we discover by exploring the history of the Indian trading post?  How did the trading post bring changes to the rural communities of the Navajo people?  What role did the trading post play in the economic development of Navajo communities?  What is the relationship between the trading post and the current business in our community? | | 2, 3  2,3  1,2,3  1,2,3  1,2,3  1,2,3,4,  1,2,3  1,2,3  1,2,  1,2,3,4  1,2,3,4, | | Compare and contrast two or more characters in a story drawing on specific details of the text.   * Identify characters in a story * Identify character traits * Identify how characters interpret events * Compare characters * Contrast characters   Describe how a speaker’s point of view influences how events are described.   * Identify speakers point of view. * Provide text based evidence on how speaker describes the events * Describe how the speaker’s point of view influences descriptions.   Quote accurately from a text when explaining what the text says.   * Cite evidence * Cite source * Draw inferences based on text.   Explain the relationships and interactions between two or more individuals, events or concepts in a historical text based on specific information in the text.   * Identify two or more individuals * Identify two or more events * Identify tow or more concepts * Explain the relationships between individuals, events or concepts in a historical text. * Use specific information to support the relationship between individual, ideas and context.   Determine the meaning of general and academic and domain specific words and phrases in a text relevant to history and economics of Dine communities.   * Identify words in text * Use strategies to determine meaning of words.   Conduct a short research project.   * Ask research questions * Identify research sources * Interpret information derived from various sources. * Conduct short research project * Conduct interviews to inform research questions.   Present a report on a topic sequencing ideas logically, and using appropriate facts and relevant descriptive details to support main ideas or themes, speak clearly at an understandable pace.   * Clearly identify topic and main ideas * Speak clearly * Sequence ideas logically * Support main ideas with details   *I will develop my cultural knowledge to build self worth.*   * Identify my families values   *I will explain the Dine historical timeline.*   * *Identify major events in my community* * *Identify major events in Navajo Reservation* * *Identify major events the Untied States* * *Explain historical events*   *I will retell Dine oral narratives.*   * Collect dine oral narratives * Retell dine oral narratives   *I will demonstrate respect and value of my immediate family.*   * *Identify roles that you have as a family member* * *Identify responsibility that you have as a family member.* * *Demonstrate responsibilities to your family*   *I will practice life skills from my relatives.*   * Identify life and survival skills:   Mental, physical, emotional and spiritual | | 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how the characters interact.)  5.RL.6 Describe how a narrator or speaker’s point of view influences how events are described.  5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5RI.3 Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.  5RI. 4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.  5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in point of view they represent?  5.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  5.SL.4 Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes, speak clearly at an understandable pace.  *Dine Culture: Concept 1: PO1. I will develop my cultural knowledge to build self worth.*  *Dine History: Concept 1: PO 3. I will explain the Dine historical timeline.*  *PO 4. I will retell Dine oral narratives.*  *Dine Character Building:*  *Concept 1.PO2: I will demonstrate respect and value of my immediate family.*  *Concept 4. PO4: I will practice life skills from my relatives.* |
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| Critical Vocabulary | | | | | | | | | |
| Accurate  Appropriate  sales  whole  cost  sell  clerk  merchandise  merchants | Narrative  Analyze  Chronological  span  period  primary resource  secondary resource  time line  span  historical context  point of view  values | | | Weaving  Cattle  livestock  tokens  wealth  jewelry | | Interest  Profit  Loan  Retail  Debt  Bargain  accounts  Consumer  product  Coupons  pawn | | Dine Language  Place names  Names of money/ colors of coins.  Buying and selling in Dine language.  Verbs, objects, handling stems. | |
| Suggested Topics of study | | | | | | | | | |
| Weaving  Livestock  Cattle  Sheep  Churo sheep  Jewelry | | | | Economic development  Business Plans  Loans  Self sufficiency | | | | Social Events  Seasonal events | |
| Resources | | | | | | | | | |
| In print   |  | | --- | | Davis,C (2014)Images of America: Arizona's Historic Trading Posts. Charleston, SC: Arcadia Publishing | | Trotter, D. (2007) *A Summer's Trade. Shiigo Na iini.* Flagstaff, AZ: Salina Bookshelf | | Wetherhill, Hilda Faunce (1981, 1932) *Desert Wife*. Lincoln, N: University of Nebraska Press. (also available on Kindle) | | Yazzie,E & Speas,M (2007) *Dine Bizaad Binahoo'ah. Rediscovering Navajo Language.* Flagstaff, AZ: Salina Bookshelf.  **On line**   |  | | --- | | Hubbell Trading Post NHS. File://CI/Web/JUTR/adhi/adhi0c.htm. Accessed 4/24/2015 | | Kelly,K & Francis,H (2014) *Dine Traders List and Biographical Information.* Gallup, NM. www.**navajotrad**ingposts.info/**Dinetraders**.doc.  Accessed 3/27/2015 | | McPherson, R. *Trading Post: Utah History Encyclopedia.* Http://www.uen.org/utah\_history\_rncyclopedia/t/Trading\_Posts.html. Accessed 3/27/2015 | | Navajo History Timeline. Http://ww.lapahie.com/Timeline. Accessed 3/27/2015 | | Navajo Trading Post Relations. Santa Fe, NM: School for Advanced Research. Https://sarweb.org/?montoya exhibit navajo trading post relations.  Accessed 3/27/15 | | Nicoletti,D. *High School Government , Economics, and United States History Lesson on Navajo Traders after WWII*.  Http://library.nau/speccoll/exhibits/traders/navajopostww2.html. Accessed 3/27/2015 | | *Voices from the Trading Post*. (2000) Flagstaff, AZ:Cline Library Special Collections, Northern Arizona University, Flagstaff, Arizona.  Onlinehttp://library.nau/edu/specoll/exhibits/traders/index.htms. Accessed 4/20/2015 . ( also printed books and CD Rom available) |   Pearson Education. Classroom Trading Post:// Http www.teachervision.fen.com. Accessed 3/27/2015 | | | | | | | | | | |