



MCIEA Task: The Untold Story

Course/subject/grade level: 4th Grade History and Literacy

Context/prerequisite skills: Students should have an introductory knowledge about conducting research (unless teacher includes research skills as part of the unit), basic comfort with computer and internet.

Performance Assessment Quality Criteria

High-quality performance tasks should:

- Align to high-leverage learning goals (competencies, learning targets, standards, transferable skills, etc)
- Be open ended and relevant to the real world
- Require application and transfer using higher-order thinking
- Be fair and culturally responsive
- Outline clear criteria for success in a rubric
- Result in original products, performances, or solutions

Learning Goals

What is being assessed in this task? This includes competencies, standards, learning targets, transferable skills, etc. Remember - application and transfer of high-leverage skills are a hallmark of performance assessments.

Standards

- **Social Studies, Topic 4 The expansion of the United States over time and its regions today, The Northeast, #20:** Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans).
- **Writing W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **Speaking & Listening SL2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Habits & Dispositions (informally assessed, but central to completion of the task):

- Collaboration + teamwork
- Global + cultural awareness



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Original task created by Chinelle Andrews, Ruth Evans, & Erica Pastor.

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Task Summary

Describe the essence of the task. What authentic role is the student taking? Who is the audience? What is the problem they are trying to solve?

Students will take on the role of textbook authors, who are writing a more holistic history of Native Americans. Students will conduct research on Native Americans tribes in the New England region to learn about how they adapted to environments and the impact of that today.

After gathering and organizing research, students will be asked to write a section of a history textbook explaining how Native Americans contributed to the culture of their region and how their contributions are still impactful today.

For the final component, students will prepare a presentation for their peers. Options include, not limited to, a diorama, news report or slideshow showing explaining the impact of their Native American tribe's adaptations. The question to guide this section of the task is: How have the contributions of Native Americans shaped our society today?

Each student will be expected to write their own written piece but they are allowed to collaborate during the research and presentation aspects of the project.

Essential Questions

What challenging and open-ended questions are students exploring in this task? How does this assessment engage students in tackling the essential question?

- How did Native Americans use resources to survive?
- What are the practices and tools of Native Americans that continue to influence our lives today?



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Quality Output	Quality Process
<p><i>What original product or solution will students produce as a result of this task? Describe what a quality output looks like, sounds like, feels like.</i></p> <p>A quality chapter will include clear, organized writing that shows a knowledge of capitalization, text features, etc. Students should include:</p> <ul style="list-style-type: none"> ● Information about the tribe before the arrival of settlers ● A major contribution of the tribe ● Information about the tribe's relationships/interactions with various groups (other tribes, settlers, indentured servants, enslaved people) ● A sense of the tribe today ● An image that connects to their ideas (either a tool, a modern picture) 	<p><i>Without being overly prescriptive, what will students actually do as they complete this task? Describe the flexible quality process learners will engage in to produce the output.</i></p> <p>Step 1: Introduction + selection of tribe Step 2: Research (teacher should provide some resources to help them start, or plan a trip to the library to further develop library skills) Step 3: Pre-writing (organizing notes into a cohesive idea) Step 4: Drafting Step 5: Peer revision groups (number of days will depend on size of peer revision groups) Step 6: Final Draft Writing Step 7: Presentation Design Step 8: Presentations/Research Symposium</p>

Resources/Materials
<p><i>What do all students need to have access to in order to complete the task?</i></p> <p>Information about tribes that provides a more complete story:</p> <ul style="list-style-type: none"> ● Mohegan: https://www.mohegan.nsn.us/explore/heritage/our-stories ● Russell M. Peters, <i>Clambake: A Wampanoag Traditional (We Are Still Here)</i> ● Simon J Ortiz, <i>The People Shall Continue</i> ● Indigenous Peoples' Literature: http://indians.org/indigenous-peoples-literature.html <p>Additional resources can be found here.</p>

Possible Accommodations
<p><i>Understanding that accommodations will always need to be adapted for student's individual needs, what are some accommodations that may be provided for this task?</i></p> <ul style="list-style-type: none"> ● Read & Write Google (for those using Google Classroom) ● Graphic Organizers/note catchers ● Visual/ Audio (digital supports)



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The Untold Story Student Directions

We have the opportunity to rewrite history! Our class is a team of historians who have been approached by a publishing company to write a textbook that tells a more complete story of Native American tribes in New England and how their contributions have made a lasting impact on our society.

As a historian it is important to remember that textbooks often give inaccurate information or leave out important details. We are hoping to give a more complete story of what the lives of Native Americans tribes in New England.

In order to develop a more complete history, we will (a) complete research on a local tribe, (b) write a chapter about the tribe including at least one picture, and (c) present the major ideas of our chapters during a class research symposium!

Part 1: Research

1. Select a tribe
2. Use a note-catcher to organize your thoughts about the tribe. Make sure that you find information about the following topics:
 - a. What was life like before Europeans arrived?
 - b. How did the Native American tribe use resources to survive in New England?
 - c. What was one of their contributions to the region, and how is this contribution still a part of New England or US culture today?
 - d. What were your tribe's relationships/interactions like with other groups of people (this may include other tribes, colonists, indentured servants, and enslaved people)?
 - e. What is life like for the tribe today?

Part 2: Chapter Writing

1. **Pre-writing:** Use your notes and research to develop an organization of ideas for your writing. You may use an outline, create a graphic organizer, or use any other tools you have to develop and organize your ideas.
2. **Drafting:** Use your notes and pre-writing materials to write multiple well-organized paragraphs that answer the questions you explored during your research.
3. **Revising + Editing:** You will work with a peer revision group to make sure that your writing is clear and well-organized. You will provide each other with feedback about both the strengths of your writing, and ways you can improve.
4. **Final Draft:** Take your revision and editing notes, and write a final draft of your chapter. You should include at least one picture/image as a part of your chapter.

Part 3: Presentation

The final step is for us to share our new learning and ideas about Native Americans as part of a research community. As a historian you will present a more complete history of the tribe, including addressing the questions you researched.

You may present your information in a creative ways. Some ideas include:

- Diorama
- Song
- Slideshow
- You may also talk with me about other ways to share your ideas



The Untold Story Rubric

	Exceeds	Meets	Not Yet
<p>SS Concept: Cultural Contributions of Diverse Groups Topic 4 The expansion of the United States over time and its regions today, The Northeast, #20: Describe the diverse cultural nature of the region, including contributions of Native Peoples</p>	I can explain why there is a need to describe the cultural contributions of certain groups.	I can describe how a group contributed to the development of the culture in the region.	I still need to work on:
<p>Writing Informative Texts Writing W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	I can produce writing with a clear focus and a logical flow that informs my audience about a new topic or idea.	I can produce writing that informs my audience about a new topic or idea in a clear way.	I still need to work on:
<p>Paraphrasing Speaking & Listening SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	I can summarize information from diverse sources (text or media) in my own words.	I can explain information from diverse sources (text or media) in my own words.	I still need to work on:



MCIEA Rubric Guiding Principles

The following outlines the MCIEA way of thinking about rubric design. While MCIEA shared rubrics will generally be designed with the following principles in mind, you may decide to design your locally developed rubrics in a different way. We share the following details to both guide you in understanding the format and coherence behind MCIEA shared rubrics as well as to share our current understanding of best practices for the design of high-quality rubrics.

- **Task Neutral** - MCIEA rubrics will be aligned to learning goals (competencies, standards, high-leverage skills, learning targets), rather than aligned to the task. This means that the items that go into the leftmost column are a description of what you want students to understand and be able to do, rather than a description of different elements of the task. Rubrics designed in alignment to tasks tend to read like student directions, rather than a tool for assessment and feedback. Anything you want students to do can be added to student directions as a checklist. Further, task neutral rubrics can be used across multiple tasks, meaning that teachers are not designing rubrics every time they create a new task and, more importantly, students develop metacognition around the idea that they are building a consistent set of high-leverage skills and understandings across multiple learning experiences.
- **Selection of Learning Goals** - These are important considerations when selecting items for the leftmost column. The principles below may lead teachers to combine groups of smaller standards (sometimes called power standards).
 - **Appropriate Type** - Rubrics are the opportunity to highlight the most high-leverage learning goals. The goals should be important enough to be built over time and applied/transferred to new contexts.
 - **Appropriate Number** - Brain science tells us that students can reasonably focus on between 2-5 high-leverage learning targets at a time. Said another way, just because an assessment can assess something, doesn't mean it has to.
 - **Grain Size** - Also known as the "Goldilocks Principle", learning goals should not be so broad that students have little information on what they are trying to do, but should not be so narrow that they form a checklist. Additionally, items should all be of a similar grain size, so that you avoid having something as important as critical thinking take up as much space (in student's minds) as something like neatness.
- **Performance Levels** - Our rubrics are designed with 3 performance levels (Exceeds, Meets, Not Yet). We place them in that order from left-to-right to put the highest performance level in student's view first. The following list is in the order which we suggest you develop rubrics. We find that many bad practices develop when performance levels are designed to produce scores consistent with traditional grading systems.
 - **Meets** - The student has satisfactorily demonstrated that they are on level in this learning goal.
 - **Exceeds** - There are many ways to approach the development of this category, the important consideration is that you decide on a coherent system for developing your exceeds category and apply it consistently. For MCIEA, we tend to look at the deepening of the skill or understanding in the following grade level and design our exceeds category from there.
 - **Not Yet** - We do not include an approaching category as teachers tend to spend undue time agonizing over what this level means, often only to find that it wasn't very meaningful when they get student work back. Rather we invite teachers to leave space in the Not Yet category for written feedback. As a rule, when the performance level increases, the skill or understanding gets more nuanced, rather than there just being more of the previous level. We avoid entirely the language of *never*, *sometimes*, *all the time*.

Untold Story: Resource List

Native Groups

- <http://www.native-languages.org/massachusetts.htm>
- Website is the Massachusetts State Facts section, part of an educational project designed to provide information about indigenous people in different U.S. states. Follow the links to the right of the tribal map for more information about the language, culture and history of each Massachusetts tribe, or scroll below the map for Massachusetts Indian activities including a wordsearch, fact sheets, and words from the Native American languages of Massachusetts.

Native Tech

- <http://www.nativetech.org/>
- Website hosted by NativeWeb to inform the public on indigenous cultures and issues, specifically on the technology created by native groups.

Wampanoag

- Website: http://www.bigorrin.org/wampanoag_kids.htm
- Thanks-taking Lessons
 - <https://www.tolerance.org/magazine/teaching-thanksgiving-in-a-socially-responsible-way>
- Article on the Wampanoag
 - <https://plimoth.org/learn/just-kids/homework-help/who-are-wampanoag>
- Book
 - <https://www.amazon.com/Clambake-Wampanoag-Tradition-Still-Here/dp/0822596210>

Mohegan

- Website: http://www.bigorrin.org/mohegan_kids.htm
- Website: <https://www.mohegan.nsn.us/explore/heritage/our-history>
- Website: <https://www.britannica.com/topic/Mohegan>

Nipmuc

- Website: http://www.bigorrin.org/nipmuc_kids.htm
- Website: <https://www.nipmuck.org/history.html>

Pequot

- Website: <https://www.mptn-nsn.gov/default.aspx>