

<p>2. My students still know —.that quantifiable and qualifiable data is valuable and necessary in defending ideas.</p> <p>They are still able to — make a case using facts demonstrated to be true explaining how alterations in the environment influence people.</p> <p>They still find value in —data, truth, and fact over opinion.</p>	<p><u>Apply DOK 4</u> Illustrate how multiple themes (historical, geographic, social) may be interrelated within a text or topic</p> <p><u>Analyze DOK 4</u> Analyze multiple sources of evidence across time periods, themes, issues</p>	<p>Find three resources that define collaboration/ partnership.</p>	<p>Define what partnership/ collaboration is within the context of The Three Sisters. Graph their interactions.</p>	<p>Rewrite the ending of The Three Sisters if Chief Handsome Lake passed on. What happens to the three sisters and what impact does that have on humanity?</p> <p>Illustrate how multiple themes (historical, geographic, social) may be interrelated within a text or topic</p> <p>Students are exploring the interconnectedness among the 5 events on their timeline described in DOK column 4.</p>	<p>Students get a timeline beginning with the military assault of the Iroquois and ending with contemporary farming practices. They choose & analyze 3 other credible sources.</p>
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<p>3. My students still know —that making claims through evidential observations to show environmental changes and how it affects world inhabitants.</p> <p>They are still able to debate using evidence h]ow environmental changes affect inhabitants .</p> <p>They still find value in — observations and personal experiences with the changes in the environment.</p>	<p><u>Evaluate DOK 4</u> Evaluate relevancy, accuracy, & completeness of information across multiple sources.</p> <p><u>Create DOK 4-</u> Synthesize information across multiple sources or texts in order to articulate a new voice, alternate theme, new knowledge or nuanced perspective</p>	<p><u>DOK 1 - Create</u> <i>Brainstorm facts, ideas, concepts, problems, or perspectives related to a topic, text, idea, issue, or concept</i></p> <p>What are the three sisters, and why are they together?</p>	<p><u>DOK 2 - Create</u> <i>Generate conjectures, hypotheses, or predictions based on facts, observations, evidence/observations, or prior knowledge and experience</i></p> <p><i>Generate believable “grounds” (reasons) for an opinion-argument</i></p> <p>Creating a model of an ecosystem</p>	<p><u>DOK 3 - Create</u> <i>Develop a complex model for a given situation or problem o Develop an alternative solution or perspective to one proposed (e.g., debate)</i></p> <p>Create a argument for agricultural usage that is or is or not beneficial</p>	<p><u>DOK 4 - Create</u> <i>Synthesize information across multiple sources or texts in order to articulate a new voice, alternate theme, new knowledge or nuanced perspective</i></p> <p>explore tribal resources to explore indigenous way of agricultural to create a new model for global agriculture</p>
<p>4. They still know that observations and experiences are valid data that can be used to convey knowledge about the environmental effects of each living thing.</p> <p>They are still able to —. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>They still find value in —.</p>	<p>Create DOK 4: Synthesize information across multiple sources or texts in order to articulate a new voice, alternate theme, new knowledge or nuanced perspective</p> <p>Analyze DOK 4: Gather, analyze, and organize information from multiple sources</p>	<p>DOK 1 Identify causes or effects</p> <p>What are the three sisters?</p> <p>How does each sister (plant) grow?</p> <p>What is each plant’s needs?</p>	<p>DOK 2 Specify, explain, illustrate relationships; explain why</p> <p>How do the plants impact each other, the soil?</p> <p>Why is it important to plant the three sisters together?</p>	<p>DOK 3 Analyze interrelationships among concepts/ issues/problems in a text</p> <p>What is the impact of the three sisters on the tribe? And what is the three sisters’ relationship with tribal identity?</p> <p>Why did farmers change to one crop farms?</p>	<p>DOK 4 Synthesize information across multiple sources or texts in order to articulate a new voice, alternate theme, new knowledge or nuanced perspective</p> <p>What is the importance of passing down knowledge across generations? What are the dangers of letting go of indigenous knowledge? Why is it dangerous to not respect existing knowledge?</p> <p>How can traditional</p>

					farming practices give us ideas to reverse harm from industrial agriculture?
5. My students still know —. They are still able to —. They still find value in —.					
6. My students still know —. They are still able to —. They still find value in —.					
7. My students still know —. They are still able to —. They still find value in —.					

<p>8. My students still know —.</p> <p>They are still able to —.</p> <p>They still find value in —.</p>					
<p>9. My students still know —.</p> <p>They are still able to —.</p> <p>They still find value in —.</p>					
<p>10. My students still know —.</p> <p>They are still able to —.</p> <p>They still find value in —.</p>					