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|  | (title of curriculum goes here)(grade band and subject category goes here)(author’s name goes here) |
| **“Inquiry by Design Blueprint”** (curricular unit at a glance)\* |
| **Essential Question(s)** |  |
| **Standards This Unit Meets** |  |
| **Staging the Question** |  |
| **Entry Question #1** | **Entry Question #2** | **Entry Question #3** |
|  |  |  |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
|  |  |  |
| **Featured Sources** | **Featured Sources** | **Featured Sources** |
|  |  |  |
| **Enduring Understanding(s)** | [answer your Essential Question(s) or address the so-what factor] |
| **SummativePerformance Task** | **Argument**: Guide students to construct an argument (detailed outline, graphic, presentation, or essay, depending upon their strengths) to answer your essential question(s), using specific claims and relevant evidence from historical and/or contemporary sources, while acknowledging competing views. |
| **Mapping InformedAction (Optional)** | **Understand**: Guide students to consider the unique characteristics and challenges of taking informed action to rectify injustices and strengthen cultures and Native sovereignty. |
| **Assess**: Consider together how and why informed actions are organized in order to enact social or political change. |
| **Taking Informed Action** | **Act** (optional): Native Knowledge 360° [Framework for Taking Informed Action](https://americanindian.si.edu/NK360/removal/pdf/taking-informed-action-educator.pdf). |
| \*Adapted by Honoring Tribal Legacies from the publication of the IDM Blueprint from Native Knowledge 360°, Smithsonian Institution, National Museum of the American Indian. |