1.2.1 - Chapter 3: Cult of the Covenant Task Overview

Summary:

Chapter 3 looks at the nature of religion and the impact of religious law in the Doctrine of Discovery on the European colonial mindset. The authors connect the path of colonization across Scotland and Ireland to the desecration of Indigenous people and lands in the US under the guise of Calvinism.

Required Tasks:

1. Engage in the chapter, Chapter 3: Cult of the Covenant *here*. Youtube's close-caption will aid in the visual text. The Kindle text-to-speech is the audio, an audio book for *An Indigenous Peoples' History of the United States for Young People* has not been developed, yet. Task time should take ~26 minutes.
2. Collaboration with a partner; remember to take notes. The following are possible collaboration questions. Task time should take ~10-20 minutes. There is a total of 12 points available for this task.
    - **I.** How is the way one group of people views others depicted in their symbols? What are some examples from history and from current times?
    - **II.** How do we know that the myth of a "pristine wilderness" is a false belief that gets retold in origin stories? How is land viewed differently by Indigenous people and by settler colonialists?
3. Writing prompts provide an opportunity to engage in the reflective process. Each writing prompt should be 5 well-organized sentences. The following are the two prompts for this component. Task time should take 20-30 minutes. There is a total of 12 points available for this task.
    - **I.** The role of religion as a prompt for conquest helps to shape the colonizers' thoughts and justifies their behavior by…
    - **II.** Sometimes what is believed by the majority as the right thing to do really is not right because...
4. The following are discussion questions that will be discussed in-class. Task time should take 10-15 minutes per discussion question. There is a total of 12 points available for this task.

I. How do the founding documents of the United States secretly invoke (or refer to) the religious covenant that ties conquest back to the Doctrine of Discovery?

II. How do unjust laws and policies of the seventeenth and eighteenth centuries compare to laws and policies that are deemed unjust today?

5. Choose one of the following activities to develop a further understanding of Chapter 3: Cult of the Covenant. Task time should take ~120-180 minutes. There is a total of 45 points available for this task.

I. Create American Exceptionalism has taken many forms and is embraced as the strength in US origin stories. Compare three origin stories (*here* are some examples) and identify how American Exceptionalism has shaped each story. Also identify what is left out, made larger, and/or labeled as evil in order to make room for the exceptional.

II. Research early symbols used by colonists to depict Indigenous peoples, such as the Seal of the Massachusetts Bay Colony (*here*). Explain what message is portrayed in the symbols you've found and how that message serves the purpose of settler colonialism.

III. Examine the lyrics of the song *My Country 'Tis of Thy People You're Dying'* by Buffy Sainte-Marie at (*here*) the video (*here*) too. Write a response about how this song provides a commentary on patriotic songs and Indigenous history of the United States.

IV. Research slave narratives and produce a case study of daily life for an indentured servant and/or an enslaved person to present to peers.

Chapter Task Rubric

Collaboration with a Partner					Earned Points
		Developing = 2	Proficient = 3	Advanced = 6	
Question #1	6	Attempts to answer the question.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Question #2	6	Attempts to answer the question.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Writing Prompts					
		Developing = 3	Proficient = 6	Advanced = 9	
Question #1	9	Attempts to answer the question.	Provides an example, explanation for the question, and at least 3 sentences.	Provides evidence from the text with in-text reference, explanation of the question, and at least 5 sentences.	
Question #2	9	Attempts to answer the question.	Provides an example, explanation for the question, and at least 3 sentences.	Provides evidence from the text with in-text reference, explanation of the question, and at least 5 sentences.	
In-Class Discussion Questions					
		Developing = 2	Proficient = 4	Advanced = 6	
Question #1	6	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	

Question #2	6	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Student Choice Activity					
		Developing = 15	Proficient = 30	Advanced = 45	
Student Activity	45	Attempts to demonstrate an understanding of the activity.	Provides an example and explanation for the activity.	Provides evidence with *reference page* and explanation of the activity.	
Possible Points	87			Total Points Earned	
Comments:					