

NATIVE LITERATURE & HISTORY PROGRAM DESIGN

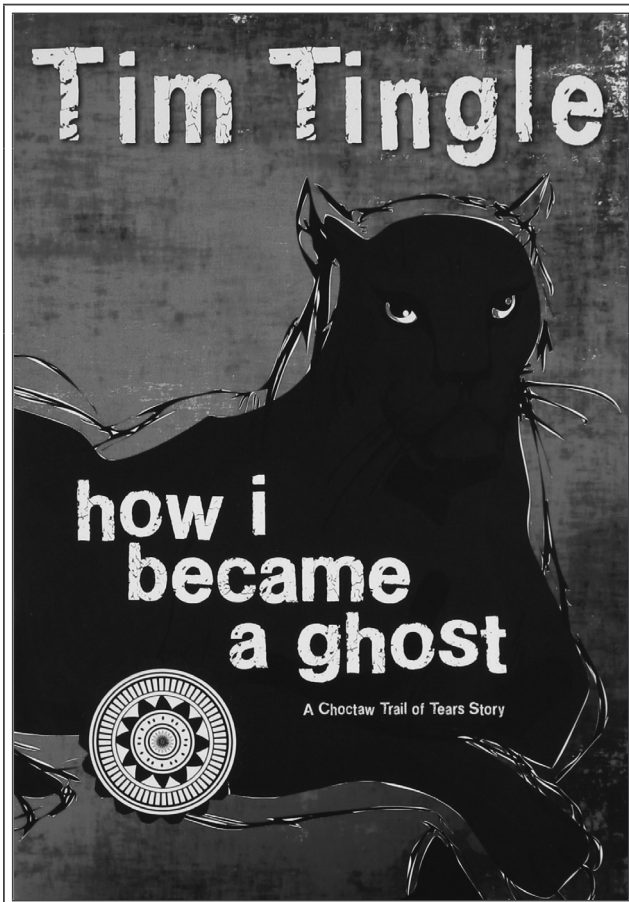
6th GRADE



UNIT 1



Core Text:



How I Became a Ghost

by Tim Tingle

Genre:	Historical Fiction
Story Origin:	Choctaw

Lexile: 480L

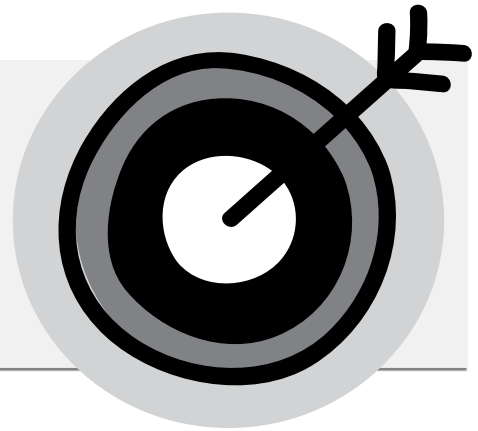
Supporting Texts:

- 🎧 [This Land](#) podcast produced by Crooked Media
- Introduction and "Trail of Tears" short story from *Walking the Choctaw Road* by Tim Tingle
- *Our Stories Remember* by Joseph Bruchac
- "Jefferson, Jackson and the Pursuit of Indigenous Homelands" from *An Indigenous People's History of the United States for Young People* by Roxanne Dunbar-Ortiz
- "Allotment" *An Indigenous People's History of the United States for Young People* by Roxanne Dunbar-Ortiz

UNIT 1 - DESIRED RESULTS

BIG IDEAS

- Identity
- Stories
- Colonization



Essential Questions

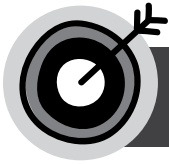
(based on yearlong Big Idea)

- How do people, places and experiences shape our identities?

Enduring Understandings

(based on yearlong Big Ideas)

- Our identities are shaped by a complex web of history, current events, and our relationship to people and place.
- Stories sustain us. They teach us how to be or act and they frame our identity.
- Colonization had devastating impacts on Indigenous People, but Indigenous People are using stories and storytelling as a way of healing and an act of resistance.



Anchor Standards

Reading: Literature or Informational

[CCSS.ELA-LITERACY.RL.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.6.2](#)

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[CCSS.ELA-LITERACY.RL.6.3](#)

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

[CCSS.ELA-LITERACY.RL.6.5](#)

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

[CCSS.ELA-LITERACY.RL.6.6](#)

Explain how an author develops the point of view of the narrator or speaker in a text.

[CCSS.ELA-LITERACY.RL.6.9](#)

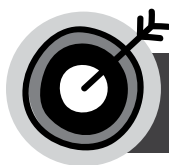
Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

[CCSS.ELA-LITERACY.RI.6.7](#)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

[CCSS.ELA-LITERACY.RI.6.9](#)

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).



Anchor Standards (continued)

Writing	<p> CCSS.ELA-LITERACY.W.6.3.D - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p> CCSS.ELA-LITERACY.W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p> CCSS.ELA-LITERACY.W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p> CCSS.ELA-LITERACY.W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p> CCSS.ELA-LITERACY.W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
Speaking and Listening	<p> CCSS.ELA-LITERACY.SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p> CCSS.ELA-LITERACY.SL.6.3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p> CCSS.ELA-LITERACY.SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p> CCSS.ELA-LITERACY.SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>
Language	<p> CCSS.ELA-LITERACY.L.6.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

UNIT 1 - ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn how Indigenous writers use the power of storytelling to reinforce personal identity so that in the long-run, on their own, they will be able to see how their own histories and stories have a place in the literary canon.





Performance Assessment (use GRASPS)

 GRASPS

Goal:

Students will create a 3-5 minute podcast in which they share how a story or personal experience has shaped the person they are today. This podcast can include a short interview with family member(s) or friend (s).

Role:

Students will be a narrator, interview, transcriber and will analyze the information collected and then summarize this in the conclusion of their podcast.

Audience:

Peers

Scenario:

1. Brainstorm your personal core values and make a written list of these values
2. Tie a personal anecdote or story that connects to each of the values. Who was a part of that experience? How did it shape the person you are?
3. Determine which of these values you would feel comfortable discussing and analyzing.
4. Determine who the key people or events that reinforced this value in your life. Identify at least 1 -2 people who can help you remember this event.
5. Draft interview questions for the selected individuals.
6. Work with your teacher to determine how you will obtain an audio recording of your interview for your podcast. Practice using the platform you will use for the recording.
7. Schedule and conduct your interview. Record it as well.
8. Work with your teacher to determine what editing software you will use for clipping segments of or your interview.
9. Review and analyze the recordings. Clip the pieces that you want to highlight in your podcast.
10. Develop a draft of your podcast (script). How will you introduce the topic, and how will you analyze the interviews and summarize how the people and or events shaped your identity.
11. Record and edit the pieces you want to include in your podcast.
12. When ready, publish your podcast on a platform that is accessible to your classmates (e.g. Google Drive)



Performance Assessment (continued)

Product: Podcast that is at least 3- 5 minutes long in mp3 format (or other suitable format).

Standards:

 [CCSS.ELA-LITERACY.RI.6.3](#)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

 [CCSS.ELA-LITERACY.RI.6.5](#)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

 [CCSS.ELA-LITERACY.RI.6.7](#)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

 [CCSS.ELA-LITERACY.SL.6.2](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

 [CCSS.ELA-LITERACY.SL.6.4](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

 [CCSS.ELA-LITERACY.SL.6.5](#)

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

 [CCSS.ELA-LITERACY.SL.6.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

UNIT 1 - SCOPE + SEQUENCE



Lesson Narrative:

Assess students pre-knowledge about the Trail of Tears. Ask students if they are familiar with the Trail of Tears.

- What happened on the Trail of Tears?
- Who were the people impacted by the Trail of Tears?
- Why is this event referred to as the Trail of Tears?

Most students may recognize that this historical atrocity was committed against the Cherokee People. However, let students know that this also impacted other tribal nations like the Choctaw nation as well.

The formal pre-reading activity is “Text Graffiti”. Select five intriguing quotes from the text. Print out the five Text Graffiti Quotes and place them throughout the classroom before your class starts. Make sure students each have a pencil/pen to start the activity. Set the timer for 5 minutes and have students cycle through each quote by reading and then jotting down a question or connection. Connections can be text-to-self, text-to-text or text-to-world. Encourage students to read and write something on each Text Graffiti Quote paper. As more gets written on the papers, encourage students to not only respond to the quote, but to also respond to what the previous students wrote. Ask students to make a prediction about what the text will be about given their exposure to some of the key quotes in the book.

Introduce the NACA Annotation Guide. (see Appendix 1) At the onset of this book, students will begin annotations. Inform students that annotating is similar to having a conversation with a text. They will use sticky notes to jot down connections, ask a question

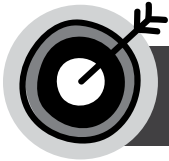
Read chapter 1-3 with the class. Focus on chapter two and treaty talk. Read the ending sentence with students and see if they can infer what treaty talk means for Isacc and his family. Ask, why is Treaty Talk capitalized in this text?

Essential Question(s):




- What is the significance of treaty talk?
- What does it mean to annotate a text?

Key Equity Terms:

- Colonization



Anchor Standards

Reading: Literature	<p> CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p> CCSS.ELA-LITERACY.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
Speaking and Listening	<p> CCSS.ELA-LITERACY.SL.6.3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>



Embedded Assessment(s):

- Students' annotations

Lesson Narrative:

For this week's lesson, students will read and annotate HIBAG chapters 4-6. This is also when the term "colonization" will be formally introduced.

The definition you can share with students is: Colonization can be defined as some form of invasion, dispossession and subjugation of a people. The invasion need not be military; it can begin—or continue—as geographical intrusion in the form of agricultural, urban or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands from the original inhabitants. This is often legalized after the fact. The long-term result of such massive dispossession is institutionalized inequality. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized.

It will be important for students to understand actual U.S. policy that led to this, specifically the Indian Removal Act of 1830 which authorized the government to create tracts of land west of the Mississippi to be assigned to specific tribes and to enter into new treaties (Dunbar, 2019)

At this point, you will bring in two supplemental texts. The first will be a chapter from the "Jefferson, Jackson and the Pursuit of Indigenous Homelands" from *An Indigenous People's History of the United States for Young People* by Roxanne Dunbar-Ortiz.

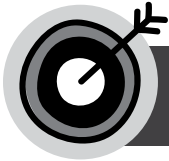
Next, you will introduce the podcast This Land: Episode 4 The Treaty (35 minutes). After doing a close reading of the informational text and listening to the podcast episode, ask students to compare and contrast (using a Venn Diagram) the experience that Isaac conveys in chapters 1-6 to that of which was described in the Dunbar text. Ask students to analyze their findings and write a 3-4 sentence summary of how Treaty Talk in HIBAG was an act of colonization.

Essential Question(s):




- What does it mean to belong to the land?
- What is colonization?

Key Equity Terms:

- Colonization



Anchor Standards

Reading: Informational informational	<p> CCSS.ELA-LITERACY.RI.6.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p> CCSS.ELA-LITERACY.RI.6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
Writing	<p> CCSS.ELA-LITERACY.W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>



Embedded Assessment(s):

- Venn Diagram and Summary

Lesson Narrative:

Students will continue reading HIBAG chapters 7-10. In this section, students will begin to see how Isaac and the Choctaws leverage their connections to their natural surroundings and to each other for their survival.

One of the central ideas of this section is for students to focus on textual evidence. Ask students to identify a trait or value that Isaac possesses and to select textual evidence that supports this claim. For example, empathy is a resounding theme in these particular chapters. Create a table like the one below for students to begin capturing this information. For the “So, what?” column, ask students to explain why this matters. Try to get students to see how Isaac, his family and their community are persevering despite the hardships.

Textual Evidence chart:

Quality	Textual Evidence	So, what?

At this time, introduce *Our Stories Remember* by Joseph Bruchac. Students will read pages, 34-41 which is called “The Place of Stories. Students will annotate this text and engage in a guided discussion about this section. Here are questions to get you started on this,

- How are stories a teaching tool?
- What happens when stories are told by a group who hasn’t experienced the conflicts themselves?
- What are good practices when sharing a story?

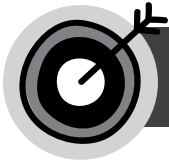
Ask students to write about a time when a story became a teaching tool for themselves.

Essential Question(s):

- What is textual evidence?
- How is Isaac and his People persevering through this time of hardship?
- Why do we have stories?

Key Equity Terms:

- Colonization



Anchor Standards

Reading: Literature	<p> CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p> CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
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Speaking and Listening	<p> CCSS.ELA-LITERACY.SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p> CCSS.ELA-LITERACY.SL.6.3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p> CCSS.ELA-LITERACY.SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>



Embedded Assessment(s):

- Textual evidence chart and student discussion

Lesson Narrative:

Students will read and annotate HIBAG chapters 11-15. This week, you will also bring in a podcast This Land. There won't be enough time to listen to all episodes in the entirety. For this week, you will have students listen to episode This Land: Episode 6 The Land Grab (37 minutes) explain that this podcast is focused on Cherokee's experience, but it has parallel implications to the Choctaw. From this podcast, students will learn about the General Allotment Act of 1887 (a.k.a Dawes Act). To further draw upon this learning, assign students to read pages 154 - 156 from An Indigenous People's History of the United States for Young People by Roxanne Dunbar-Ortiz.

For this week, students will do an analysis of the podcast and non-fiction text through a mini-essay. You will need to build for students an understanding of what analysis is using a definition that works best for your context. To guide students in doing a written analysis, they will be introduced to a mini-essay. A mini-essay is structured similar to a paragraph, but includes components of analysis. Adapted from the work of Jane Schafer, a mini-essay has these components:

- Topic Sentence
- Evidence
- Analysis
- Analysis
- Concluding sentence

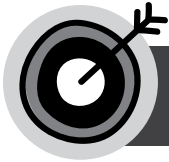
After models examples of what a mini-essay looks like using textual evidence, you will have students compose their own mini-essay which responds to the lesson's essential question: How did colonization impact Indigenous People?

Essential Question(s):

- How did colonization impact Indigenous People?

Key Equity Terms:

- Colonization



Anchor Standards

Reading: Literature	CCSS.ELA-LITERACY.RL.6.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Reading: Informational	CCSS.ELA-LITERACY.RI.6.7 - Compare and contrast one author's presentation of events with that of another.
Writing	CCSS.ELA-LITERACY.W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Language	CCSS.ELA-LITERACY.L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Embedded Assessment(s):

- Mini-essay

Lesson Narrative:

Students will read and annotate HIBAG chapters 16-20. Students will work toward completing a chart of main characters, events and analysis.

See example below.

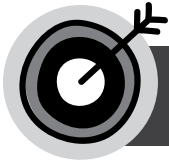
Character	Adverse Event	How this impacts the character?

Encourage students to work with sentence phrases for citing the adverse event.

For example: On page __, the text says.... The author wrote.....

Essential Question(s):

- What do the main characters in HIBAG approach adversity?
- How does this adversity influence who they are or who they become?



Anchor Standards

<p>Reading: Literature</p>	<p>📖 CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>📖 CCSS.ELA-LITERACY.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>📖 CCSS.ELA-LITERACY.RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
<p>Writing</p>	<p>📖 CCSS.ELA-LITERACY.W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>📖 CCSS.ELA-LITERACY.W.6.3.D - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>



Embedded Assessment(s):

- Character chart

Lesson Narrative:

Students will read and annotate HIBAG chapters 21- 29. Revisit the concept of “theme” with students. If this is new, introduce this resource sheet to introduce this concept. Ask students to compose to respond to this week’s essential question of what is the theme of HIBAG? They will use a mini-essay format again, but will look to use the topic sentence as their claim of what the theme of the text is.

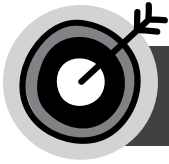
Essential Question(s):

- What is the theme of HIBAG?



Key Equity Terms:

- Colonization



Anchor Standards

Reading: Literature	<p> CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p> CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p> CCSS.ELA-LITERACY.RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
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Language	<p> CCSS.ELA-LITERACY.L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>



Embedded Assessment(s):

- Theme mini-essay

Lesson Narrative:

Now that students have concluded the primary text, you will have them engage with the author, Tim Tingle's, own short story. Students will read and annotate the Introduction and Trail of Tears from *Walking the Choctaw Road* by Tim Tingle.

Engage students in a discussion about these texts.

- What matters to Tim Tingle when selecting which stories he shares about his People, the Choctaw?
- How does the way in which Tim Tingle captures stories, tell us about the kind of person he is?
- How does telling the short story in first person impact us as readers?
- What are the similarities and differences between the short story and HIBAG?

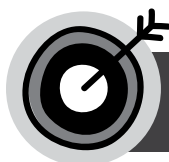
As you wrap up this discussion with students, ask students to begin thinking about their own histories and how events have impacted their lives.

Essential Question(s):

- How does history shape you?

Key Equity Terms:

- Colonization



Anchor Standards

Reading: Literature	<p> CCSS.ELA-LITERACY.RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p> CCSS.ELA-LITERACY.RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p> CCSS.ELA-LITERACY.RL.6.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>
Reading: Informational	<p> CCSS.ELA-LITERACY.RI.6.9 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p>
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Embedded Assessment(s):

- Student discussion

Lesson Narrative:

Use remaining time in this unit for students to work on their assessment, which will be to create their 3-5 minute podcast

Theme Description

Theme is:

The general idea or main point of a story. It provides a message about life, from the author's point of view.

Theme is not:

The subject of the story or the topic of the story. For example, an author could write about a brave young girl during the Revolutionary War era. The young girl is the subject of the story. The theme of this story, however, could be the importance of standing up for one's rights.

Many stories have at least one theme. Some have more than one; a few don't have any at all. Unlike Aesop's fables, however, most stories can't be reduced to a single moral, so this can make determining the theme a little tricky.

Questions to ask yourself to determine the theme in a story:

1. What is causing the conflict in the story?
2. How does the main character change and what causes this change?
3. What happens at the end of the story and what causes that to happen?

Common Themes -

Common themes can be based on the following subjects:

- Friendship Power/Weakness
- Survival Poverty/Wealth
- Family Prejudice
- Love/Hate Laws/Justice
- Life/Death Honesty
- Freedom Belonging/Homelessness

But, themes cannot be expressed in a single word. Themes must contain a point of view.

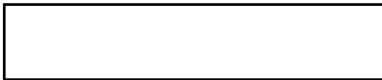


Try it:

Choose one of these subjects and write a complete sentence that would express a point of view about the subject.

Example: Underestimating the power of nature can ruin your chances of survival.

Source: teachingchannel.org

NACA Annotation Guide

TYPE OF ANNOTATION MARK	SYMBOL
Write a question mark when you come across a section of the text that sparks a question. Write a note about your question in the margin if you need to.	?
Place a rectangle around an unknown word	
When you come across the main idea(s) in the text or a section of the text, circle the sentence(s) and write "MI" next to it.	
<u>Underline</u> key details with numbers	#1, #2, #3.....
Use an exclamation mark for passages that are extremely important or interesting.	!
Draw arrows to mark connections in parts of the text, or draw an arrow to notes in the margin for a text-to-world connection.	
Paraphrase in the margins	