



**UNIT 2**

**Hero's Journey**



Core Text:



***Race to the Sun***

by Rebecca Roanhorse

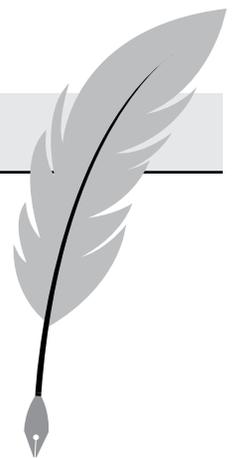
|                      |                    |
|----------------------|--------------------|
| <b>Genre:</b>        | Mythology, Fiction |
| <b>Story Origin:</b> | Navajo             |

**Lexile:** 680L

\*Use audiobook(s) for students with students who need guidance, story notes and vocabulary recognition. \*Use audiobook(s) for students with students who need guidance, story notes and vocabulary recognition.

Supporting Texts:

- *Monster Slayer*, by Vee Browne, Illustrated by Baje Whitehorse
- *The Magic of Spider Woman*, by Lois Dunca, illustrated by Shonto Begay
- *The Warrior Twins*, by Anita Yasuda and Mark Pennington (Graphic novel)
- *Hero Twins: A Navajo-English story of the Monster Slayers*, by Jim Kristofic
- *Hero Twins*, by Dale Deforest (Graphic novel)
- *Beowulf*-translated to English to understand Monster Slaying
- *Popal Vuh: Mayan tales of Hero Twins*- translated to English to understand Monster Slaying
- *The Fellowship of the Rings*, by J. R. R. Tolkien
- *Harry Potter and Half-Blood Prince*, by J. K. Rowling

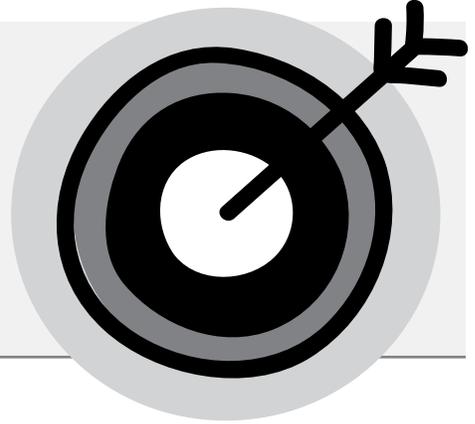


# UNIT 2 - DESIRED RESULTS

## BIG IDEAS

### Hero's Journey: Exploring through...

- Urban Indianness
- Tribal identity
- Creation Myths: Hero Twins
- Resolution



### Essential Questions

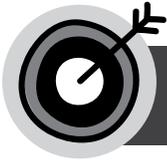
(based on yearlong Big Idea)

- What are creation myths? Is the Navajo creation unique?
- Are creation myths common in all cultures of the earth?
- Does being an urban Indian provide a different perspective when reading the Navajo creation myth?
- Is tribal identity separate from urban Indianness?
- How does the Navajo creation myth reflect the culture of the Navajo?
- What are the commonalities between the Navajo and Mayan creation myths?
- How is the Navajo creation myth similar to Beowulf's story?
- Is the Navajo creation myth similar to the Hero's journey/quest?
- What is magical realism and how is the technique used in the story?

### Enduring Understandings

(based on yearlong Big Ideas)

- Engage in analysis, synthesis and evaluation of texts and broaden my understanding of Native Literature to provide in-depth perspective about the writer's craft.
- Understanding Native Literature texts represent both diversity and connectedness
- Building background knowledge of readings and providing credible evidence of claims/reflections
- Determine that reading and writing are cyclical processes that demand attention, creativity and reflection
- Explain the correlation that creation myth is unique to the Navajo people/culture
- Determine that tribal identity includes Urban Indianness

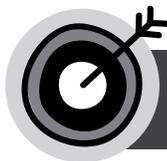


## Anchor Standards

### REFERENCE

 [English Language Arts Anchor Standards](#)

|  |  |
|--|--|
| <p><b>Reading:</b><br/>Literature or<br/>Informational</p> | <p><b>CCSS.ELA-LITERACY.RL.6.1</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-LITERACY.RL.6.2</b> - 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><b>CCSS.ELA-LITERACY.RL.6.3</b> - 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 towards a resolution.</p> <p><b>CCSS.ELA-LITERACY.RL.6.5</b> - 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><b>CCSS.ELA-LITERACY.RL.6.6</b> - Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>CCSS.ELA-LITERACY.RL.6.9</b> - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><b>CCSS.ELA-LITERACY.RI.6.7</b> - 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><b>CCSS.ELA-LITERACY.RI.6.9</b> - 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> |
|--|--|



## Anchor Standards (continued)

|                                      |   |
|--------------------------------------|---|
| <p><b>Writing</b></p>                | <p><b>CCSS.ELA-LITERACY.W.6.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>CCSS.ELA-LITERACY.W.6.5</b> - 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><b>CCSS.ELA-LITERACY.W.6.6</b> - 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><b>CCSS.ELA-Literacy.W.6.7</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>CCSS.ELA-LITERACY.W.6.3.D</b> - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> |
| <p><b>Speaking and Listening</b></p> | <p><b>CCSS.ELA-LITERACY.SL.6.1</b> - 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><b>CCSS.ELA-LITERACY.SL.6.3</b> - 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.</p> <p><b>CCSS.ELA-LITERACY.SL.6.5</b> - Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>CCSS.ELA-LITERACY.SL.6.6</b> - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>  |
| <p><b>Language</b></p>               | <p><b>CCSS.ELA-LITERACY.L.6.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>  |

## UNIT 2 - 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](#)

### Goal:

Students will work and produce a family tree. A family tree will provide students with an understanding that they have an ancestral history, as well as, an understanding of how our contemporary identities connect with our ancestry-family identity.

### Role:

Students will research, interview family members and provide a visual representation of their family lineage, especially tribal identity. Students will have two weeks to complete the end of the unit project.

### Audience:

Peers, teachers, staff, and family

### Scenario:

First, Students will be given a task list of activities. Second, students will be given graphic organizers and other information-gathering tools to find out family lineage. Third, students will provide information about family on their information-gathering tools. Next, students will interview parents about their grandparents-names, places, and tribal identity. Furthermore, students will write summaries of the information gathered and attach artifacts to the summaries. Finally, students will put all information on a presentation board and give a presentation about their family tree. .

### Product:

Visual representation (display/presentation board) of information gathered about family. A family tree project will be displayed and students will provide an oral presentation.



## Performance Assessment (continued)

### Standards:

**CCSS.ELA-LITERACY.W.6.3.A** - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**CCSS.ELA-LITERACY.W.6.3.B** - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C** - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D** - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

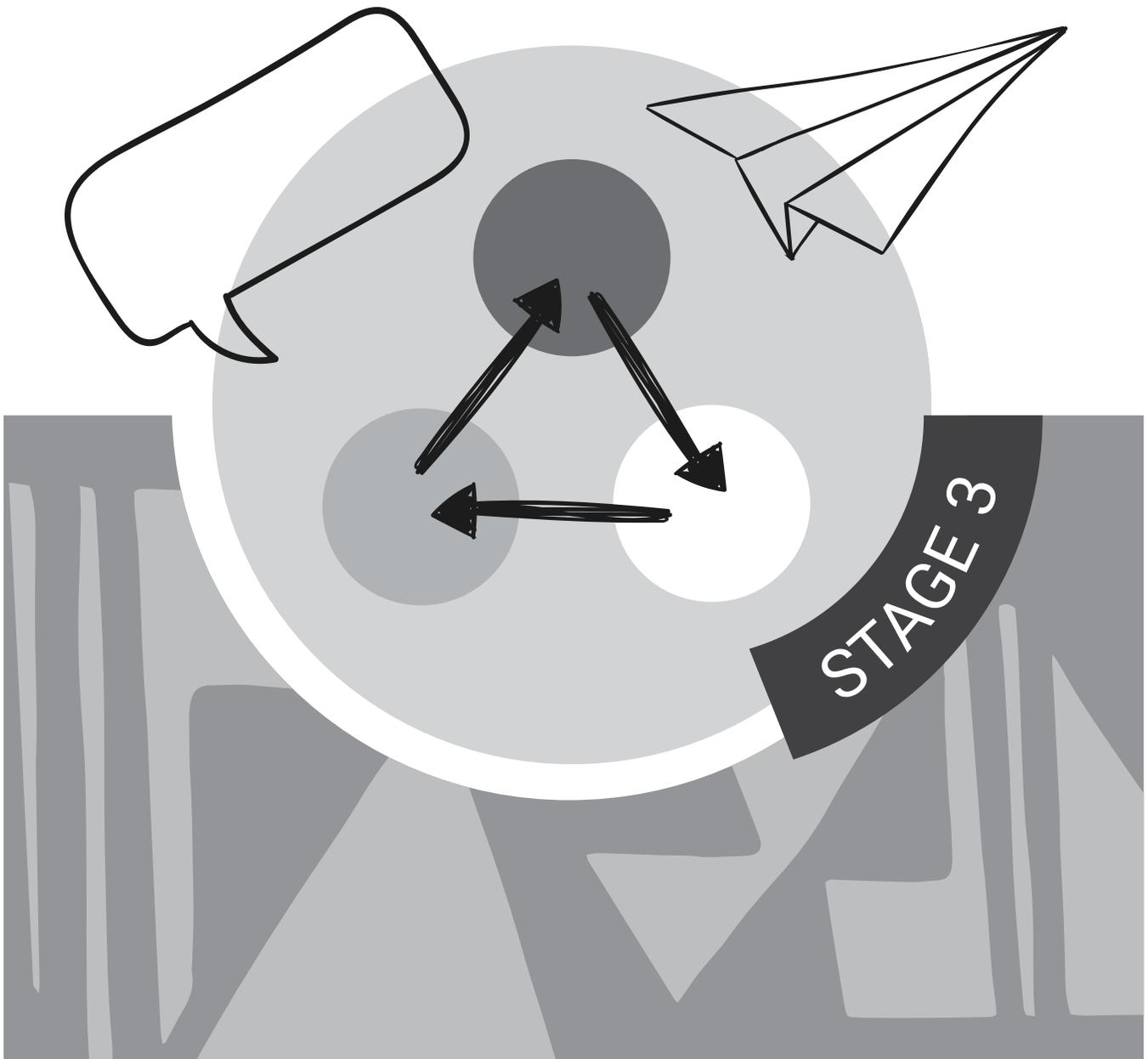
**CCSS.ELA-LITERACY.W.6.3.E** - Provide a conclusion that follows from the narrated experiences or events.

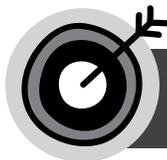
**CCSS.ELA-LITERACY.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.WHST.6-8.5** - 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, focusing on how well the purpose and audience have been addressed.

**CCSS.ELA-LITERACY.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

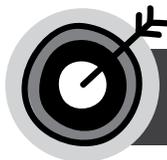
# UNIT 2 - SCOPE + SEQUENCE





## Anchor Standards - Lessons 1-5

|  |   |
|--|---|
| <p><b>Reading:</b><br/>Literature or Informational</p> | <p><b>CCSS.ELA-LITERACY.RL.6.1</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-LITERACY.RL.6.2</b> - 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><b>CCSS.ELA-LITERACY.RL.6.3</b> - 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 towards a resolution.</p> <p><b>CCSS.ELA-LITERACY.RL.6.5</b> - 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><b>CCSS.ELA-LITERACY.RL.6.6</b> - Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>CCSS.ELA-LITERACY.RI.6.7</b> - 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><b>CCSS.ELA-LITERACY.RI.6.9</b> - 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> |
| <p><b>Writing</b></p>                                  | <p><b>CCSS.ELA-LITERACY.W.6.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p>   |
| <p><b>Speaking and Listening</b></p>                   | <p><b>CCSS.ELA-LITERACY.SL.6.1</b> - 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>  |



## Key Equity Terms - Lessons 1-5

[📌 Reference](#)

## Culture

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

SOURCE: Institute for Democratic Renewal and Project Change Anti-Racism Initiative, A Community Builder's Tool Kit, Appendix I (2000). [📌 Link](#)

## Inclusion

Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

## Indigeneity

Indigenous populations are composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them and, by conquest, settlement, or other means, reduced them to a non-dominant or colonial condition; who today live more in conformity with their particular social, economic, and cultural customs and traditions than with the institutions of the country of which they now form part, under a State structure which incorporates mainly national, social, and cultural characteristics of other segments of the population which are predominant.

*(Examples: Maori in territory now defined as New Zealand; Mexicans in territory now defined as Texas, California, New Mexico, Arizona, Utah, Nevada, and parts of Colorado, Wyoming, Kansas, and Oklahoma; Native American tribes in territory now defined as the United States.)*

SOURCE: United Nations Permanent Forum on Indigenous Issues (2010, page 9), originally presented in the preliminary report of the Special Rapporteur of the UN Commission on Human Rights, José Martínez Cobo (1972, page 10). [📌 Link](#)

SOURCE: OpenSource Leadership Strategies [📌 Link](#)

### STAGE 3

## LESSON 1

### *Race to the Sun*

by Rebecca Roanhorse

#### Supplemental Reading:

*Monster Slayer*, by Vee Browne

Read Chapters 1-9

## Lesson Narrative:

Students will begin their journey of the novel with an anticipation guide. The guide will feature questions that ask about the author and the book. Then, students will begin reading the novel. Students will utilize post-it notes and annotate the pages as they read the stories. Students will be given study guide pages for the formative assessment. The pages will feature vocabulary, comprehension, skills development, and writing (reflection) of the reading. Students will read for meaning in Ch 1-9. Students will be asked to write down three themes found in the chapters. And, students will share their ideas at the end of Ch. 9. Finally, students will be responsible for completing the Study guide pages of the week.

## Essential Question(s):

What is the creation myth?

And how does the storyteller define creation myth?





## Embedded Assessment

|                               |   |
|-------------------------------|---|
| <b>Building Background</b>    | <p>Introduction of Author, Historical connection, and personal connections (tribal identity, empowerment, equity, and justice)</p> <ul style="list-style-type: none"> <li>• Anticipation Guide</li> <li>• Meet the Author</li> <li>• Book study guide</li> </ul>  |
| <b>Activities</b>             | <p>Warm-Ups - inferences (implicit and explicit) - daily</p>  |
| <b>Discussion</b>             | <p><b>Socratic-type Prompt:</b> Nizhoni represents Urban Indianness. How do we know that she is an Urban Indian? Provide three claims that provide your understanding that Nizhoni is an Urban Indian.</p>  |
| <b>Mon - Wed</b>              | <ul style="list-style-type: none"> <li>• Teacher Reads</li> <li>• Partner Reads</li> <li>• Student Silent Reads</li> </ul>  |
| <b>Formative Assessment</b>   | <ol style="list-style-type: none"> <li>1. Vocabulary - Context Clues</li> <li>2. Skills - (inference) - <i>Theme development</i></li> <li>3. Comprehension Questions             <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Time /Setting</li> <li>• Point of View</li> <li>• Character Analysis</li> <li>• Metaphor/Similes</li> <li>• Mood/Tone</li> <li>• Prediction (strategy)</li> </ul> </li> <li>4. <b>Write and Reflect:</b> Prompt: <i>What is a creation myth? And, based on the text so far, what kind of journey do you think Nizhoni and her brother will take and does it resemble our reading of Navajo hero twins?</i></li> </ol> |
| <b>Skills: (Thursday)</b>     | <p>Author's purpose/Theme</p>   |
| <b>Mini-Project: (Friday)</b> | <p><b>Read <i>Monster Slayer</i>, by Vee Browne to students.</b><br/>AND<br/><b>Students will write a Spenserian poem (9 line):</b> Project will be a personal reflection through poetry and rhyme. Students write a 9-line poem about the monster slayers (Nizhoni and her brother) and their adventure.</p>   |

### STAGE 3

## LESSON 2

### *Race to the Sun*

by Rebecca Roanhorse

#### Supplemental Reading:

*The Magic of the Spider Woman*, by Lois Dunca

Read Chapters 10-18

## Lesson Narrative:

Students will begin their journey of the novel with an anticipation guide. The guide will feature questions that ask about the author and the book. Then, students will begin reading the novel. Students will utilize post-it notes and annotate the pages as they read the stories. Students will be given study guide pages for the formative assessment. The pages will feature vocabulary, comprehension, skills development and writing (reflection) of the reading. Students will continue reading novel Ch. 10-18. And, this week the students will contemplate Kinship and the clan system of the Navajo. They will focus on the concept of tribal identity. The question for discussion will relate to how creation myths establish societal norms and mores of the Dine people. And, how do those norms and mores relate to established tribal identity or do they? Do creation myths of other cultures relate in the same manner? Students will utilize graphic organizers for discussion preparation. Students will utilize the clarification strategy while they are encountering characters and establishing the setting or time in the story.

## Essential Question(s):

Is the Hero Twins' characteristic in the Navajo creation myth the same in other creation myths?  
How do Navajo Creation myths relate to tribal identity?





## Embedded Assessment

|                             |   |
|-----------------------------|---|
| <b>Building Background</b>  | <ul style="list-style-type: none"> <li>• Introduction of Author, Historical connection, and personal connections (tribal identity, empowerment, equity and justice)</li> </ul>  |
| <b>Activities</b>           | Warm-Ups - inferences (implicit and explicit) - daily   |
| <b>Discussion</b>           | <p><b>Socratic-type Prompt:</b> Nizhoni introduces herself with her clans. Is understanding clan kinship representative of tribal identity? Provide other claims that are indicative of tribal identity. Meaning, what else can people use for tribal identity?</p>   |
| <b>Mon - Wed</b>            | <ul style="list-style-type: none"> <li>• Teacher Reads</li> <li>• Partner Reads</li> <li>• Student Silent Reads</li> </ul>  |
| <b>Formative Assessment</b> | <ol style="list-style-type: none"> <li>1. Vocabulary - Context Clues</li> <li>2. Skills - (inference) - <i>Character Analysis</i></li> <li>3. Comprehension Questions             <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Time /Setting</li> <li>• Point of View</li> <li>• Character Analysis</li> <li>• Metaphor/Similes</li> <li>• Mood/Tone</li> <li>• Prediction (strategy)</li> </ul> </li> <li>4. <b>Write and Reflect:</b> Prompt: <i>If you were to meet the Spider Woman, what would you ask her?</i></li> </ol> |
| <b>Skills: (Thurs)</b>      | Personification   |
| <b>Mini-Project: (Fri)</b>  | <p>Read <i>Magic of Spider Woman</i>, by Lois Dunca to students.</p> <p>AND</p> <p>Provide a three-dimensional representation of Spider Woman OR another character from the novel</p>   |

### STAGE 3

### LESSON 3

#### *Race to the Sun*

by Rebecca Roanhorse

**Supplemental Reading:** (Graphic novels)  
*The Warrior Twins*, by Anita Yasuda and Mark Pellington  
*Hero Twins*, by Dale Deforest

Read Chapters 19-27

### Lesson Narrative:

Students will begin their journey of the novel with an anticipation guide. The guide will feature questions that ask about the author and the book. Then, students will begin reading the novel. Students will utilize post-it notes and annotate the pages as they read the stories. Students will be given study guide pages for the formative assessment. The pages will feature vocabulary, comprehension, skills development, and writing (reflection) of the reading.

Students will continue to read Ch. 19-27. The adventure of the characters begins —the trials to gain the weapons for fighting the monsters. The characters are mastering obstacles and overcoming hardship in the story. The climax of the story will be identified. Discussion this week will relate to Hero's journey. What are the elements of the hero's journey? And, are the resolutions of the story the same in every hero twin's story? Students will provide examples of the resolution of the hero's journey from other texts, movies, or storytelling. (utilize the predictive strategy).

### Essential Question(s):

What is a hero's journey?

What makes *Race to the Sun* a hero's journey?





## Embedded Assessment

|                               |  |
|-------------------------------|--|
| <b>Building Background</b>    | Introduction of Author, Historical connection, and personal connections (tribal identity, empowerment, equity and justice)   |
| <b>Activities</b>             | Warm-Ups - inferences (implicit and explicit) - daily  |
| <b>Discussion</b>             | <b>Socratic-type Prompt:</b> Does a hero's journey always end with positive results? Or, do they end with a negative outcome? Maybe, it's a combination of both—provide examples for your claims?  |
| <b>Mon - Wed</b>              | <ul style="list-style-type: none"> <li>• Teacher Reads</li> <li>• Partner Reads</li> <li>• Student Silent Reads</li> </ul>   |
| <b>Formative Assessment</b>   | <ol style="list-style-type: none"> <li>1. Vocabulary - Context Clues</li> <li>2. Skills - (inference) - <i>Point of View (how to decipher)</i></li> <li>3. Comprehension Questions             <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Time /Setting</li> <li>• Point of View</li> <li>• Character Analysis</li> <li>• Metaphor/Similes</li> <li>• Mood/Tone</li> <li>• Prediction (strategy)</li> </ul> </li> <li>4. <b>Write and Reflect:</b> Prompt: <i>In the story, Nizhoni and her brother, along with their best friend, are overcoming obstacles to get the Sun to save their family. If you were on the same journey, which character would you be and why?</i></li> </ol> |
| <b>Skills: (Thursday)</b>     | Symbolism  |
| <b>Mini-Project: (Friday)</b> | <p>Students will be given an opportunity to read the graphic novel <i>The Warrior Twins</i>, by Anita Asuda and Mark Pellington. As well as, <i>Hero Twins</i>, by Dale Deforest (Graphic novel).</p> <p>Students will create three trading cards of the characters within the novel or other characters in the supplemental reading. Information on the front and back of the card will be presented with an example.</p>   |

### STAGE 3

### LESSON 4

#### *Race to the Sun*

by Rebecca Roanhorse

#### **Supplemental Reading:**

*Popal Vuh* - translated to English

*Beowulf* - translated to English

Read Chapters 28-36

### Lesson Narrative:

Students will begin their journey of the novel with an anticipation guide. The guide will feature questions that ask about the author and the book. Then, students will begin reading the novel. Students will utilize post-it notes and annotate the pages as they read the stories. Students will be given study guide pages for the formative assessment. The pages will feature vocabulary, comprehension, skills development, and writing (reflection) of the reading. Students will continue to read Ch. 28-36. Students will begin to see that the story is beginning to end and characters will resolve many of the obstacles that they've encountered. The discussion this week will relate to other creation myths, like the Mayan Popol Vuh and the Monster slayer story of Beowulf. And, how they relate to the Navajo Creation myth.

### Essential Question(s):

What are the commonalities between the Navajo and other creation myths?

How is the Navajo creation myth similar to other monster slayer stories?





## Embedded Assessment

|                               |  |
|-------------------------------|--|
| <b>Building Background</b>    | Introduction of Author, Historical connection, and personal connections (tribal identity, empowerment, equity and justice)   |
| <b>Activities</b>             | Warm-Ups - inferences (implicit and explicit) - daily  |
| <b>Discussion</b>             | <b>Socratic-type Prompt:</b> Does a hero's journey always end with positive results? Or, do they end with a negative outcome? Maybe, it's a combination of both—provide examples for your claims?  |
| <b>Mon - Wed</b>              | <ul style="list-style-type: none"> <li>• Teacher Reads</li> <li>• Partner Reads</li> <li>• Student Silent Reads</li> </ul>   |
| <b>Formative Assessment</b>   | <ol style="list-style-type: none"> <li>1. Vocabulary - Context Clues</li> <li>2. Skills - (inference) - <i>Imagery</i></li> <li>3. Comprehension Questions             <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Time /Setting</li> <li>• Point of View</li> <li>• Character Analysis</li> <li>• Metaphor/Similes</li> <li>• Mood/Tone</li> <li>• Prediction (strategy)</li> </ul> </li> <li>4. <b>Write and Reflect:</b> Prompt: <i>In the story, Nizhoni is gaining weapons to fight the Monsters. Would you do the same to save your family? What would you do differently in your story?</i></li> </ol> |
| <b>Skills: (Thursday)</b>     | Mood/Tone  |
| <b>Mini-Project: (Friday)</b> | <p>Students will read the stories: Popal Vuh and Beowulf.</p> <p>Students will be asked to design a patch to indicate that they are warriors. Much like a military patch or school logo. Students will have to provide/create their own symbols for warriorship.</p>   |

### STAGE 3

### LESSON 5

#### *Race to the Sun*

by Rebecca Roanhorse

#### Supplemental Reading:

*Excerpts of the Fellowship of the Ring*, by J.R.R. Tolkien

*Excerpts of Harry Potter and Half Blood Prince*, by J. K. Rowling

Read Chapters 37-45

### Lesson Narrative:

Students will begin their journey of the novel with an anticipation guide. The guide will feature questions that ask about the author and the book. Then, students will begin reading the novel. Students will utilize post-it notes and annotate the pages as they read the stories. Students will be given study guide pages for the formative assessment. The pages will feature vocabulary, comprehension, skills development, and writing (reflection) of the reading. Students will continue to read Ch. 37-45 and conclude the novel with a resolution of Nizhoni and Mac's story. This week's discussion will relate to magical realism and how it works within stories.

### Essential Question(s):

Does magical realism expand the story?

Basically, how does magical realism give a story depth, and does it give the story credibility? How?



## Embedded Assessment

|                               |   |
|-------------------------------|---|
| <b>Building Background</b>    | Introduction of Author, Historical connection, and personal connections (tribal identity, empowerment, equity and justice)  |
| <b>Activities</b>             | Warm-Ups - inferences (implicit and explicit) - daily   |
| <b>Discussion</b>             | <b>SIFT conversation:</b> Students will consider Symbolism, Imagery, magical realism and theme for the story. Does magical realism provide validity to a creation myth or does it distort the meaning of a creation myth?   |
| <b>Mon - Wed</b>              | <ul style="list-style-type: none"> <li>• Teacher Reads</li> <li>• Partner Reads</li> <li>• Student Silent Reads</li> </ul>  |
| <b>Formative Assessment</b>   | <ol style="list-style-type: none"> <li>1. Vocabulary - Context Clues</li> <li>2. Skills - (inference) - <i>Plot development</i></li> <li>3. Comprehension Questions             <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Time /Setting</li> <li>• Point of View</li> <li>• Character Analysis</li> <li>• Metaphor/Similes</li> <li>• Mood/Tone</li> <li>• Prediction (strategy)</li> </ul> </li> <li>4. <b>Write and Reflect:</b> Prompt: <i>In the story, Nizhoni is gaining weapons to fight the Monsters. Would you do the same to save your family? What would you do differently in your story?</i></li> </ol> |
| <b>Skills: (Thursday)</b>     | Irony   |
| <b>Mini-Project: (Friday)</b> | <p>Students will read excerpts of both <i>The fellowship of the ring</i>, by J. R. R. Tolkien and <i>The Half-Blood Prince</i>, by J. K. Rowling.</p> <p>Students will construct a brochure. A brochure will be geared toward 5th graders. Students will provide their perspectives of the story and provide for 5th graders a summary and highlight parts of the story within the brochure. Students will also evaluate the book for students who have yet to read the story, <i>Race to the Sun</i>.</p>  |