

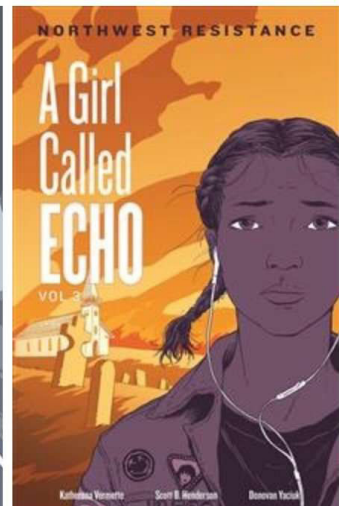
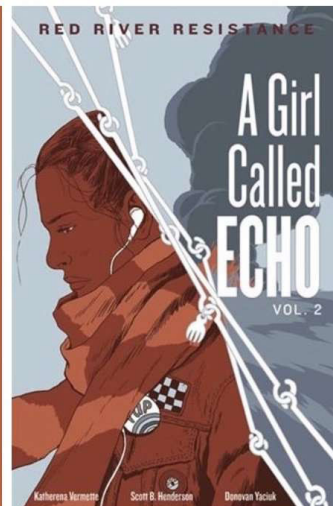
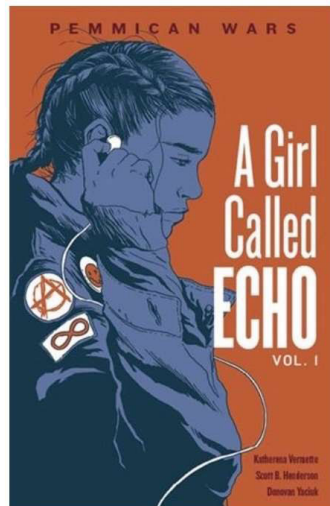
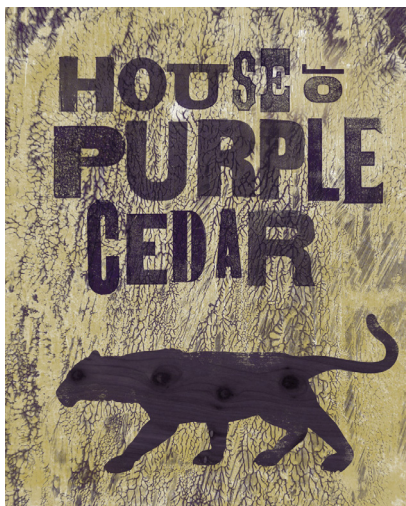
# NATIVE LITERATURE & HISTORY PROGRAM DESIGN

## 6<sup>th</sup> GRADE



### UNIT 4

### The Stories We Tell



### Core Texts:

#### Genius Hour Text Choices

- *Bird Girl and the Man Who Followed the Sun* by Velma Wallis
- *House of Purple Cedar* by Tim Tingle
- *A Girl Called ECHO Vol. 1-3* by Katherena Vermette, Scott B. Henderson, Donovan Yaciuk
- *7th Generation / Native Voices: Pathfinders Novels* (multiple authors & topics)

#### Research Databases and/or Supporting Texts

- *An Indigenous Peoples' History of the United States*
- [📖 Zinn Education Project](#)
- [📖 National Museum of the American Indian](#)
- [📖 New Mexico History Museum](#) (*examine more closely; possibly problematic*)
- [📖 Native Knowledge 360](#)



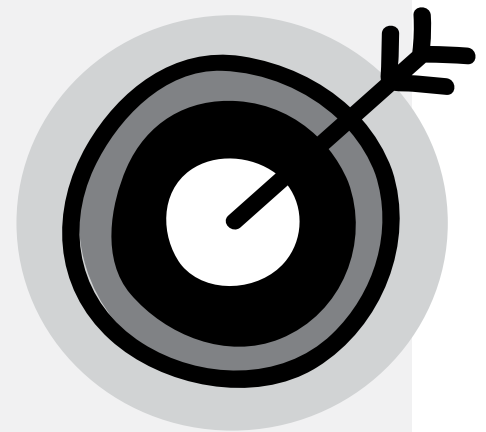
### Supporting Texts:

*As part of the culminating project for the year, students will have the opportunity to - and be encouraged to - review the texts they had closely analyzed throughout the year in the 6th grade units.*

# UNIT 2 - DESIRED RESULTS

## BIG IDEAS

- **Indigenous Identity:** Our connection to places and people, like family and community, form who we are and serve as our guiding values that give us strength in times of adversity.
- **Perspective:** Storytelling is an important way of talking about identity. “Who” is telling a story impacts the message in important ways.
- **Community:** Storytelling is a way for us to learn about our communities. Stories are often the threads that keep a community together.



### Essential Questions

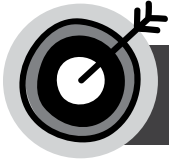
(based on yearlong Big Idea)

- What is the relationship between reader and writer?
- As a Native Lit. Scholar, how does this relationship impact you?

### Enduring Understandings

(based on yearlong Big Ideas)

- **Indigenous Identity:** Students will understand that identity is deeply connected to place & people.
- **Perspective:** Students will understand that the perspective from which a story is told can greatly impact meaning and interpretation.
- **Community:** Students will understand that communities are defined by a complex interplay of traditional and modern factors (there is probably a better way to phrase this part).

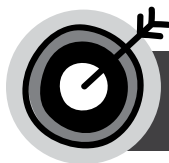


## Anchor Standards

### REFERENCE

 [English Language Arts Anchor Standards](#)

<p><b>Reading:</b> 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.RI.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.RI.6.2</b> - Determine a 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.RI.6.3</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
<p><b>Writing</b></p>	<p><b>CCSS.ELA-LITERACY.W.6.2</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>CCSS.ELA-LITERACY.W.6.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</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.6.6</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>



## Anchor Standards (continued)

<p><b>Writing</b> (continued)</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.6.8</b> - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>CCSS.ELA-LITERACY.W.6.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</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.6.4</b> - 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.</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>Language</b></p> <p>Bring in discussion around Critical Race Theory and code-switching re: conventions</p>	<p><b>CCSS.ELA-LITERACY.L.6.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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> <p><b>CCSS.ELA-LITERACY.L.6.3</b> - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>CCSS.ELA-LITERACY.L.6.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

## UNIT 2 - ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn **how to interpret, analyze and discuss texts critically**, so that in the long run, on their own, they will be able to **evaluate and synthesize information and respond in a way that speaks truth to their lived experiences and sustains their community's ways of being.**





## Performance Assessment

Use GRASPS

### Goal:

Core texts in this grade level are connected to events, policies, and historical traumas that have significantly impacted Indigenous People on this continent.

Specifically, these major events, policies, and historical traumas are:

- Colonization
- Termination
- Relocation
- Trail of Tears
- Shifting identities

You will select one of these events or policies to research in depth. You will analyze informational texts and seek primary sources.

The driving questions for your research will be:

- **How does authoring Indigenous / Native Literature elevate my voice and the voice of my classmates?**
- **How does authoring Indigenous / Native Literature elevate issues of equity and justice for my community?**

### Role:

Your role will be as a critical historian evaluating primary and secondary sources, a reader who makes meaning from text and synthesizes information, and as an author who will contribute to the genre of Native Literature.

### Audience:

Your audience will be peers and community members from your school (staff, parents)

### Scenario:

Select an event or policy.

1. Conduct research for information and a primary source connected to events/policy.
2. Synthesize and evaluate information, then use this to create a historical narrative or informational text that correlates to the event or policy you researched.
3. Display or read aloud your story / research at a community night at your school.

### Product:

1. If writing a narrative, ensure that your story has an event sequence, well-developed characters, and includes dialogue and descriptive details.
2. If writing an informational text, ensure that your writing organizes ideas clearly. Includes and defines important vocabulary and concepts.





## Performance Assessment (continued)

### **Standards:** Research to Build and Present Knowledge

- I can conduct short research projects to answer a question (W.6.7)
- I can gather relevant information from multiple print and digital sources, assess their credibility and quote or paraphrase the data (W.6.8)
- I can draw evidence from literary or informational texts to support my analysis, reflection and research (W.6.9)

### Writing- Narrative

- I can engage my reader by establishing context and introducing characters (W.6.3.A)
- I can use narrative techniques like dialogue, pacing and description to develop the events and characters in my narrative.(W.6.3.B)
- I can use transitions, phrases and clauses effectively to convey sequence in my narrative (W.6.3.C)
- I can use precise words and phrases, descriptive details to convey experience and events in my narrative (W.6.3.D)

### Writing- Informational/Expository

- I can organize my writing so that the ideas, concepts and information presented is clear (W.6.2.A)
- I can use strategies like definitions, classification, compare/contrast and formatting help the reader understand my content (W.6.2.A)
- I can develop my informational text with relevant facts, concrete details and other important information (W.6.2.B)
- I can use precise vocabulary that pertains to my selected event/policy
- I can establish and maintain a formal style (W.6.2.E)

### Product and Distribution of Writing

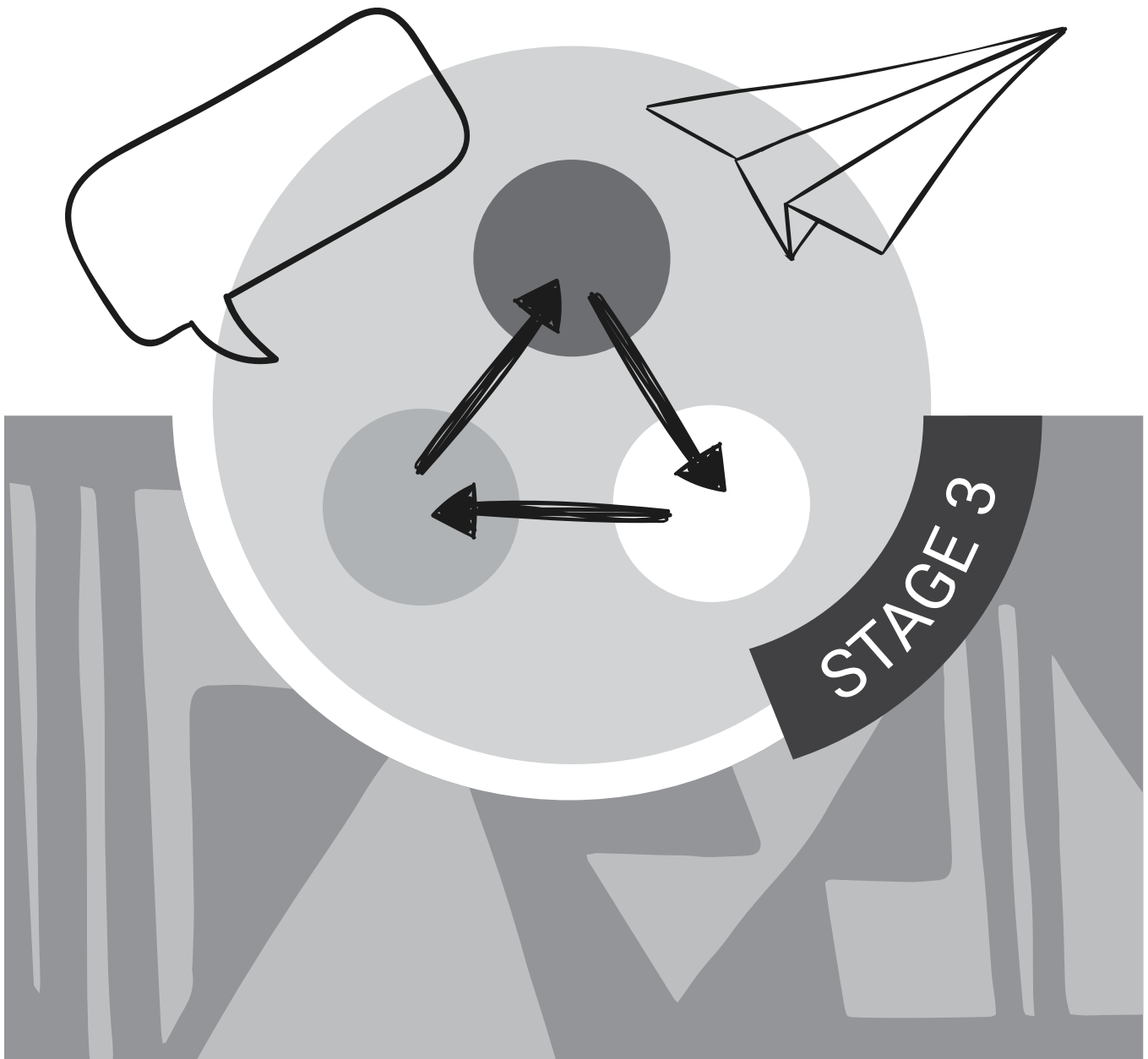
- I can produce clear and coherent writing that aligns with the performance assessment expectations (W.6.4)
- I can improve my writing by planning, revising, editing and rewriting along with feedback from my peers and teacher (W.6.5)
- I can use technology to produce and publish my writing (W.6.6)

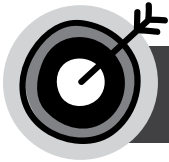
### Language

- I can demonstrate proficiency in the conventions of standard English grammar when writing (L.6.1)



# UNIT 2 - SCOPE + SEQUENCE





## Key Equity Terms - Week 1-6

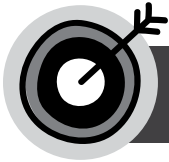
[Reference](#)

### Settler Colonialism

- a. Settler colonialism refers to colonization in which colonizing powers create permanent or long-term settlement on land owned and/or occupied by other peoples, often by force. This contrasts with colonialism where colonizer's focus only on extracting resources back to their countries of origin, for example. Settler Colonialism typically includes oppressive governance, dismantling of indigenous cultural forms, and enforcement of codes of superiority (such as white supremacy). Examples include white European occupations of land in what is now the United States, Spain's settlements throughout Latin America, and the Apartheid government established by White Europeans in South Africa.
- b. Per Dina Gillio-Whitaker, "Settler Colonialism may be said to be a structure, not an historic event, whose endgame is always the elimination of the Natives in order to acquire their land, which it does in countless seen and unseen ways. These techniques are woven throughout the US's national discourse at all levels of society. Manifest Destiny—that is, the US's divinely sanctioned inevitability—is like a computer program always operating unnoticeably in the background. In this program, genocide and land dispossession are continually both justified and denied."

### Intersectionality

- a. Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.
- b. Per Kimberlé Williams Crenshaw: Intersectionality is simply a prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism, many times, interacts with patriarchy, heterosexism, classism, xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges. "Intersectionality 102," then, is to say that these distinct problems create challenges for movements that are only organized around these problems as separate and individual. So when racial justice doesn't have a critique of patriarchy and homophobia, the particular way that racism is experienced and exacerbated by heterosexism, classism etc., falls outside of our political organizing. It means that significant numbers of people in our communities aren't being served by social justice frames because they don't address the particular ways that they're experiencing discrimination.



## Key Equity Terms - Week 1-6

 [Reference](#)

### Restorative Justice

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by a wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative responses are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense. Restorative Justice emphasizes individual and collective accountability. Crime and conflict generate opportunities to build community and increase grassroots power when restorative practices are employed.

STAGE 3

WEEK 1

- Start the Research Process
- Introduce “Genius Hour” Structure and Book Selection Process

### Lesson Narrative:

During week 1, students and teachers will focus on understanding the research process and what “genius hour” will look like during this final unit.

### Lesson Question(s):

What topic will you research for your culminating project?  
Why will you choose this topic?

### Embedded Assessment:



**Research Selection Topic** - Which topic? Why?

**Genius Hour Text Selection** - Which text? Why? K/W/L Chart

### Anchor Standards (view descriptions on page 4)



<b>Reading: Literature + Informational</b>	RL.6.1 RL.6.2 RL.6.3 RI.6.1 RI.6.2 RI.6.3
<b>Writing:</b>	W.6.7 W.6.8
<b>Speaking and Listening:</b>	SL.6.1
<b>Language:</b>	L.6.1

- Workshop: Learn from Examples and Draw Conclusions
- Genius Hour - Summary, Response, and Analysis

## Lesson Narrative:

During week 2, students and teachers will focus on examining and learning from examples of historical narrative and historical fiction. This is background building stage prior to beginning independent research in future weeks. Additionally, students will begin their genius hour reading response journals during this week.

## Lesson Question(s):

How do authors use different formats (i.e. narrative fiction or expository writing) to teach us about a given topic (see topics from GRASPS task description)?

## Embedded Assessment:



**Text Analysis & Discussion** - See lesson question

**Reading Response Journal** - Background information and initial reactions to selected texts

## Anchor Standards (view descriptions on page 4)



<b>Reading: Literature + Informational</b>	RL.6.1	RL.6.2	RL.6.3	RI.6.1	RI.6.2	RI.6.3
<b>Writing:</b>	W.6.4	W.6.7	W.6.8	W.6.9		
<b>Speaking and Listening:</b>	SL.6.1	SL.6.2	SL.6.3	SL.6.6		
<b>Language:</b>	L.6.1	L.6.4				

- Work Time for Culminating Projects
- Genius Hour - Summary, Response, and Analysis

## Lesson Narrative:

During week 3, students and teachers will focus on continuing to examine and learn from examples of historical narrative and historical fiction. Then, students will begin to research a topic and practice methods of note-taking and annotation. Additionally, students will continue their genius hour reading response journals during this week. To support this genius hour process, the class will make time for an “introduction to your novel” gallery walk during which students will create a movie poster preview of their selected text.

## Lesson Question(s):

What can you find out about your chosen topic?

How will you capture your learning?

How can you use your knowledge of our key equity terms when researching a new topic?

## Embedded Assessment:



Brainstorm and Outline of Project

Reading Response Journal - “Introduction to your novel” Gallery Walk

## Anchor Standards (view descriptions on page 4)



<b>Reading: Literature + Informational</b>	RL.6.1	RL.6.2	RL.6.3	RI.6.1	RI.6.2	RI.6.3
<b>Writing:</b>	W.6.4	W.6.7	W.6.8	W.6.9		
<b>Speaking and Listening:</b>	SL.6.1	SL.6.2	SL.6.3	SL.6.6		
<b>Language:</b>	L.6.1	L.6.4				

- Work Time for Culminating Projects
- Genius Hour - Summary, Response, and Analysis

## Lesson Narrative:

During week 4, students and teachers will focus on adding to their independent research, with a particular emphasis on starting to summarize key ideas within a selected topic. This week is about halfway through the unit, which will make it a good time to conduct check-ins with students and to start to evaluate if students have enough of a foundation from which to begin writing their culminating projects. Additionally, students will continue their genius hour reading response journals during this week. For Genius Hour during this week, students will add to their “movie preview” theme by adding a character study component featuring one main character from their selected text.

## Lesson Question(s):

What can you find out about your chosen topic?

How will you capture your learning?

How can you use your knowledge of our key equity terms when researching a new topic?

## Embedded Assessment:



Graphic Organizers & Supporting Media for Culminating Project

Reading Response Journal - Movie Preview Activity

## Anchor Standards (view descriptions on page 4)



<b>Reading: Literature + Informational</b>	RL.6.1	RL.6.2	RL.6.3	RI.6.1	RI.6.2	RI.6.3
<b>Writing:</b>	W.6.2	W.6.3	W.6.4	W.6.7	W.6.8	W.6.9
<b>Speaking and Listening:</b>	SL.6.1	SL.6.2	SL.6.3	SL.6.6		
<b>Language:</b>	L.6.1	L.6.4				



- Work Time for Culminating Projects
- Genius Hour - Character Growth & Development

## Lesson Narrative:

During Week 5, students and teachers will begin drafting the first draft of the culminating projects, with an emphasis on using graphic organizers for sequencing their projects. Students will be encouraged to access their wealth of notes and examples when working on their first drafts and the class will use universal graphic organizers to support the process. During genius hour this week, students will focus mainly within their reading response journals and create “character sketches” for major characters in their selected stories.

## Lesson Question(s):

Now that you have acquired a few weeks’ knowledge on your topic, how will you begin to tell a story about your topic?

## Embedded Assessment:



**Text Analysis & Discussion** - Graphic Organizers and via Word Processing

**Graphic Organizers for Character Analysis / Character Sketches**

## Anchor Standards (view descriptions on page 4)



<b>Reading: Literature + Informational</b>	RL.6.1	RL.6.2	RL.6.3	RI.6.1	RI.6.2	RI.6.3	
<b>Writing:</b>	W.6.2	W.6.3	W.6.4	W.6.6	W.6.7	W.6.8	W.6.9
<b>Speaking and Listening:</b>	SL.6.1	SL.6.2	SL.6.3	SL.6.6			
<b>Language:</b>	L.6.1	L.6.4	L.6.5				

- Edits and Revisions (Workshop) for Culminating Projects
- Genius Hour - Themes in the Novel

## Lesson Narrative:

Week 6 is all about taking the first drafts from Week 5 and revisiting the goals of the culminating project. During Week 6, students will meet in pairs and with their teacher to complete an initial review using checklists and rubrics based on the culminating task prompt. Genius hour reading response journals will focus on identifying themes in selected texts and complete a “sort and classify” type activity for mapping where the different selected novels would fall on a table of different universal themes in literature (this is a resource that could be created by students and shared with other students and teachers).

## Lesson Question(s):

Does your story included everything you need to tell your story? Using a checklist and peer feedback, start to make edits and revisions for a second draft.

## Embedded Assessment:



**Second Draft of Culminating Project** - Graphic Organizers and via Word Processing

Writing Checklists for revisions and edits of first draft → second draft

## Anchor Standards (view descriptions on page 4)



<b>Reading: Literature + Informational</b>	RL.6.1	RL.6.2	RL.6.3	RI.6.1	RI.6.2	RI.6.3
<b>Writing:</b>	W.6.2	W.6.3	W.6.4	W.6.6	W.6.7	W.6.8 W.6.9
<b>Speaking and Listening:</b>	SL.6.1	SL.6.2	SL.6.3	SL.6.6		
<b>Language:</b>	L.6.1	L.6.4	L.6.5			

- Edits and Revisions (Workshop) for Culminating Projects
- Genius Hour - Final Reflections

## Lesson Narrative:

Week 7 is all about taking the first/second drafts of Weeks 5 & 6 and transforming them into a final draft of the culminating project. Week 7 will have students use the same checklists they used in prior weeks for edits and revisions, but with the additional lens of thinking about how to present the culminating project developed. Students will be able to select from a range of possible presentation styles and be supported in developing a game plan for putting their presentations together. Genius hour this week will see students completing final reflections on their selected text. As a final activity, students will be asked to write a professional review of their selected text and then share their review as if in an online review sections.

## Lesson Question(s):

**Does your story include everything you need to tell your story?**

Using a checklist and peer feedback, start to make edits and revisions for a final draft. At this stage in the process, we also want to be thinking about the supporting visuals that you can use with your project.

## Embedded Assessment:



**Writing Checklists for revisions and edits of first draft → Final draft / Full Presentation**

**Reading Response Journal** - Graphic organizer for a “professional book review”

## Anchor Standards (view descriptions on page 4)



<b>Reading: Literature + Informational</b>	RL.6.1	RL.6.2	RL.6.3	RI.6.1	RI.6.2	RI.6.3	
<b>Writing:</b>	W.6.2	W.6.3	W.6.4	W.6.6	W.6.7	W.6.8	W.6.9
<b>Speaking and Listening:</b>	SL.6.1	SL.6.2	SL.6.3	SL.6.6			
<b>Language:</b>	L.6.1	L.6.4	L.6.5				

- Share Research and Writing with Community
- Wrap up Genius Hour Novel Study

## Lesson Narrative:

Weeks 8 & 9 are the culminating weeks for this final unit of 6th grade. For designers, this two week period is an opportunity to complete workshops and practice presentations with students.

Within the genius hour novel study, these final two weeks are an opportunity to catch up on any missing pieces and to get student feedback on the overall process.

## Lesson Question(s):

How will you share your work?

What are the key ideas or understandings that you would want your audience to walk away with?

How does sharing your work help to create a new generation of storytellers?

## Embedded Assessment:



Student Showcase (Multiple Possible Formats)

Genius Hour Gallery Walk / Cafe

## Anchor Standards (view descriptions on page 4)



<b>Reading: Literature + Informational</b>	RL.6.1	RL.6.2	RL.6.3	RI.6.1	RI.6.2	RI.6.3		
<b>Writing:</b>	W.6.2	W.6.3	W.6.4	W.6.6	W.6.7	W.6.8	W.6.9	
<b>Speaking and Listening:</b>	SL.6.1	SL.6.2	SL.6.3	SL.6.6				
<b>Language:</b>	L.6.1	L.6.4	L.6.5					

## Draft Rubric for Culminating Task:

NB: Solid template, but modify fit the spirit of this unit plan by including key big ideas of Indigenous Identity and Empowerment, Equity, Justice

NB: Develop an alternate rubric (based around the CCSS) for students who opt to develop an informational text.

**W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence**

4	3	2	1
Achieve all 7 components of the narrative writing checklist.	Achieve at least 5/7 components of the narrative writing checklist.	Achieve at least 4/7 components of the narrative writing checklist.	Achieve some (fewer than 4) components of the narrative writing checklist.
Participate in each stage (8) of the writing process and document your progress.	Participate in most (n > 5) stages of the writing process and document your progress.	Participate in some (n > 4) stages of the writing process and document your progress.	Participate in a few (n < 3) stages of the writing process and document your progress.
Produce clear and easy to understand writing.	Produce mostly clear and easy to understand writing.	Produce somewhat clear and easy to understand writing.	Writing is unclear or hard to understand.
Share your final product with classmates and community members at a 6th grade event.	Share your final product with classmates and community members at a 6th grade event.		

## **Narrative Writing Checklist:**

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1. Establish context
2. Introduce narrator and/or characters
3. Include a clear and logical event sequence
4. Use narrative techniques (dialogue, pacing, description) to develop story
5. Use transition words and phrases
6. Use precise language and details to describe events
7. Provide a conclusion

## **Writing Process Steps:**

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1. Immersion
2. Collecting
3. Rehearsing
4. Planning
5. Drafting
6. Revising
7. Editing
8. Publishing