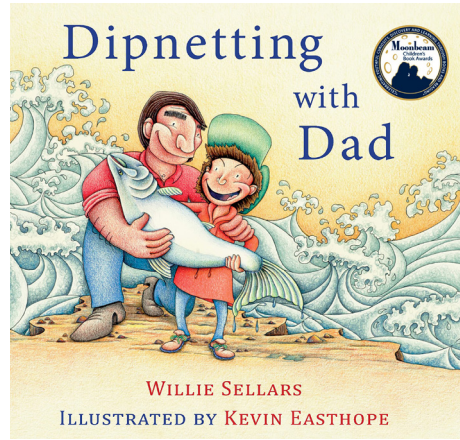
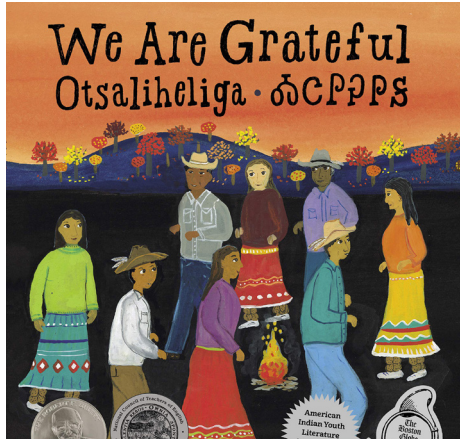


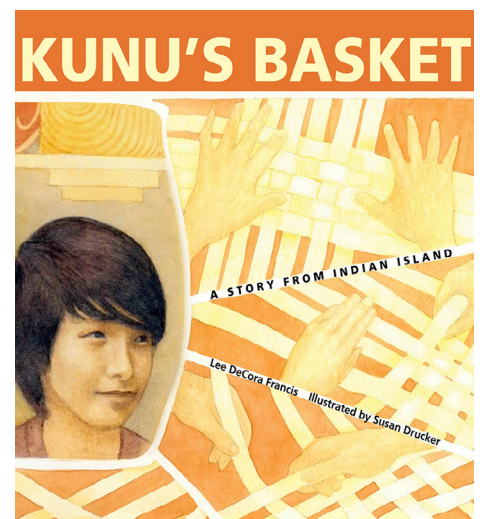
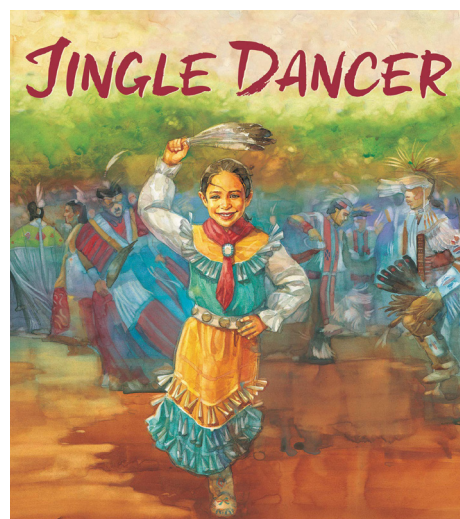
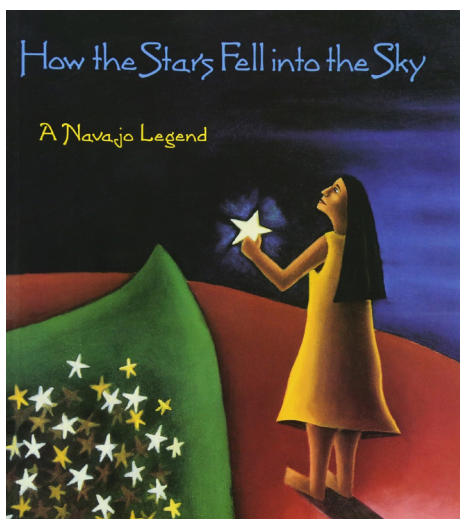
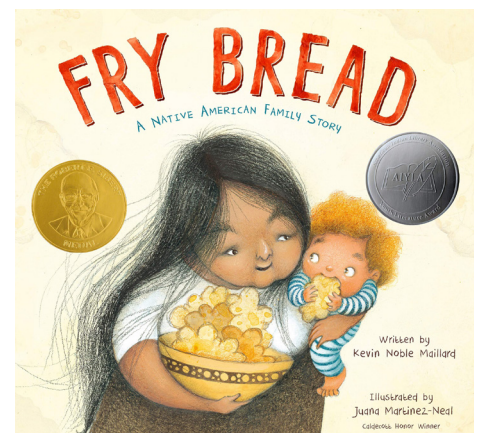
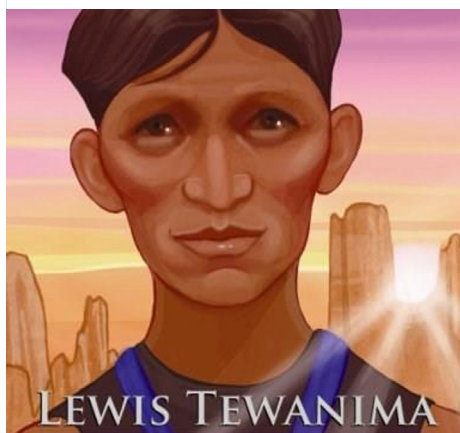
# NATIVE LITERATURE & HISTORY PROGRAM DESIGN

## 1<sup>st</sup> GRADE



## UNIT 1

## Core Values & Cultural Identity



**UNIT 1**

Calendar Window: 2 months

 [Yearlong Curriculum](#)

**CONTENTS**

**STAGE 1: Desired Results**

<a href="#">Big Ideas / Essential Questions / Enduring Understandings</a>	5
<a href="#">Anchor Standards</a>	6

**STAGE 2: Assessment Evidence**

<a href="#">Transfer Statement</a>	7
<a href="#">Performance Assessment: GRASPS</a>	8

**STAGE 3: Scope and Sequence**

<a href="#">TEXT 1 - <i>We are Grateful</i></a>	11
<a href="#">TEXT 2 - <i>Dipnetting with Dad</i></a>	14
<a href="#">TEXT 3 - <i>When we are Kind</i></a>	16
<a href="#">TEXT 4 - <i>How the Stars Fell Into the Sky</i></a>	18
<a href="#">TEXT 5 - <i>Fry Bread</i></a>	21
<a href="#">TEXT 6 - <i>When We Were Alone</i></a>	23
<a href="#">TEXT 7 - <i>Kunu's Basket</i></a>	25
<a href="#">TEXT 8 - <i>Lewis Tewanima: Born to Run</i></a>	27
<a href="#">TEXT 9 - <i>Jingle Dancer</i></a>	29
<a href="#">TEXT 10 - <i>The Great Ball Game</i></a>	31



Designers: Josephine Naranjo-Montoya and Jerusha Ignacio

*NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer's curriculum for financial profit.*

### Core Texts:



- ***We Are Grateful: Otsaliheliga***  
by Traci Sorell (Cherokee Nation)
- ***Dipnetting with Dad***  
by Willie Sellars (Cascade Klickitat)
- ***When We Are Kind***  
by Monique Gray Smith (Navajo)
- ***How the Stars Fell Into the Sky: A Navajo Legend***  
by Jerrie Oughton (Navajo)
- ***When We Were Alone***  
by David Robertson (Cree)
- ***Fry Bread***  
by Kevin Noble Maillard (Seminole Nation)
- ***Kunu's Basket: A Story of Indian Island***  
by Lee DeCora Francis (Penobscot Tribe)
- ***Lewis Tewanima: Born to Run***  
by Sharon K Solomon (Hopi Tribe)
- ***Jingle Dancer***  
by Cynthia Leitich Smith (Muskogee (Creek))
- ***The Great Ball Game***  
by Joseph Bruchac (Muskogee)

### Supporting Texts/Media:



- |  |                                       |
|--|---------------------------------------|
| ▶ <a href="#">We are Grateful - Otsaliheliga</a>                   | ▶ <a href="#">When We Were Alone</a>  |
| ▶ <a href="#">Dipnetting with Dad</a>                              | ▶ <a href="#">Fry Bread</a>           |
| ▶ <a href="#">When we are Kind</a>                                 | ▶ <a href="#">Jingle Dancer</a>       |
| ▶ <a href="#">How the Stars Fell Into the Sky: A Navajo Legend</a> | ▶ <a href="#">The Great Ball Game</a> |
| ▶ <a href="#">Kunu's Basket: A Story of Indian Island</a>          |                                       |

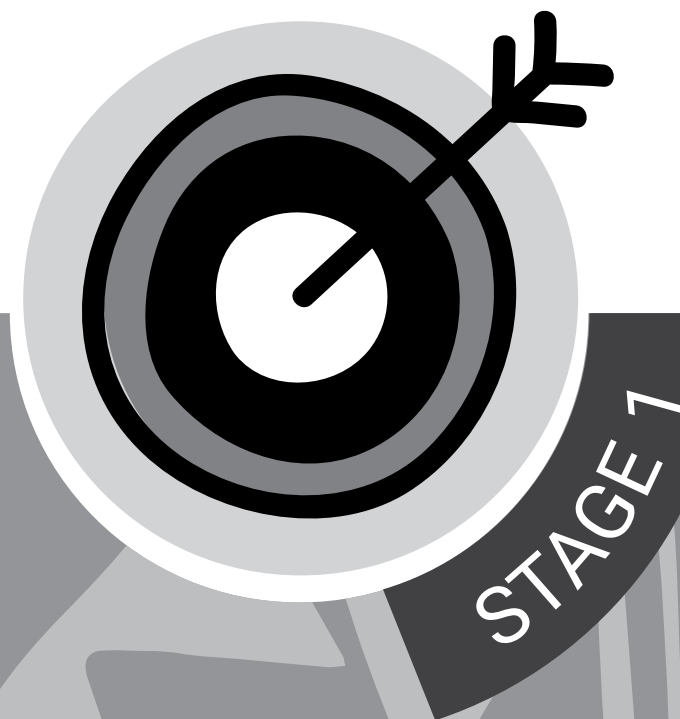
### Resources:

- 📖 [coloursofus.com](https://coloursofus.com) - 100 Native American Children's Books
- 📖 [teachingbooks.net](https://teachingbooks.net) - American Indian Collection

## DESIRED RESULTS

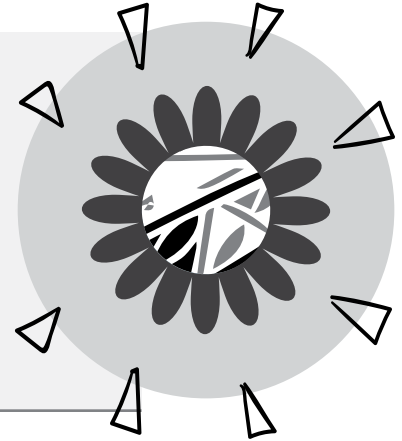
REFERENCES

-  [Finding Big Ideas and Assessment Evidence @ NISN video](#)
-  [Building EQs and EUs @ NISN video](#)



**BIG  
IDEAS**

**I will embody the Native Scholar by my understanding of core values and community responsibility and action through the mastery of literary skills.**



**Essential Questions**

(based on yearlong Big Idea)  
(consider CV connection)

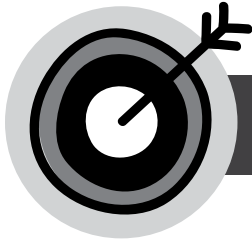
- How can I use my core values to make connections to native literature so I can develop my character as a Native Scholar?

**Enduring Understandings**

(based on yearlong Big Ideas)  
(consider CV connection)

Students will understand that:




- I will identify my core values in the literature and utilize these findings to form my own opinions and understanding of the context.
- I will identify my core values represented in the text and begin to reflect on which core values I represent well and which core values I need to work on (Wellness Wheel)
- I will identify my core values through both the character actions and themes presented in the literature.



## Anchor Standards

### REFERENCE

 [English Language Arts Anchor Standards](#)

<p><b>Reading</b> Literature or Informational</p>	<p> <b>CCSS.ELA-LITERACY.RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p> <b>CCSS.ELA-LITERACY.RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p><b>Writing</b></p>	<p> <b>CCSS.ELA-LITERACY.W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

## ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn how to utilize their core values and literacy skills as Native scholars to make an impact on their community, so that in the long-run, on their own, they will be able to take their knowledge of the core values they possess and use that to create positive change within their own communities through a community action project.





## Performance Assessment

Use GRASPS

### Goal:

- Our core values help us identify who we are as indigenous people. Each of us has core values that shape who we are, these core values are learned from our family, our community, and are also learned from the stories that are passed down from generations before. Your goal is to map out the core values that you possess by keeping in mind which core values you represent well and which you need to work on. This can be done in a drawing of yourself, a picture, a model of you, or any other visual representation of you that showcases the core values you have.

### Role:

You will plan, create, and present a visual representation of you showcasing the core values you represent well and which core values you still need to work on.

### Audience:

Your audience will be your classmates when you present your visual representation of the core values you represent well.

### Scenario:

This visual representation will be like a window to the kind of person you are, to who are you, and to the core values you represent as an indigenous person.

### Product:

- **Part I:** Create a visual representation of you and your core values (picture, model of you, drawing)
- **Part II:** Presentation to the classroom, community, and families (video of presentation can be shared through online communication platform)
- Me and My Core Values Visual Representation Rubric

### Standards:

- Reading: [RI.1.2](#) and [RI.1.3](#)
- Writing: [W.1.3](#)





## Performance Assessment

**Middle:** Create a self portrait using paint or pictures that have the core values that you represent well labeled on the drawing or picture. Give an example of one of the core values you chose and tell why you represent that core value well.

**Modified Up:** Create a self portrait using paint or pictures that have the core values that you represent well labeled on the drawing or picture. Give an example of one of the core values you chose and tell why you represent that core value well.

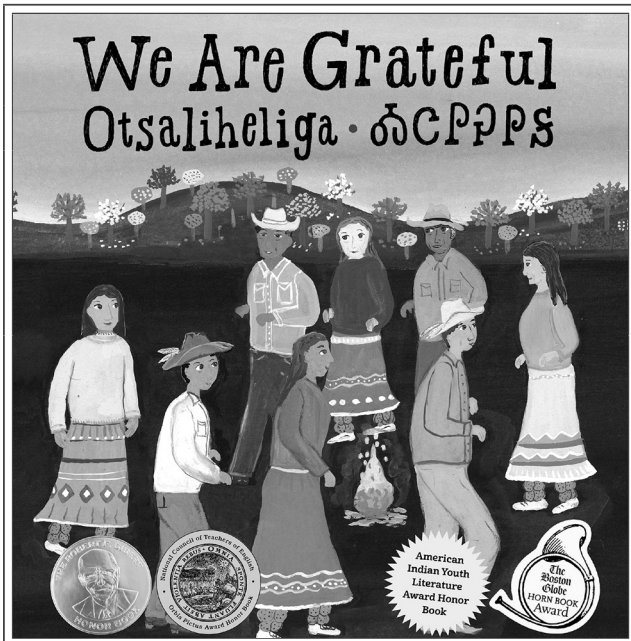
**Modified Down:** Work with a family member or teacher to create a self-portrait (drawing, painting) with core values listed on drawing. Teachers and/or family members can assist with the core values that the student demonstrates often.

## SCOPE + SEQUENCE



## TEXT 1 - We are Grateful

### Core Text:



### *We are Grateful - Otsaliheliga*

by Traci Sorell

Genre: Nonfiction

Story Origin: Cherokee Nation

Lexile: NC970L

Supporting Texts/Media:

 [We are Grateful - Otsaliheliga](#)

### Big Ideas / Core Values:

- Respect
- Responsibility
- Compassion

### Lesson Narrative:

Otsaliheliga is a Cherokee expression for gratitude. The Cherokee people are reminded to celebrate blessings and to reflect on their struggles. The author uses illustrations of trees throughout the book to show changes in season and how we show gratitude in different seasons as well.

### Essential Question:

*How are respect, responsibility, and compassion presented in Native Literature?*

## TEXT 1 - We are Grateful

### Learning Activities:

#### Read Aloud - 1st Read (I do)

- Concepts of Print: Teach title, author, illustrator, book handling skills
- Explain Visualize: we use words and illustrations to visualize or create pictures in our minds
- Respond to Text: model retelling using retell chart

#### Group discussion (We do):

Otsaliheliga is a Cherokee word used to express gratitude. It's a reminder to celebrate blessings & reflect on struggles.

- How were the people in the story feeling grateful?
- Why do you think they were feeling this way?

#### Discussion/partner share (We do):

Create an anchor chart of "respect" from student responses. What does it mean to be respectful and what does it look like?

#### Culture Extension:

Bring student's attention to the turtle shells tied around the women's calves. Women shake these shells with pebbles inside to make the turtles sing. This is called the stomp dance. Women shake their shells, men sing, and children dance through the night, praying for everyone and everything.

Group discussion:

- How do you think dancing and celebrating in this way brought the community closer together?
- How does your community celebrate and come together?

## TEXT 1 - We are Grateful

### Embedded Assessment:



#### Respect Journaling (You do)

- What does respect feel like?
- What does respect sound like?
- How do you feel when someone is respectful towards you?
- Sentence starter frame: I show respect when I...

#### Respect Reflection Circle (Application)

- Today, I showed respect when I...

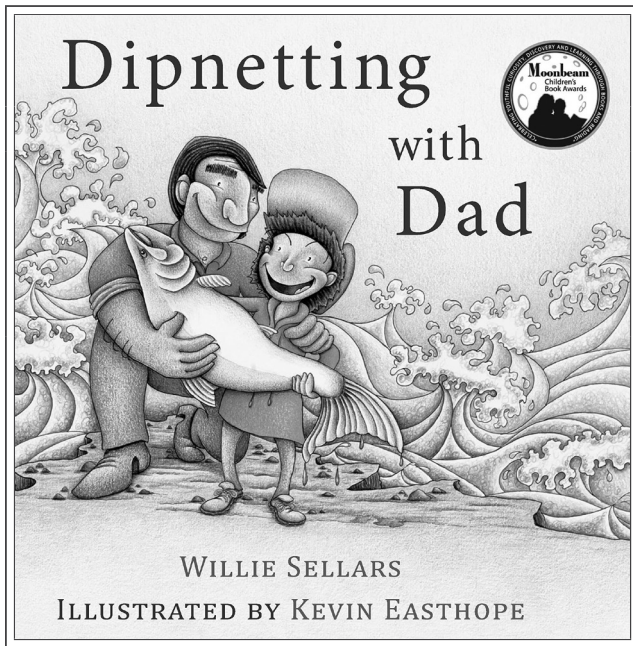


### Anchor Standards

Reading: Literature	<b>RL.1.2</b> <b>RL.1.3</b>
Writing:	<b>W.1.3</b>
Speaking and Listening:	<b>SL.1.1</b>
Language:	<b>L.1.4</b>

### TEXT 2 - Dipnetting with Dad

#### Core Text:



#### *Dipnetting with Dad*

by Willie Sellars

Genre:	Nonfiction
Story Origin:	Cascade Klickitat

Lexile: n/a

Supporting Texts/Media:

 [Dipnetting with Dad](#)

#### Big Ideas / Core Values:

- Respect
- Responsibility
- Compassion

#### Lesson Narrative:

Dipnetting is about a father teaching his son the Secwepemc method of fishing known as dipnetting. They visit the sweat lodge, mend the nets, select the best fishing spot & catch, pack, & dry the fish in a traditional way.

#### Essential Question:

*How are respect, responsibility, and compassion presented in Native Literature?*

#### Vocabulary:

kinship, values, community, traditional knowledge

## TEXT 2 - Dipnetting with Dad

### Learning Activities:

#### Read Aloud (I do):

- Activate prior learning: Have you ever been fishing? Did you need permission/permits to fish?
- How does one show that they are a responsible person? Discussion/partner share (We do)
- Visualize: read visualization examples from the book where students can close their eyes and visualize what the author is describing

#### Group discussion (We do):

- What tradition did the boy in the story learn from his family?
- What traditions do you have in your family?
- What activities or skills have been passed down to you by family members (roping, fishing, etc)?

#### Responsibility project:

Select a task you can be responsible for at home. Do this task for a week and share with group how it felt to be responsible for this task (Application)

### Embedded Assessment:



#### Responsibility Journaling (You do)

#### Story Mapping (You do):

- Students will complete a story map about the story, detailing characters, setting, & story events

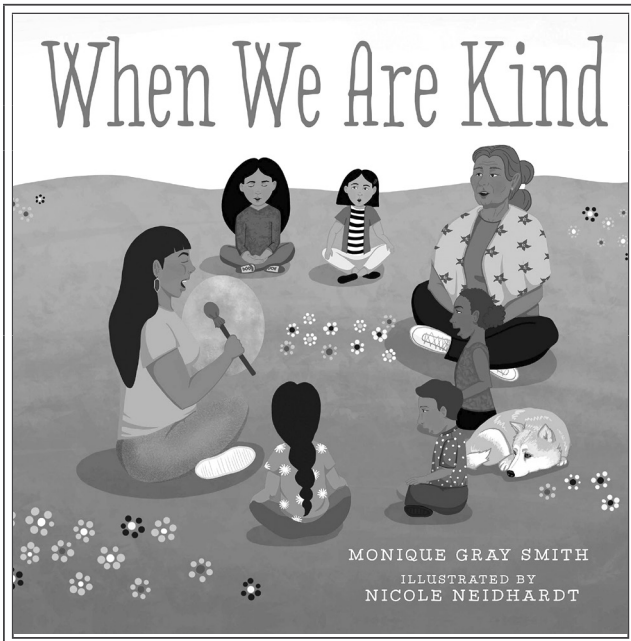


### Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.3</a>
Writing:	<a href="#">W.1.3</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.5</a>
Language:	<a href="#">L.1.4</a>

### TEXT 3 - When we are Kind

#### Core Text:



#### *When we are Kind*

by Monique Gray Smith

Genre: Fiction

Story Origin: Navajo

Lexile: NP

Supporting Texts/Media:

 [When we are Kind](#)

#### Big Ideas / Core Values:

- Respect
- Responsibility
- Compassion

#### Lesson Narrative:

When We Are Kind is about the simple acts of everyday kindness & encourages children to explore how they feel when they initiate & receive acts of kindness in their lives

#### Essential Question:

*How are respect, responsibility, and compassion presented in Native Literature?*



### TEXT 3 - When we are Kind

## Learning Activities:

### Read Aloud (I do):

What does kindness mean to you and how can we show it? Discussion/ partner share (We do)

- Who holds you up? Who do you hold up?
- How can we hold one another up during challenging times?
- Why is it important to be kind to one another?

### Idea Map (We do):

Brainstorm together who in our community might need “to be held” right now. How can we hold them up? As a class, decide how to hold other people up either through letters, pictures, etc.

### Kindness Rocks:

Using large rocks, paint, and permanent markers have students decorate rocks with “kindness” messages and place them outside for the school to see

### Kindness project:

- Perform an act of kindness at home for someone in your family (Application)
- Classroom Kindness Act assembly (Reflection)

## Embedded Assessment:

### Kindness Journaling (You do):

- In the story, there’s a repetition of one sentence “I am kind when I..”
- Write about the ways you are kind to others.

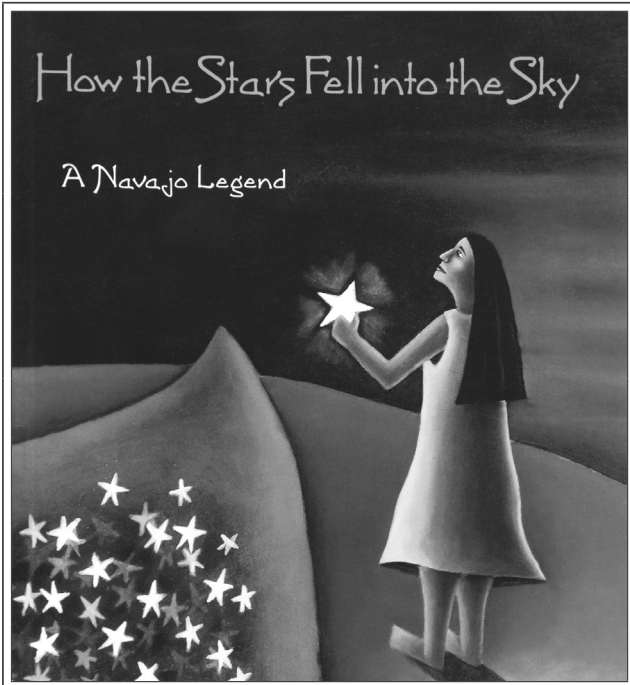


## Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a>
Writing:	<a href="#">W.1.3</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.4</a>
Language:	<a href="#">L.1.4</a>

**TEXT 4** - How the Stars Fell Into the Sky

**Core Text:**



***How the Stars Fell Into the Sky: A Navajo Legend***

by Jerrie Oughton

Genre:	Folklore
Story Origin:	Navajo

Lexile: AD780L

**Supporting Texts/Media:**

 [How the Stars Fell Into the Sky: A Navajo Legend](#)

**Big Ideas / Core Values:**

- Culture
- Language

**Lesson Narrative:**

This is a retelling of a Navajo folktale that explains how first woman tried to write the laws of the land using stars in the sky, only to be thwarted by Coyote, the trickster

**Essential Question:**

*How does Native Literature help me to understand the value of indigenous culture and language?*

## TEXT 4 - How the Stars Fell Into the Sky

### Learning Activities:

#### Read Aloud (I do):

- What examples of our core values do you see in the story?
- What core values do you think the main character has?

#### Define Oral Tradition for students:

The practice of telling stories orally, rather than written down, from one generation to the next to preserve one's culture/history

- You will become a storyteller. We will practice retelling this story to one another using the pictures from the story. We will practice it several times before we retell it in our own way.

#### Group Discussion: Discuss the importance of having laws (We do)

- Why do we have laws in our world?
- Imagine you were the main character in the story, which laws would you have written in the sky?
- What are some rules that you have in your household?

#### Family Extension Activity:

Ask your family to share an oral story with you that they know of.

- You will come back to class and share it with your classmates (Application)
- Oral Stories assembly (Reflection)

### Embedded Assessment:

#### Importance of Creation Stories journaling (You do)

#### Story Map (You do):

Students will complete a story map with characters, setting & story events



## TEXT 4 - How the Stars Fell Into the Sky

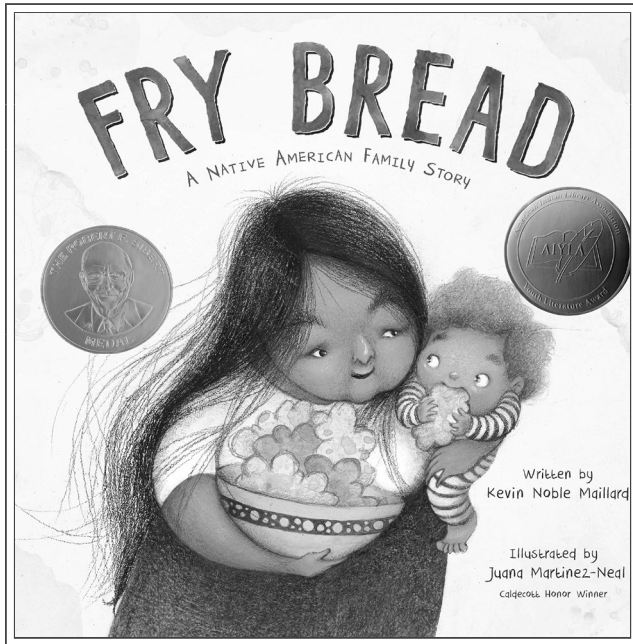


### Anchor Standards

Reading: Literature	<a href="#">👤 RL.1.1</a> <a href="#">👤 RL.1.2</a>
Writing:	<a href="#">👤 W.1.3</a> <a href="#">👤 W.1.5</a>
Speaking and Listening:	<a href="#">👤 SL.1.1</a> <a href="#">👤 SL.1.2</a> <a href="#">👤 SL.1.4</a>
Language:	<a href="#">👤 L.1.4</a> <a href="#">👤 L.1.5</a>

### TEXT 5 - Fry Bread

#### Core Text:



#### *Fry Bread*

by Kevin Noble Maillard

**Genre:** Realistic Fiction

**Story Origin:** Seminole Nation

**Lexile:** n/a

**Supporting Texts/Media:**

 [Fry Bread](#)

#### Big Ideas / Core Values:

- Culture
- Language

#### Lesson Narrative:

Explain for students that the origin of fry bread comes from the government-caused deprivation that happened when people were isolated from meats, fruits, & vegetables of their native land through the forcible removal of Indigenous peoples. As federal rations of powdered, canned, and other dry foods were issued by the government, fry bread was born.

#### Essential Question:

*How does Native Literature help me to understand the value of indigenous culture and language?*

## TEXT 5 - Fry Bread

### Learning Activities:

#### Read Aloud (I do):

What is a tradition? Discussion/partner share (We do)

- What are the foods that your family makes on holidays that you look forward to sharing?
- Describe your favorite bread.
- How does food bring people together?

#### Group Discussion (We Do):

- What ways did forced relocation cause food denial and hardship for Indigenous peoples?
- What do you think about this history?
- In what ways is access to healthy food important for our indigenous families?

#### Writing (You Do):

- We will use the same story pattern and write about a food that is important to you and your family. Use the same pattern of “fry bread is \_\_\_\_” using the food you want to use.

#### Family Extension Activity:

- Share a drawing of your family tradition, something you and your family enjoy together (Application)
- Family Tradition assembly (Reflection)

### Embedded Assessment:

#### Journaling (You do):

How is fry bread a part of everyday life in the story? (You do)

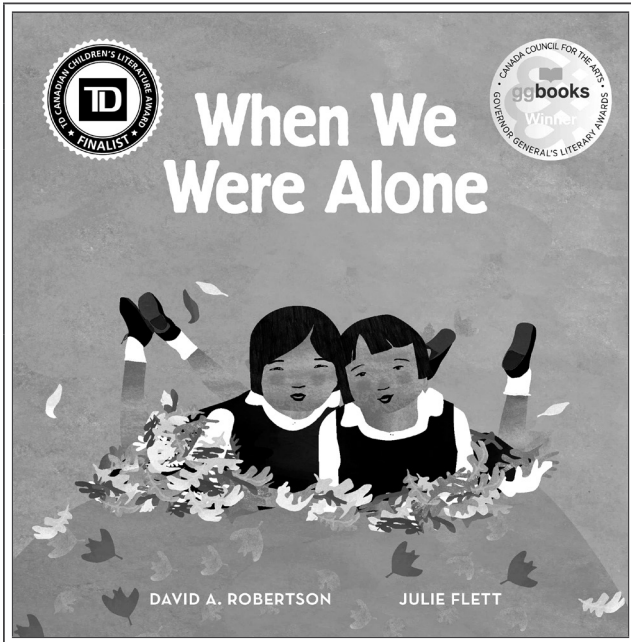


### Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.3</a>
Writing:	<a href="#">W.1.2</a> <a href="#">W.1.3</a> <a href="#">W.1.8</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.4</a> <a href="#">SL.1.5</a>
Language:	<a href="#">L.1.4</a> <a href="#">L.1.5</a>

### TEXT 6 - When We Were Alone

#### Core Text:



#### *When We Were Alone*

by David Robertson

Genre: Historical Fiction

Story Origin: Cree

Lexile: 600L

Supporting Texts/Media:

 [When We Were Alone](#)

#### Big Ideas / Core Values:

- Culture
- Language

#### Lesson Narrative:

A young Cree girl is spending time with her grandmother and begins asking questions. Her grandmother responds by telling her story of being taken away from her home to live in a boarding school. The grandmother is able to reveal the tragic history of boarding schools as well as the pride & resilience of Indigenous peoples.

#### Essential Question:

*How does Native Literature help me to understand the value of indigenous culture and language?*

#### Vocabulary:

kinship, values, community, traditional knowledge

## TEXT 6 - When We Were Alone

### Learning Activities:

**Read Aloud (I do):**

**Group Discussion (We Do): What does it mean to have a native language?**

- How did you feel when you were listening to the story?
- What things did the school want the Indigenous students to change?
- What things made Nokum happy when she was a child at the school?
- Why do you think the children had to wear clothes at the school that were not colorful & were all the same, like a uniform?
- What does Nokom say about not being able to speak her language at the school she attended as a child?
- Why do you think the book is called “When we were alone”?

**Learn how to say “Hello, my name is \_\_\_\_” in your native language & introduce self in class (You Do)**

- Why is it important to know & practice your native language (Reflection)

### Embedded Assessment:

**Journaling (You do):**

What do you think it would be like to dress like everyone else, wear your hair the same as your classmates and be separated from your brothers or sisters?



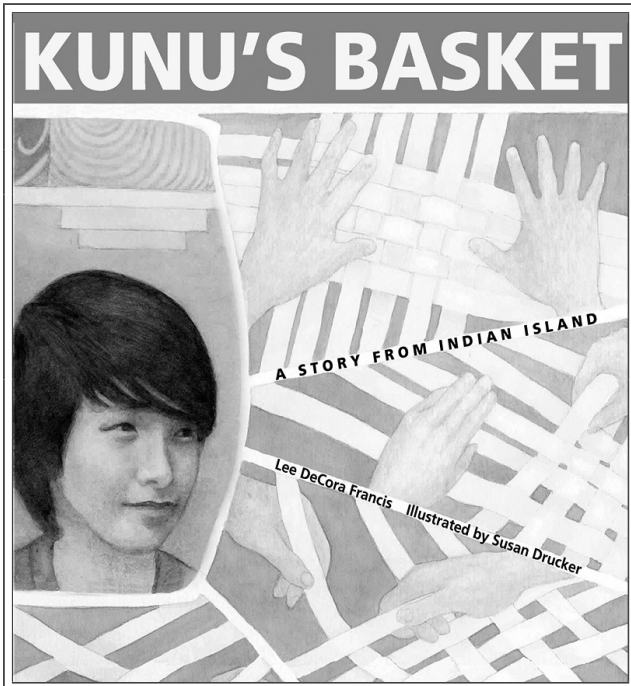
### Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.3</a>
Writing:	<a href="#">W.1.3</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.3</a>
Language:	<a href="#">L.1.4</a> <a href="#">L.1.5</a>



**TEXT 7** - Kunu's Basket

**Core Text:**



***Kunu's Basket: A Story of Indian Island***

by Lee DeCora Francis

<b>Genre:</b>	Fiction
<b>Story Origin:</b>	Penobscot Tribe on Indian Island in Maine

**Lexile:** AD490

**Supporting Texts/Media:**

 [Kunu's Basket: A Story of Indian Island](#)

**Big Ideas / Core Values:**

- Perseverance
- Reflection
- Character
- Wellness

**Lesson Narrative:**

Kunu is from the Penobscot Nation and lives on Indian Island in Maine. The Penobscot have a strong tradition of basket weaving. These baskets were originally used to gather and store foods and to trade for other goods.

**Vocabulary:** ash, weaving, rim

**Essential Question:**

*How will I make connections with Native Literature in order to develop my character?*

## TEXT 7 - Kunu's Basket

### Learning Activities:

#### Read Aloud (I do):

- Why is Kunu making a basket?
- Why does he refuse his father's help?
- Why does Kunu let his grandfather help him?
- What is perseverance and how do we show it?
- Can everyday objects be works of art?

Explain that traditions are meant to be shared with others. Discuss different traditions in families.

- Baskets that Indigenous people made were functional. They did their jobs well. Basketmakers quickly realized they could sell more baskets if they decorated them better. Why did the people change the way they made baskets?
- Think of craft ideas that can be made by hand & sold to make money.

#### Family Extension:

- Explain to your family what perseverance means and ask an elder or family member to share an example of how they showed perseverance in their life. Be prepared to share with the class (Application)

### Embedded Assessment:

#### Journaling (You do):

Write about a time you showed perseverance.

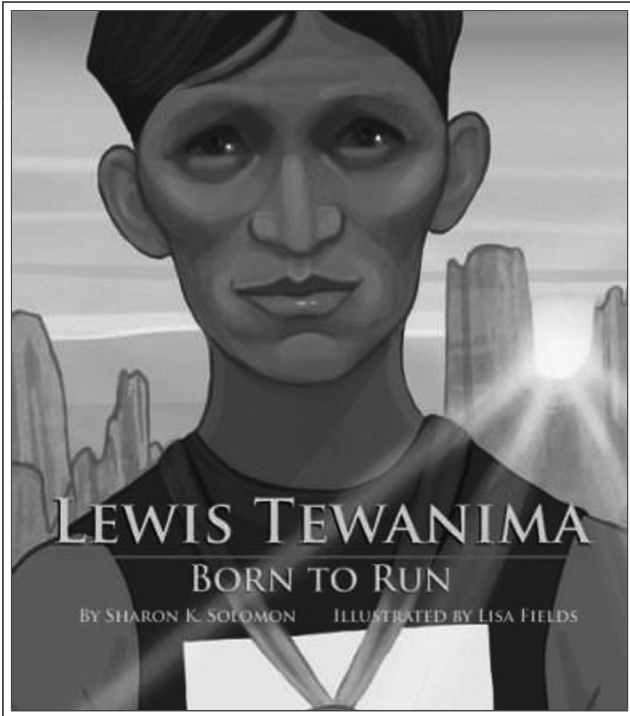


### Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.3</a>
Writing:	<a href="#">W.1.2</a> <a href="#">W.1.3</a> <a href="#">W.1.8</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.4</a> <a href="#">SL.1.5</a>
Language:	<a href="#">L.1.4</a> <a href="#">L.1.5</a>

#### TEXT 8 - Lewis Tewanima: Born to Run

#### Core Text:



#### *Lewis Tewanima: Born to Run*

by Sharon K Solomon

**Genre:** Biography

**Story Origin:** Hopi Tribe

**Lexile:** n/a

#### Big Ideas / Core Values:

- Perseverance
- Reflection
- Character
- Wellness

#### Lesson Narrative:

As a young boy, Lewis Tewanima was forced from his Hopi Village into a government boarding school. He found that running was a way to bridge the gap between his Indigenous heritage & American culture. His talent led him to the 1912 Olympics & a silver medal.

#### Essential Question:

*How will I make connections with Native Literature in order to develop my character?*

## TEXT 8 - Lewis Tewanima: Born to Run

### Learning Activities:

#### Read Aloud (I do):

- What examples of perseverance do we see in this story?
- What does reflection mean and why should we reflect?
- What core values do you think Lewis Tewanima embraced well?

Running is a tribal and traditional honor. Running was important to the survival of the person and the tribe, and that sports activities have always aided that need.

#### Discuss as a group the benefits of running. (We Do)

### Embedded Assessment:

#### Journaling (You do):

Reflect and sketch about what Lewis Tewanima must've been feeling when he was taken away from his home.

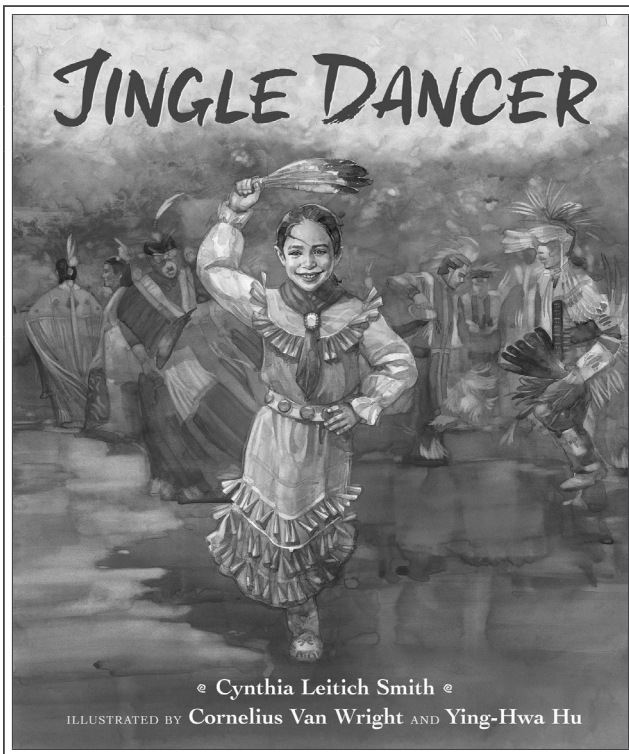


### Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.3</a>
Writing:	<a href="#">W.1.2</a> <a href="#">W.1.3</a> <a href="#">W.1.8</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.4</a> <a href="#">SL.1.5</a>
Language:	<a href="#">L.1.4</a> <a href="#">L.1.5</a>

**TEXT 9** - Jingle Dancer

**Core Text:**



***Jingle Dancer***

by Cynthia Leitich Smith

<b>Genre:</b>	Fiction
<b>Story Origin:</b>	Muskogee (Creek)

**Lexile:** n/a

**Supporting Texts/Media:**

 [Jingle Dancer](#)

**Big Ideas / Core Values:**

- Community
- Shared Values

**Lesson Narrative:**

Dreaming of continuing the tradition that has been a part of her family for generations, a young girl finds a way to make her dress “sign” so she can jingle dance at pow wow.

**Essential Question:**

*How do I use Native Literature to define community?*

## TEXT 9 - Jingle Dancer

### Learning Activities:

#### Read Aloud (I do):

- What is a powwow? Have you ever been to a powwow?
- How did Mrs. Scott, Grandma Wolfe, and other people help Jenna make her dress?
- How did Jenna show her respect for these women?
- What is a community and how do we show community?

#### Family Extension Activity:

With your family's help, make a list of community members, including kids. Your goal is to find out who lives in your community? (Application)

- Choose one of your community members and share who this person is with us, their accomplishments, and contributions to your community (Reflection)

### Embedded Assessment:

#### Journaling (You do):

My community.

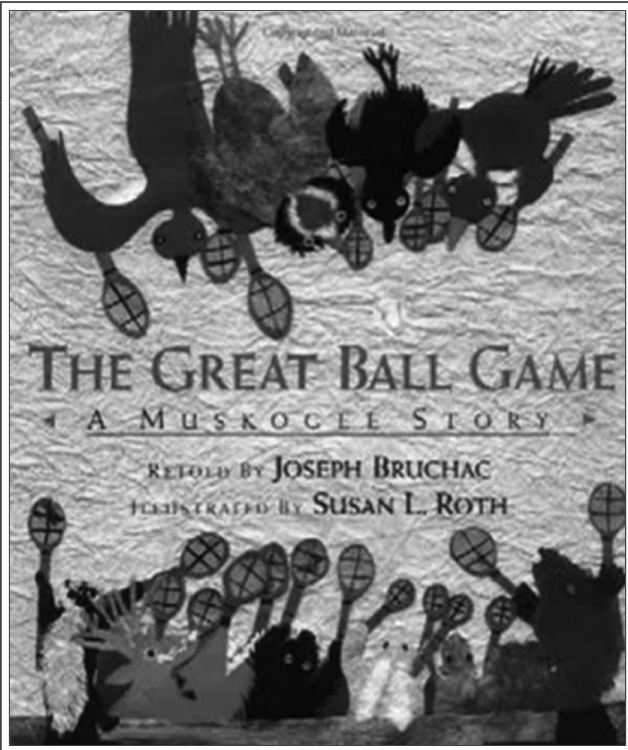


### Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.3</a>
Writing:	<a href="#">W.1.2</a> <a href="#">W.1.3</a> <a href="#">W.1.8</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.4</a> <a href="#">SL.1.5</a>
Language:	<a href="#">L.1.4</a> <a href="#">L.1.5</a>

**TEXT 10** - The Great Ball Game

**Core Text:**



***The Great Ball Game***

by Joseph Bruchac

Genre:	Folktale
Story Origin:	Muskogee (Creek)

Lexile: 520L

**Supporting Texts/Media:**

 [The Great Ball Game](#)

**Big Ideas / Core Values:**

- Community
- Shared Values

**Lesson Narrative:**

Bat, who has both wings and teeth, plays an important part in a game between the Birds and the Animals to decide which group is better.

**Essential Question:**

*How do I use Native Literature to define community?*

## TEXT 10 - The Great Ball Game

### Learning Activities:

#### Read Aloud (I do):

- What are some problems that our communities face? Discussion/partner share (We do)
- How have people settled arguments in the past?
- How do you settle an argument without using violence?

#### Summarize the story as a class (We Do)

- Explain what a summary is and summarize the story with students
- Write summary on chart paper

### Embedded Assessment:

#### Journaling (You do):

The problems I see in my community are...



### Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.3</a>
Writing:	<a href="#">W.1.2</a> <a href="#">W.1.3</a> <a href="#">W.1.8</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.4</a> <a href="#">SL.1.5</a>
Language:	<a href="#">L.1.4</a> <a href="#">L.1.5</a>