

# NATIVE LITERATURE & HISTORY PROGRAM DESIGN

1<sup>st</sup> GRADE

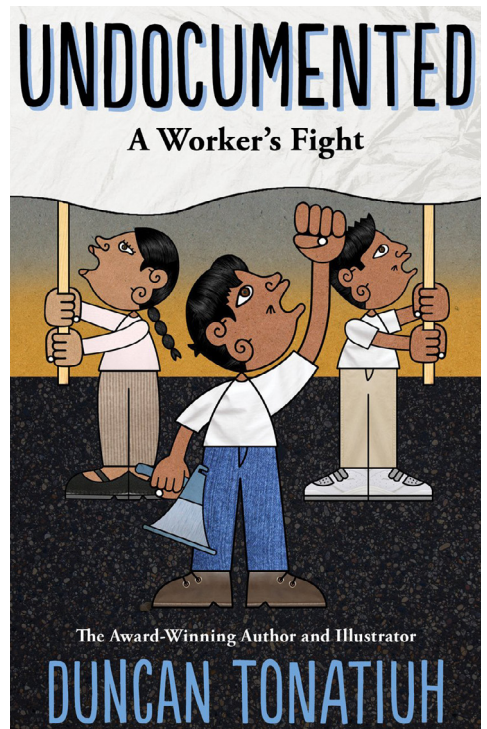
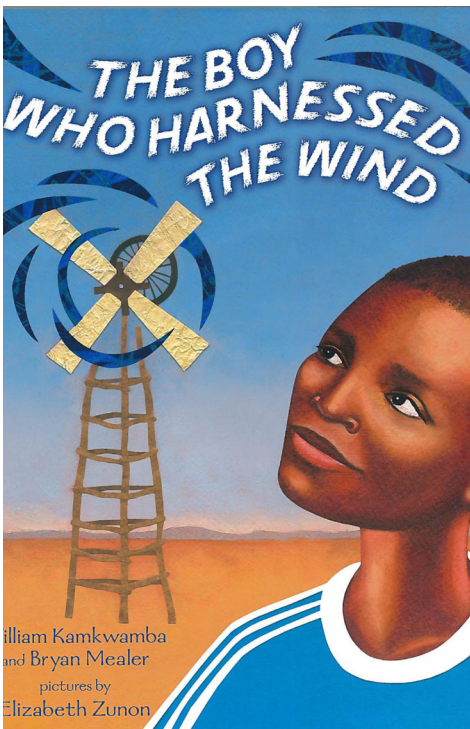


## HO'ONANI HULA WARRIOR



### UNIT 2

### Community and Change



UNIT 2

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>	8
<a href="#">Performance Assessment: GRASPS</a>	9

**STAGE 3: Scope and Sequence**

<a href="#">TEXT 1 - <i>The Boy Who Harnessed The Wind</i></a>	12
<a href="#">TEXT 2 - <i>Undocumented: A Worker's Fight</i></a>	15
<a href="#">TEXT 3 - <i>Ho'onani Hula Warrior</i></a>	18
<a href="#">TEXT 4 - <i>Wilma's Way Home</i></a>	21
<a href="#">TEXT 5 - <i>We Are Water Protectors</i></a>	23



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:





- ***The Boy Who Harnessed the Wind***  
by William Kamkwamba and Bryan Mealer (Malawi)
- ***Undocumented: A Worker's Fight***  
by Duncan Tonatiuh (Mexican)
- ***Ho'onani: Hula Warrior***  
by Heather Gale (Hawaiian Culture)
- ***Wilma's Way Home: The Life of Wilma Mankiller***  
by Doreen Rappaport (Cherokee)
- ***We Are Water Protectors***  
by Carole Lindstrom (Standing Sioux Tribe/Ojibwe Tribe)

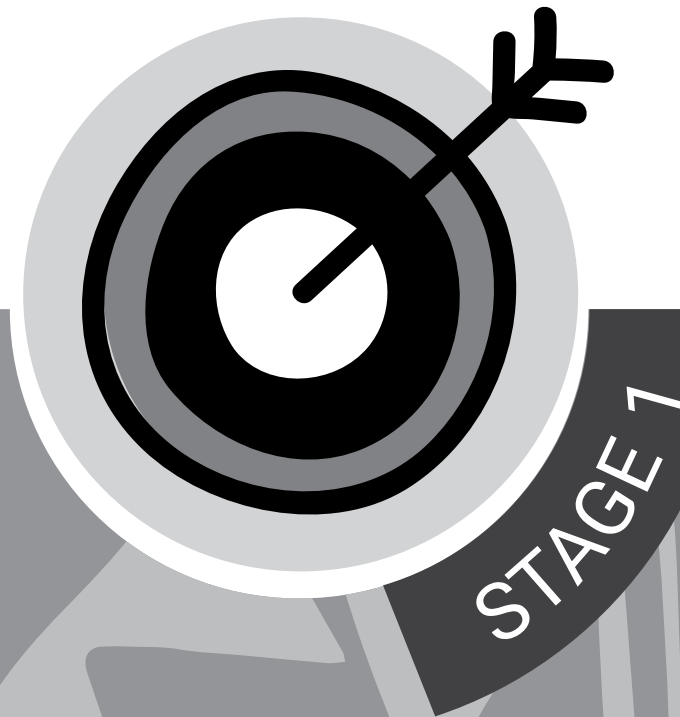
### Supporting Native Literature Text and Additional Media Sources:

- ▶ [Undocumented - A Worker's Fight \(Read Aloud\)](#)
- ▶ [Ho'onani: Hula Warrior](#)
- ▶ [First Page Friday Wilma's Way Home](#)

## DESIRED RESULTS

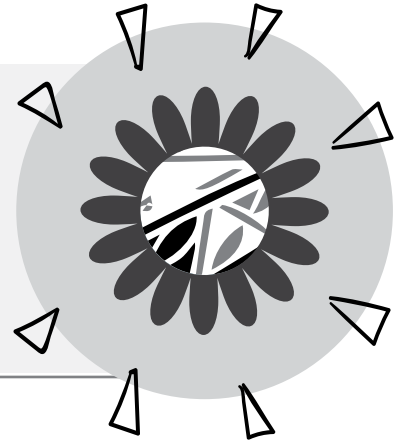
REFERENCES

-  [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.



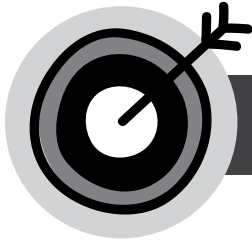
### Essential Questions

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

- What community changes am I looking for and how can I help others in my community understand there is a need for change?
- How can I spread awareness of what this change will mean and what will be required to effect it?
- What change am I looking for? Identify a need in the community based on your connections to your community.
  - Community Needs Assessment. Analyzing my school and its Core Values.

### Enduring Understandings

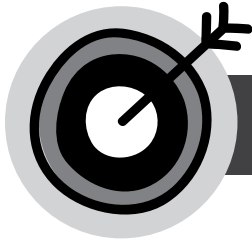
- I will identify my core values in the literature and utilize these findings to form my own opinions and understanding of the context.
- I will use my understanding of the text to identify my character through making cultural connections and discoveries.
- I will use the text to identify causes for change and formulate my own opinions and understanding of the world around me.
- I will identify my core values through both the character actions and themes presented in the literature.



## Anchor Standards




### English Language Arts Anchor Standards

<p><b>Reading</b></p> <p>Literature or Informational and Foundational Skills</p>	<ul style="list-style-type: none"> <li>📖 <b>CCSS.ELA-LITERACY.RL.1.1</b> Ask and answer questions about key details in a text.</li> <li>📖 <b>CCSS.ELA-LITERACY.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>📖 <b>CCSS.ELA-LITERACY.RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</li> <li>📖 <b>CCSS.ELA-LITERACY.RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>📖 <b>CCSS.ELA-LITERACY.RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>📖 <b>CCSS.ELA-LITERACY.RF.1.1</b> Demonstrate understanding of the organization and basic features of print.</li> <li>📖 <b>CCSS.ELA-LITERACY.RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>📖 <b>CCSS.ELA-LITERACY.W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>📖 <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.</li> <li>📖 <b>CCSS.ELA-LITERACY.W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> </ul>



## Anchor Standards

### English Language Arts Anchor Standards

<p><b>Speaking and Listening</b></p>	<p> <b>CCSS.ELA-LITERACY.SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p> <b>CCSS.ELA-LITERACY.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>Language</b></p>	<p> <b>CCSS.ELA-LITERACY.L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>

### Critique Reflection:

- Range of texts - different tribes, locations
- Connections between texts
- Text complexity
- Organizational
- Community Project - collaborating with older students, collaboration with community
- Connection to core standards
- Going deeper with meaningful phrases (water protectors)
- Essential Questions

## ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn how to utilize their 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 community action projects.







## Performance Assessment

Use GRASPS

### Goal:

You will read several indigenous stories about people who have made important changes in their community based on a need they saw and wanted to change. As a community member, you can either be part of the solution or be part of the problem. Your goal is to look at your community and identify a need that will help improve your community.

### Role:

You will identify several needs in your community and decide on one community need that is the best choice for you to begin to make an impact in your community. You will share this need with the class through a visual representation that you choose (presentation, pictures, speech). As part of your presentation, you will tell why you chose this community need and what outcome you are looking for at the end of our community impact project.

### Audience:

Your audience will be your classmates and other community members who are part of this community that this need will impact.

### Scenario:

The selection of a community need is the first step in you being a positive change agent in your community.

### Product:

- **Part I:** With your family, identify several needs of your community and decide on one community need where you can make the best impact on.
- **Part II:** Present the one community need you selected, to your classmates in whatever media format you choose.
- My Community Need Presentation Rubric

### Standards:

[See page 6](#)



## Performance Assessment

**Middle:** Writing a sentence and drawing a picture of the community need and explain why they chose it.

**Modified Up:** Write a paragraph explaining why you chose that particular community need in addition to your visual presentation

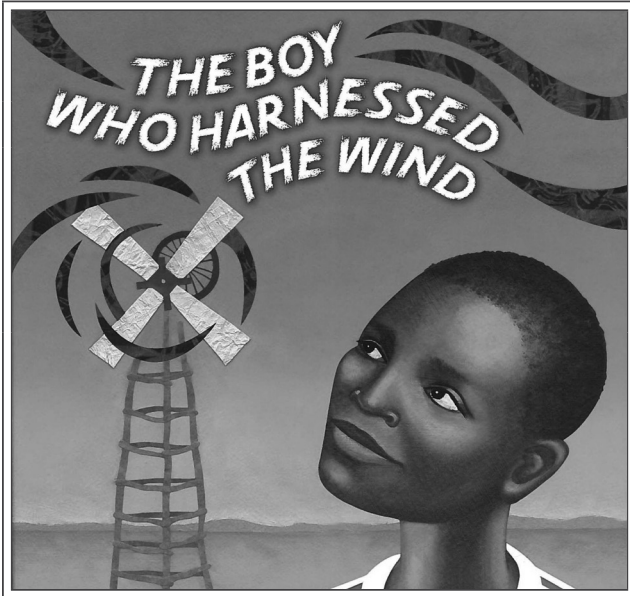
**Modified Down:** Draw a picture of the community need that is pre-selected by the teacher but giving the student a choice in which community need they want to do ( for example: picking up trash, taking less showers, learning the language)

## SCOPE + SEQUENCE



**TEXT 1** - The Boy Who Harnessed the Wind

**Core Text:**



***The Boy Who Harnessed the Wind***

by William Kamkwamba and Bryan Mealer

Genre:	Non-Fiction
Story Origin:	Malawi

Lexile: 850L

**Big Ideas / Core Values:**

Solving Community Problems

- Respect
- Responsibility
- Compassion
- Perseverance

**Lesson Narrative:**

A terrible drought struck William Kamkwamba's tiny village in Malawi. William began to explore science books in his village library, looking for a solution. There, he came up with the idea that he could build a windmill. William's windmill brought electricity to his home and helped his family pump the water they needed to farm the land.

**Essential Question:**

*How did the boy in the story analyze and assess the needs within his community to make a change?*

**Vocabulary:**

village, scanned, maize, rumbled, scorched, lantern, sulked, windmill, gushing, rusted

## TEXT 1 - The Boy Who Harnessed the Wind

### Learning Activities:

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

- Identify the core values that are shown in this story. Ask students to give examples of which core values are being displayed. Write these down on chart paper for later reference.

#### Group discussion (We do):

Think about what your life would be like without electricity. Think about what it would be like without any water except what the rain brings.

- Journal Writing: Write and tell why you think having water and electricity is important to a home

#### Compare and Contrast (Venn Diagram): How is William's life different from ours?

- Using a Venn Diagram, compare and contrast our lives with William's life in Africa
- What challenges does he face? What challenges do we face in our lives in America?
- Journal Writing: Write one thing that stood out to you about how William's life is different from ours. Write down how it made you feel and what you think about it.

The author says that "without water, the sun rose angry each morning and scorched the fields, turning the maize into dust". Why does the author describe the sun as being angry? What happened to the maize without water?

What was the problem the people were having in the community from the story? What were the two problems in William's village? What was William's idea, or plan, for solving these problems? Discussion/partner share.

- Keep track of student responses on chart paper, problem/solution graph

### Embedded Assessment:

#### Create a story map

- Create a story map with students about what happened in the story
- Explain to students that knowing what happened first, next, and last helps us understand the story better



## TEXT 1 - The Boy Who Harnessed the Wind



Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature and Foundational

[RL.1.1](#) [RL.1.2](#) [RL.1.3](#) [RL.1.4](#) [RL.1.7](#)  
[RF.1.1](#) [RF.1.4](#)

Writing:

[W.1.1](#) [W.1.3](#) [W.1.5](#)

Speaking and Listening:

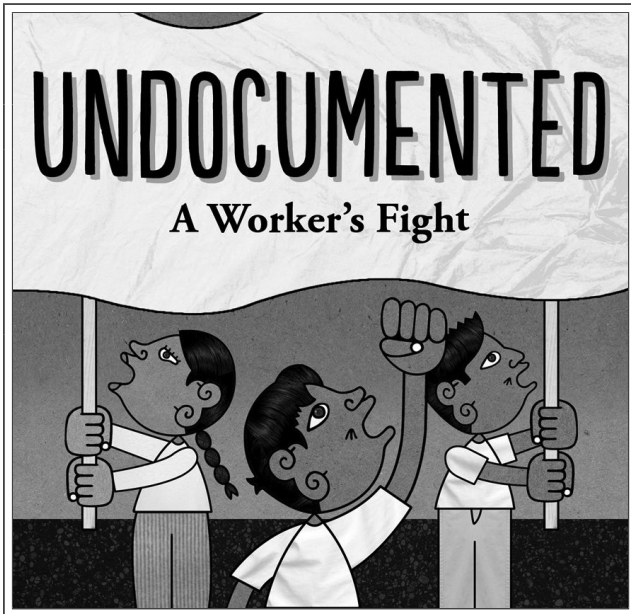
[SL.1.1](#) [SL.1.2](#)

Language:

[L.1.4](#)

TEXT 2 - Undocumented: A Worker's Fight

Core Text:



*Undocumented: A Worker's Fight*

by Duncan Tonatiuh

Genre:	Graphic Novel
Story Origin:	Mexican

Lexile: n/a

Supporting Texts/Media:

[Undocumented - A Worker's Fight](#)

Big Ideas / Core Values:

Standing up for oneself

- Perseverance
- Community

Lesson Narrative:

Juan grew up in Mexico working in the fields to help provide for his family. Struggling for money, Juan crosses over into the United States and becomes an undocumented worker. He is able to get a job as a busboy at a restaurant, but is severely undercompensated. Juan risks everything and stands up for himself and the rest of the community.

Essential Question:

*How can I use my knowledge of my community and connections I've made with native literature to analyze and assess needs within my community and causes for change?*

Vocabulary: advantage, border, conditions, deported, undocumented, march, movement

## TEXT 2 - Undocumented: A Worker's Fight

### Learning Activities:

#### Read Aloud (I do)

- What does Juan mean when he says he “crossed the border” before he turned 18?
- What happens to Juan when he crosses the border the first time? What do you think that was like for him?
- Why do you think the restaurant doesn't pay Juan enough?
- Have you ever heard about or been in a situation where people got together to fight for something important?

#### Discussion/Partner Share: What was the problem Juan was having in the story? (We Do)

- What solutions did Juan come up with?
- What solutions do you have?

Explain that the theme of a story is the underlying message or idea. It is “under the surface” of the story. Ask the following questions to guide students to figure out the theme of the story:

- What does the author really want me to know?
- What is this story truly about?
- What core value(s) are at the heart of this story?

#### Family Extension:

Ask family members to share their experiences with someone who had to stand up for something important.

- Share with class

### Embedded Assessment:

#### Create a story map

Students will create a story map using drawings, much like the graphic novel style of this book





## TEXT 2 - Undocumented: A Worker's Fight

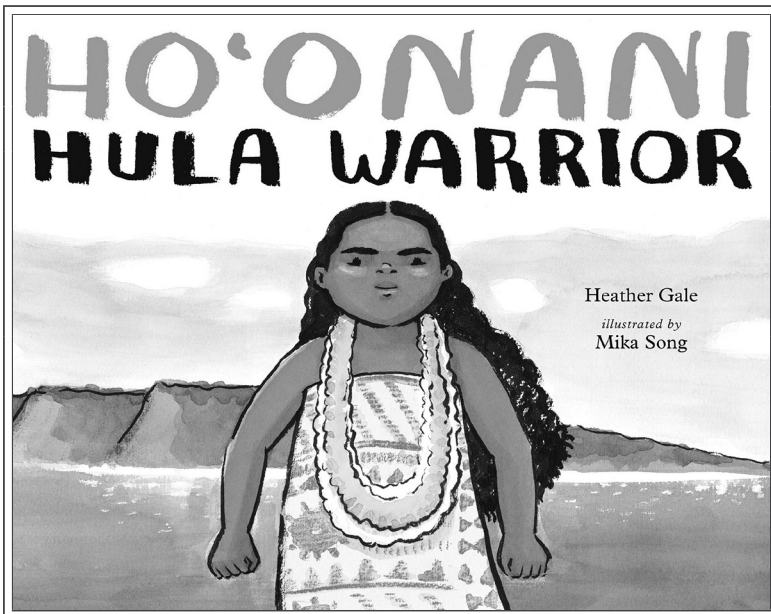


Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature and Foundational	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.4</a> <a href="#">RL.1.7</a> <a href="#">RF.1.1</a> <a href="#">RF.1.4</a>
Writing:	<a href="#">W.1.1</a> <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>
Language:	<a href="#">L.1.4</a>

**TEXT 3** - Ho'onani Hula Warrior

Core Text:



*Ho'onani Hula Warrior*

by Heather Gale

Genre:	Fiction
Story Origin:	Hawaiian Culture

Lexile: n/a

Supporting Texts/Media:

 [Ho'onani: Hula Warrior](#)

Big Ideas / Core Values:

Identity, Acceptance, & Culture

- Culture
- Respect
- Community
- Reflection

Lesson Narrative:

Ho'onani feels in-between. She doesn't see herself as wahine (girl) OR kane (boy). She's happy to be in the middle. But not everyone sees it that way. This is a story about a girl who learns to lead and learns to accept who she really is--and in doing so, gains the respect of all those around her.

Essential Question:

*What determines our roles in the communities we are part of?*

Vocabulary:

acceptance, diversity, gender, identity, gender roles, equality

### TEXT 3 - Ho'onani Hula Warrior

## Learning Activities:

### Read Aloud (I do)

- What was the problem the main character was having in the story?
- What do you think when you're told that something is "just for boys" or "just for girls"?

### Character Analysis: Evaluate the character traits or core values of Kumu Hina

- What are her leadership qualities and/or core values?
- How do those qualities and/or core values lead her to stand up for her acceptance?

### Social Greeting: "Aloha" in Hawaii is a form of greeting one another

Family Extension: have students learn how to say hello in their native language with their family's help. Have students practice greeting one another in class in their native language.

### Family Extension:

Has anyone in your family or culture ever done something that is usually not a male/female role?

- For example, the girl from the story wanted to learn to do the men hula dance even though she is a girl

## Embedded Assessment:

### Create a story map

Create a story map about what happened in the story.



### TEXT 3 - Ho'onani Hula Warrior

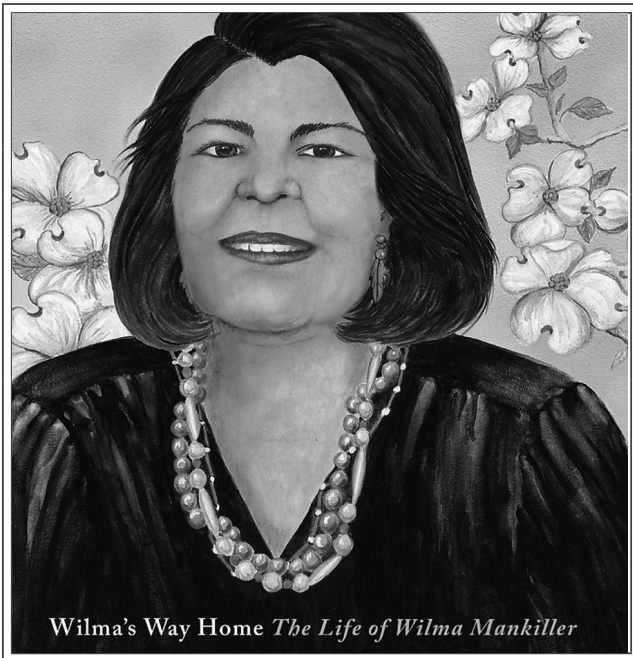


Anchor Standards: [👉 see page 6 for descriptions](#)

Reading: Literature and Foundational	<a href="#">👉 RL.1.1</a> <a href="#">👉 RL.1.2</a> <a href="#">👉 RL.1.4</a> <a href="#">👉 RL.1.7</a> <a href="#">👉 RF.1.1</a> <a href="#">👉 RF.1.4</a>
Writing:	<a href="#">👉 W.1.1</a> <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>
Language:	<a href="#">👉 L.1.4</a>

**TEXT 4** - Wilma's Way Home

**Core Text:**



***Wilma's Way Home: The Life of Wilma Mankiller***

by Doreen Rappaport

Genre:	Biography
Story Origin:	Cherokee

Lexile: 840L

Supporting Texts/Media:

 [First Page Friday Wilma's Way Home](#)

**Big Ideas / Core Values:**

Culture and Leadership

- Perseverance
- Community
- Responsibility

**Lesson Narrative:**

Wilma Mankiller was uprooted from her home and culture as a child. She becomes an activist in California and longing for her home, she returns home to the Cherokee Nation and becomes the first female chief of the Cherokee Nation.

**Essential Question:**

*What core values do you need to be a leader in your community?*

## TEXT 4 - Wilma's Way Home

### Learning Activities:

#### Read Aloud (I do)

- What did Wilma do to make a change in her community?
- What job does Wilma have?
- What did Wilma learn in order to become a leader in her Cherokee Nation? What core values do you think she had? Provide examples.

#### Family Extension:

- Ask your family to share the name of a powerful woman or female leader they know in your community. Why are they powerful? What core values do they possess?
- Share with class

### Embedded Assessment:

#### Create a story map

Create a story map about what happened in the story.

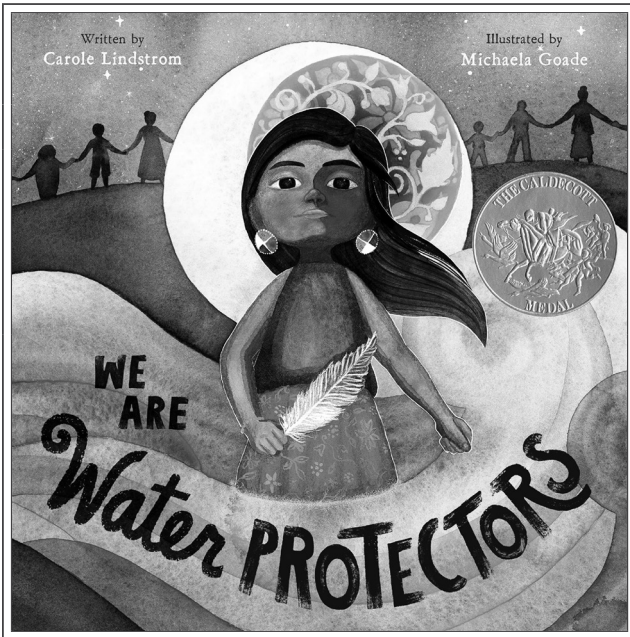


### Anchor Standards: see page 6 for descriptions

Reading: Literature and Foundational	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.3</a> <a href="#">RL.1.4</a> <a href="#">RL.1.7</a> <a href="#">RF.1.1</a> <a href="#">RF.1.4</a>
Writing:	<a href="#">W.1.1</a> <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>
Language:	<a href="#">L.1.4</a>

### TEXT 5 - We Are Water Protectors

#### Core Text:



#### *We Are Water Protectors*

by Carole Lindstrom

Genre:	Fiction
Story Origin:	Standing Sioux Tribe/ Ojibwe Tribe
Lexile:	n/a

#### Big Ideas / Core Values:

Activism, culture & environment

- Responsibility
- Culture
- Respect
- Community

#### Lesson Narrative:

A young girl learns from her Nokomis (grandmother) about protecting our shared planet and invites all of us to become stewards of Mother Earth.

#### Essential Question:

*How did the indigenous people at Standing Rock analyze and assess the needs within their community to make a change?*

**Vocabulary:** nourishes, sacred, foretold, venom, rally, related, ancestors, stewards

## TEXT 5 - We Are Water Protectors

### Learning Activities:

#### Read Aloud (I do)

- What was the problem the people were having in the community from the story?
- Why were the Standing Rock Sioux Tribe and other people protesting the Dakota Access Pipeline? Would you ever join a protest like the one on the Standing Rock Sioux Reservation? Why or why not?
- What does the author mean when she says the following phrases?
  - “Water is medicine”
  - “Water is sacred”
  - “The black snake will destroy the water”

#### Ways We Use Water:

Create a list of the different ways we use water throughout the day (home, school, traveling, play, etc).

- You can also note where the water comes from.
- Using the list, lead students in a discussion about why water needs protecting. Ask students how we can help become water protectors too. Create a list of their responses.

#### Family Extension: Water Usage Project

students will graph and keep track of how many minutes each person in their family takes a shower and decide with their family how they can save water.

- Create a poster that dictates how you and your family will make a pledge to become water protectors in your home
- Share family water protector pledge with class

### Embedded Assessment:

#### Opinion: “water is sacred”

Draw, write, or dictate an opinion piece about whether you agree with or disagree with the saying “water is sacred”





## TEXT 5 - We Are Water Protectors



Anchor Standards: [👉 see page 6 for descriptions](#)

Reading: Literature and Foundational	<a href="#">👉 RL.1.1</a> <a href="#">👉 RL.1.2</a> <a href="#">👉 RL.1.3</a> <a href="#">👉 RL.1.4</a> <a href="#">👉 RL.1.7</a> <a href="#">👉 RF.1.1</a> <a href="#">👉 RF.1.4</a>
Writing:	<a href="#">👉 W.1.1</a> <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>
Language:	<a href="#">👉 L.1.4</a>