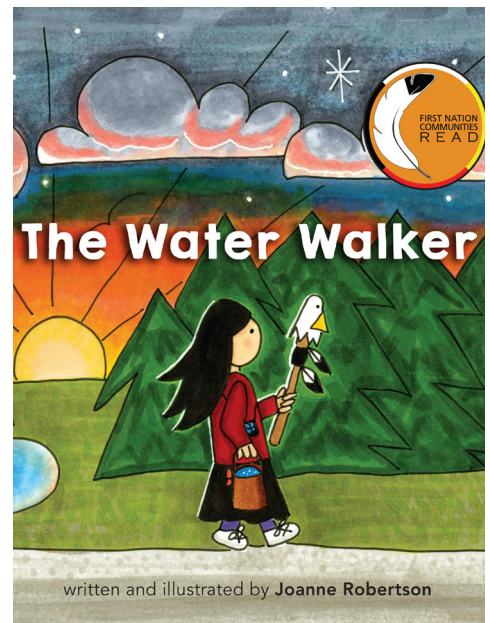
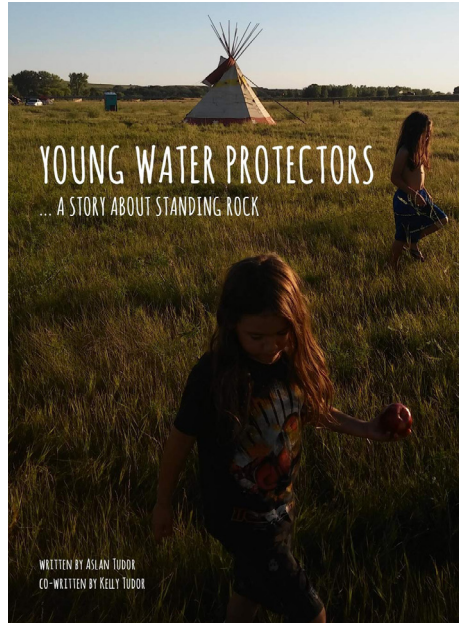
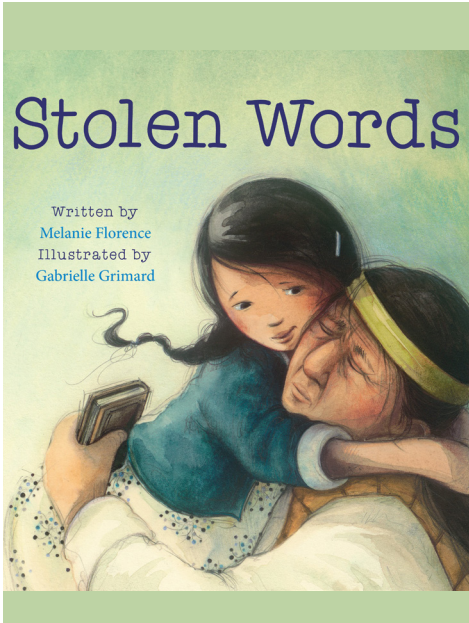


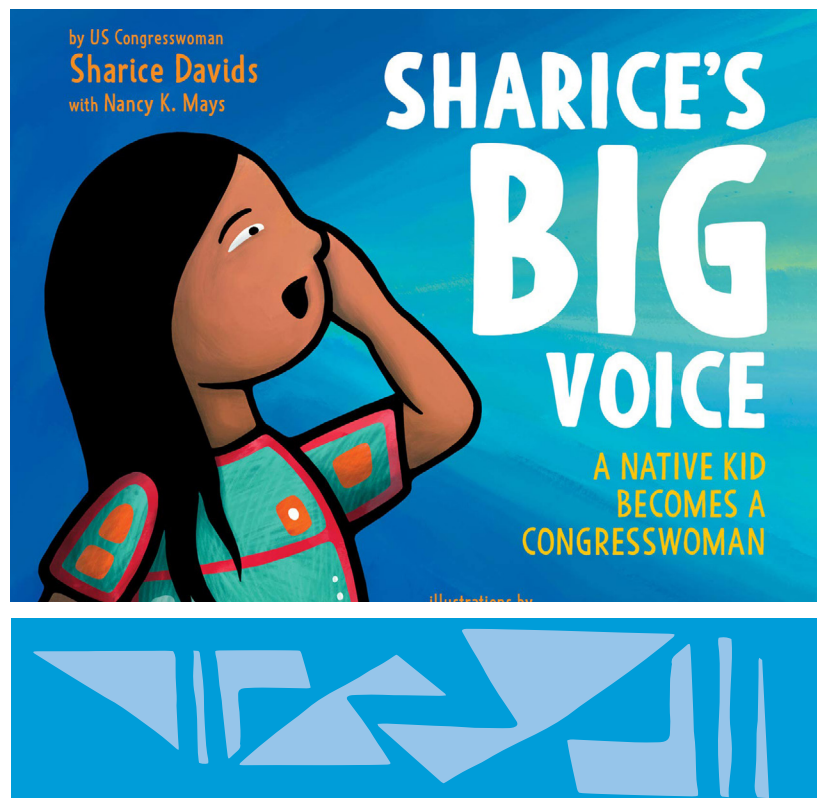
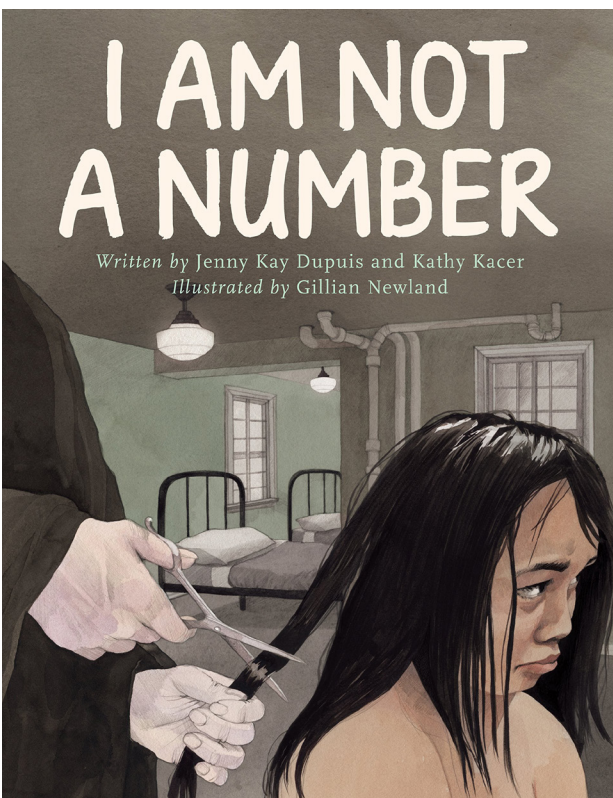
NATIVE LITERATURE & HISTORY PROGRAM DESIGN

1st GRADE



UNIT 3

Change in Action



UNIT 3

Calendar Window: 2 months

 [Yearlong Curriculum](#)

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Designers: Josephine Naranjo-Montoya and Jerusha Ignacio

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Core Texts:



- ***Young Water Protectors: A Story About Standing Rock***
by Aslan Tudor, Kelly Tudor and Jason EagleSpeaker (Lipan Apache Tribe / Standing Rock Sioux Tribe)
- ***Stolen Words***
by Melanie Florence (Cree Nation)
- ***I am Not a Number***
by Jenny Kay Dupuis and Kathy Kacer (Nipissing First Nation)
- ***Sharice's Big Words***
by Sharice Davids and Nancy K. Mays (Ho-Chunk Tribe)
- ***The Water Walker***
by Joanne Robertson (Ojibwe)

Supporting Native Literature Text and Additional Media Sources:

Young Water Protectors:

- ▶ [Young Water Protectors: Read Aloud](#)
- ▶ [The Fight Over Dakota Access Pipeline Explained](#)
- ▶ [The World Needs to See What's Going on at the Dakota Access Pipeline](#)
- ▶ [13-year old Stands Up to Dakota Access Pipeline](#)
- ▶ [Native Land Digital Map](#)

Stolen Words:

- ▶ [Stolen Words: Read Aloud](#)
- ▶ [Language, Culture and Communication final](#)
- ▶ [Saving Languages From Extinction](#)

I am Not a Number:

- ▶ [I am Not a Number: Read Aloud](#)
- ▶ [A Conversation With Native Americans on Race](#)

Indian No More:

- ▶ [Indian No More read aloud \[Part 1\]](#)
- ▶ [Indian No More read aloud \[Part 2\]](#)
- ▶ [Indian No More read aloud \[Part 3\]](#)
- ▶ [Indian No More read aloud \[Part 4\]](#)
- ▶ [Indian No More read aloud \[Part 5\]](#)

Sharice's Big Voice:



- ▶ [Sharice's Big Voice: Read Aloud](#)

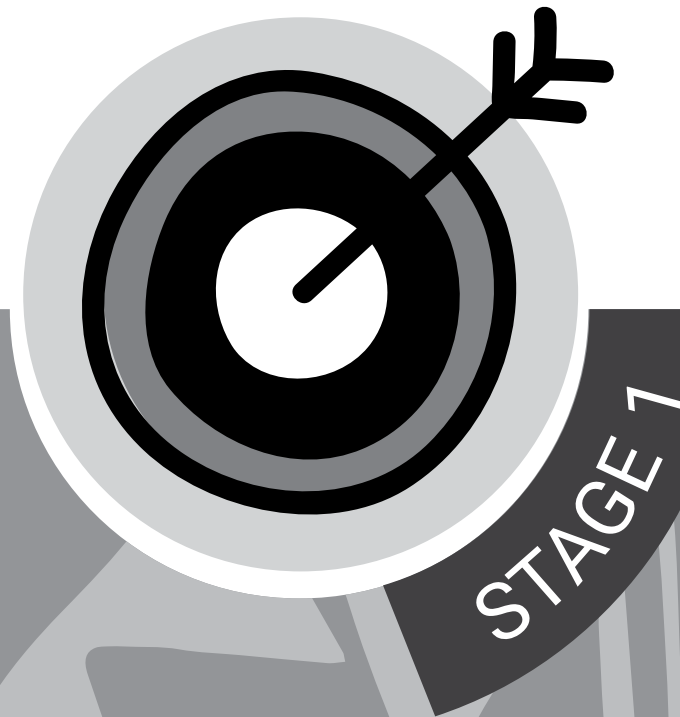
The Water Walkers:

- ▶ [The Water Walker: Read Aloud](#)
- ▶ [The Anishinaabe Woman Who Walked for Water Rights](#)
- ▶ [Autumn Peltier: Anishinabe Water](#)

DESIRED RESULTS

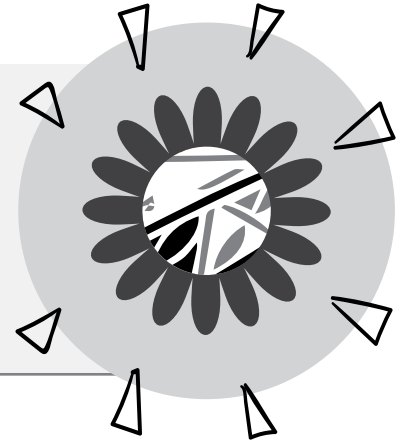
REFERENCES

-  [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.



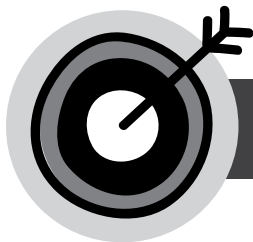
Essential Questions

Enduring Understandings

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

- Now that I've identified the need, what does a community action plan look like and what are the steps I need to take to carefully plan my action?

- 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>Reading</p> <p>Literature or Informational and Foundational Skills</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text. 📖 CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. 📖 CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details. 📖 CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 📖 CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. 📖 CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print. 📖 CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
<p>Writing</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.W.1.1 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. 📖 CCSS.ELA-LITERACY.W.1.3 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. 📖 CCSS.ELA-LITERACY.W.1.5 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.



Anchor Standards *(continued)*

<p>Speaking and Listening</p>	<p> CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p> CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Language</p>	<p> CCSS.ELA-LITERACY.L.1.4 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>

English Language Development Standards

Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

- **ELD-SI.K-3.Inform**
 - Define and classify objects or concepts
 - Describe characteristics, patterns, or behavior
 - Sort, clarify, and summarize ideas
 - Summarize information from interaction with others and from learning experiences
- **ELD-SI.K-3.Explain**
 - Share initial thinking with others
 - Follow and describe cycles in diagrams, steps in procedures, or causes and effects
 - Compare and contrast objects or concepts
 - Offer ideas and suggestions
 - Act on feedback to revise understandings of how or why something works
- **ELD-SI.K-3.Argue**
 - Ask questions about others' opinions
 - Support own opinions with reasons
 - Clarify and elaborate ideas based on feedback
 - Defend change in one's own thinking
 - Revise one's own opinions based on new information

Anchor Standards *(continued)*

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

- ELD-LA.2-3.**Inform.Expressive** (Speaking, Writing, Representing): Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Describe attributes and characteristics with facts, definitions, and relevant details
- ELD-LA.1.**Inform.Interpretive** (Listening, Reading, Viewing): Interpret informational texts in language arts by
 - Identifying main topic and/or entity and key details
 - Asking and answering questions about descriptions of attributes and characteristics
 - Identifying word choices in relation to topic or content area

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

- ELD-SS.1.**Inform.Interpretive** (Listening, Reading, Viewing): Interpret informational texts in social studies by
 - Determining topic associated with compelling or supporting questions
 - Defining and classifying attributes, characteristics, and qualities in relevant information
- ELD-SS.1.**Inform.Expressive** (Speaking, Writing, Representing): Construct informational texts in social studies that
 - Introduce topic associated with compelling or supporting questions
 - Provide details about disciplinary ideas
- ELD-SS.1.**Argue.Expressive** (Speaking, Writing, Representing): Construct social studies arguments that
 - Introduce topic
 - Select relevant information to support claim with evidence
 - Show relationship between claim, evidence and reasoning
- ELD-SS.1.**Argue.Interpretive** (Listening, Reading, Viewing): Interpret social studies arguments by
 - Identifying topic
 - Analyzing evidence gathered from source
 - Evaluating source based on distinctions between fact and opinion

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:

Once you've identified a community need, the next step is usually to plan out how you will implement change to address that community need you chose. An action plan allows us to stay on track and follow through with completing community action projects. You will read several indigenous stories where you will see how other prominent community figures implemented change in their communities. This will give you an idea of how to "tackle" the community issue you are hoping to change or meet.

Role:

In this project, you will act as a community planner and begin to list the action steps you will need to take in order to implement change in your community. What will you do first? What will you do next?

Audience:

Your audience will be your classmates and teacher when you present your action steps to the class. This may also include community members from the community in which you are hoping to implement change.

Scenario:

At the end, you will have a solid list of action steps you will need to take in order to complete your final community action project.

Product:

- **Part I:** List of community action steps.
- **Part II:** Presentation of action steps for classmates, teacher, and community members.
- My Action Steps Presentation Rubric

Standards:

[See page 6](#)



Assessment Goals for English Language

In the following chart, place your EL students by language proficiency level and by domain focus (speaking, listening, reading, writing) for assessing during the unit. Go to the ELD standard(s) ([Grades 2-3 ELD Standards](#)) that matches your unit, select the Key Language Use (Inform, Narrate, Explain, Argue), use the Proficiency Level Descriptors for either the Interpretive Communication Mode (Listening, Reading, and Viewing) and/or the Expressive Communication Mode (Speaking, Writing, and Representing) to narrow down to a specific focus for Discourse, Sentence, Word, and Phrase criteria to write specific goals for your students that align with the outcome for the unit.

(There are a few examples in the chart that should be removed and replaced with your own students.)

Can-Do-Name-Chart Language Proficiency Levels

Domain (Speaking, Writing, Listening, Reading, Viewing, Representing): **Listening, Writing & Speaking**

ELD Standard(s): (1) Social and Instructional Language (2) Language for Language Arts (3) Language for Social Studies

Key Language Use (Inform, Narrate, Explain, Argue): **Explain & Argue**

Interpretive Communication Mode (Listening, Reading, and Viewing): **Listening**

- Discourse Focus (Organization, cohesion, or density of language): **Cohesion of Language**
- Sentence (grammatical complexity)
- Word, Phrase (precision of language)

Expressive Communication Mode (Speaking, Writing, and Representing): **Speaking, Writing**

- Discourse Focus (Organization, cohesion, or density of language): **Organization of Language**
- Sentence (grammatical complexity)
- Word, Phrase (precision of language)

Can-Do-Name-Chart Language Proficiency Levels *(continued)*

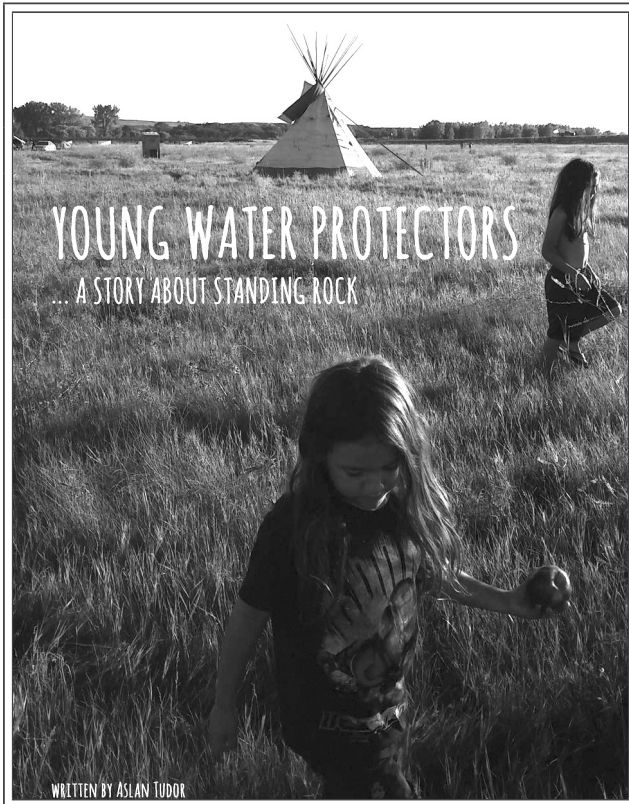
Language Proficiency Level	Students	Language Proficiency Level Criteria Assessment Verb: Inform by: Writing & Speaking	Goals: 1) create a timeline of yourself and your Core Values 2) present to the classroom community and families
		Able to Do	Next Proficiency Level
Level 1 Entering			
Level 2 Emerging	Writing Scores: Student A (2.3) Student B (2.4) Student C (2.2)	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> few frequently used cohesive devices, (repetition is mostly used or predictable frames) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> few frequently used words and phrases with emerging precision 	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some frequently used cohesive devices (demonstratives) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments and emerging use of simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> some frequently used words and phrases with some precision
Level 3 Developing	Speaking Scores: Student A (3.0) Student B (3.4) Student C (3.2)	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some frequently used cohesive devices (demonstratives) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments and emerging use of simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> some frequently used words and phrases with some precision 	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some formulaic cohesive devices (pronoun referencing) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> a small repertoire of words and phrases with developing precision (best friend, the red ball)
Level 4 Expanding			
Level 5 Bridging			
Level 6 Reaching			

SCOPE + SEQUENCE



TEXT 1 - Young Water Protectors

Core Text:



Young Water Protectors: A Story About Standing Rock

by Aslan Tudor, Kelly Tudor, Jason EagleSpeaker

Genre:	Non-Fiction
Story Origin:	Sioux Tribe

Lexile: n/a

Supporting Texts/Media:

- 📺 [Young Water Protectors: Read Aloud](#)
- 📺 [Fight Over Dakota Access Pipeline Explained](#)
- 📺 [The World Needs to See What's Going](#)
- 📺 [13-year old Stands Up to Dakota Pipeline](#)
- 📺 [Native Land Digital Map](#)

Big Ideas / Core Values:

Implementing Change

- Perseverance
- Respect
- Community

Lesson Narrative:

Native Americans fighting against the Dakota Pipeline issues at Standing Rock Reservation. Written by and from the perspective of a 10-year-old Native American child who is participating in the protests, Aslan Tudor, who shares some of what happened at Standing Rock.

Essential Question:

How did the Young Water Protectors implement their plan of action in order to create change at Standing Rock?

Vocabulary:

protects, polluted, harmed, sacred, treaty, reservation, resistance

TEXT 1 - Young Water Protectors

Learning Activities:

Read Aloud (I do)

- What is a water protector?
- The phrase “Mni Wiconi” is used a lot in the book. What does it mean? Why do you think they say that “water is life”?
- What were the issues, causes, & concerns that motivated an author like Aslan to write a book about the protests against the Dakota Access Pipeline?
- Why were these issues important to the children and youth?

Map Skills:

Show students the map of the Standing Rock Sioux Tribe and show the difference between both maps - the original territory once owned by the Sioux Tribe and the reservation as it is today. Explain the terms treaty, reservation, and why the Standing Rock Sioux Tribe lost a huge portion of their land. Create a chart to help students see the difference between the two. Lead Students in a group discussion with the following questions:

- Why were many Native American tribes losing their land a long time ago?
- How might personal connections to place, family, and community inspire someone to take action?

Group Discussion:

What did the youth from Standing Rock do to protect their water? What did they do first, next, and last?

- Create a timeline with students so they can see the steps the youth took to protest the Dakota Access Pipeline

Family Extension:

Think about your own community needs that you chose for your final community project. Start to think about the steps that you will take to meet that community need.

- What resources did the youth of Standing Rock have that helped them spread their message?
- Start to think about your own community project, what resources are you going to need?

TEXT 1 - Young Water Protectors

Embedded Assessment:



Journal writing:

- In your opinion, as a Native American, do you think we should all be water protectors? Why or why not?
- Write an opinion piece about your thoughts of how the Sioux Tribe lost their land, do you think this is a good thing or bad thing? Explain why.

English Language Development Connections

Grades 1 ELD Standards

Domain Focus:	Listening, Speaking, & Writing
Key Language Use:	Explain, Inform, & Argue

Sheltering Strategies by Domain:

Listening:	Provide visually-supported key words and their meaning, have differentiated questions ready to check for understanding, on group discussion chart (map comparison), add sketches for comprehension.
Writing:	Model language and expected language functions (how they should be using language, for example in this lesson students will be using comparative language, provide sentence frames using comparative functions like: The original territory is different then the reservation today because _____.), provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.
Speaking:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using text evidence.

TEXT 1 - Young Water Protectors

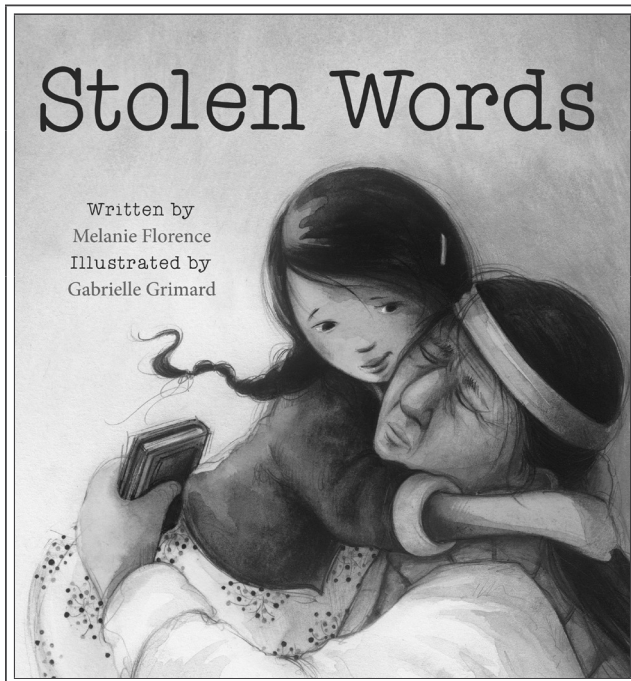


Anchor Standards: [see page 6 for descriptions](#)

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 - Stolen Words

Core Text:



Stolen Words

by Melanie Florence

Genre:	Non-Fiction
Story Origin:	Cree Nation

Lexile: 530L

Supporting Texts/Media:

- 📺 [Stolen Words: Read Aloud](#)
- 📺 [Language, Culture and Communication](#)
- 📺 [Saving Languages From Extinction](#)

Big Ideas / Core Values:

Identity & Language

- Perseverance
- Respect
- Community

Lesson Narrative:

This book demonstrates the impact of the residential school system on the lives of indigenous communities. It reflects how their language was stolen from them in their childhood to separate them from their cultural roots. The story is about a relationship of a young girl with her grandfather and how she helps him find his language once again.

Essential Question:

What steps did the man take to revitalize his language?

Vocabulary: residential schools

TEXT 2 - Stolen Words

Learning Activities:

Read Aloud (I do)

Class Discussion of learning our native language and ask the following discussion questions:

- Why do you think it's important to know your own native language?
- Should families teach their children their native language? Why?
- How can teachers or families help you learn your native language?

Second Read. Explain that there was a time when governments and Christian church leaders thought they could do a better job raising Indigenous children than their parents could. Ask students the following discussion questions:

- Do they find that hard to believe?
- Let them know that many sad things happened to the children. Ask them to listen carefully to Grandpa's story.
- What did he lose? How did he feel?

Problem & Solution:

The granddaughter feels her grandpa's pain. Her experience has been different with school. Engage students in a discussion and ask the following guiding questions to help students identify the problem & solution:

- How do we know her time at school is good? How does she help her grandpa?
- Who helped her find the gift to give him?
- What was the problem that grandpa was facing in the story? What was the solution?

Letter Writing:

- Have students look at the illustrations on pages 9 & 10. Ask students to write a letter to those children. What would they tell them? Have them send good energy to those children pictured in the book.

Family Extension:

Your job is to go home and learn 3-5 new words in your native language and come back to class and teach us those words you learned.

- One suggestion would be to learn how to say grandpa in your native language

TEXT 2 - Stolen Words

Embedded Assessment:



Chart:

- Chart sequence of events (First, Next, Then, Last)
- Share chart with a partner

English Language Development Connections

Grades 1 ELD Standards

Domain Focus:	Listening, Speaking, & Writing
Key Language Use:	Explain, Inform, & Argue

Sheltering Strategies by Domain:

Listening:	Provide visually-supported key words and their meaning, have differentiated questions ready to check for understanding, on review: sequence/transition terms chart (map comparison), add sketches for comprehension.
Writing:	Review chart of language cues for explaining and arguing (opinion), allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches.
Speaking:	Model language and expected language functions (how they should be using language, for example in this lesson students will be using explaining/arguing language, provide sentence frames using explaining/arguing functions like: It is important to ___ because ___. I believe ___ is important because _____. Provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.

TEXT 2 - Stolen Words

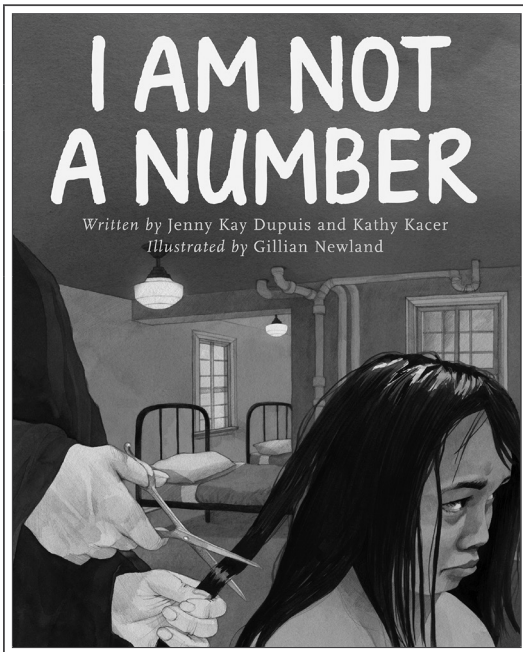


Anchor Standards: [see page 6 for descriptions](#)

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 3 - I Am Not a Number

Core Text:



I Am Not a Number

by Jenny Kay Dupuis and Kathy Kacer

Genre:	Fiction
Story Origin:	Nipissing First Nation

Lexile: 640L

Supporting Texts/Media:

Big Ideas / Core Values:

Identity & Social Justice

- Perseverance
- Respect
- Community

Lesson Narrative:

Eight-year-old Irene is removed from her First Nations family to live in a residential school. She tries to remember who she is and where she came from. She is told to not use her own name but instead use the number they have assigned to her. When she goes home for summer holidays, Irene's parents decide never to send her and her brothers away again. Based on the life of co-author Jenny Kay Dupuis' grandmother.

Essential Question:

How did the kids in the story use perseverance to overcome oppression of indigenous people?

Vocabulary:

oppression, indigenous people, shorn, assigned a number

TEXT 3 - I Am Not a Number

Learning Activities:

Before reading the story, view vocabulary with students.

- Are there any words that you already know?
- What does the word mean?
- Can you use it in a sentence?

Build Background:

Have students look inward and identify what is important to them. What makes you you? What would happen if this was taken away from you? What would you be left with?

- Explain for students that this is what identity means.

Identify the need & the core values presented in the story:

- Class discussion on what they would do if they were in their position.
- What would you do differently?
- What are the core values represented in the story?.

Compare & Contrast:

Create a Venn Diagram with students and compare/contrast residential schools in the past and schools today.

- What were students allowed to do and not do?
- How do you feel at school? How do you think students back then felt about residential schools?

Read Aloud (I do):

- What was the problem in the story?
- Why do you think the father lets the children go with the agent?
- Reflection after reading: the story made me feel...

TEXT 3 - I Am Not a Number

Learning Activities: *(continued)*

Family Extension (Choice A):

Interview a family member who attends a boarding school or who attended one. Ask the following questions:

- Do they allow you to speak your language?
- Are you allowed to practice your culture?
- What feelings do you have about being away from home?
- Do you feel at home or comfortable in the boarding school setting?
- What made you choose to attend boarding school?
- Present your findings in class using whatever media you want to use (powerpoint, poster board, story, etc..)

Family Extension (Choice B):

Have students, with their family's help, identify who they are. Families can help their child think about the following things:

- Where I live, what native land
- Languages I speak
- Family traditions
- Where my parents/grand-parents are from
- Things I like to do
- Core Values I have
- Students will create a visual representation of themselves. A self portrait that identifies who they are and share with class.

Embedded Assessment:

Drawing and Story Map:

- Draw your favorite part of the story
- Story Map. What happened at the beginning, middle, and end of the story?



TEXT 3 - I Am Not a Number

English Language Development Connections

Grades 1 ELD Standards













Domain Focus:	Listening, Speaking, & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide visually-supported key words and their meaning, have differentiated questions ready to check for understanding, add sketches for comprehension.
Writing:	Use a chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches.
Speaking:	<p>Model language and expected language functions (how they should be using language, for example in this lesson students will be using explaining/informing language, provide sentence frames using explaining/informing functions like: My family member told me _____. The core values represented in the story are _____. I believe _____ is important because _____.</p> <p>Provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, use charted sequencing language to support retell.</p>

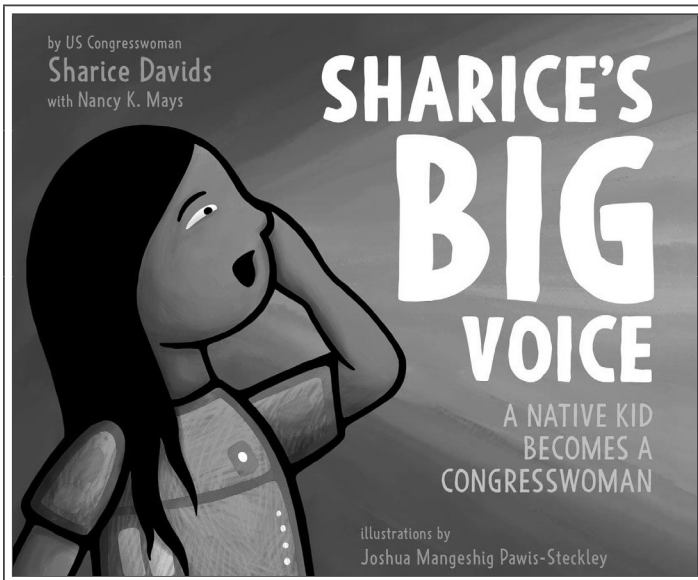


Anchor Standards: see page 6 for descriptions

Reading: Literature and Foundational	 RL.1.1  RL.1.2  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 4 - Sharice's Big Voice

Core Text:



Sharice's Big Voice

by Sharice Davids and Nancy K. Mays

Genre: | Autobiography

Story Origin: | Ho-Chunk Tribe

Lexile: n/a

Supporting Texts/Media:

 [Sharice's Big Voice: Read Aloud](#)

Big Ideas / Core Values:

Identity & Social Justice

- Perseverance
- Respect
- Community

Lesson Narrative:

When Sharice Davids was young, she never thought she'd be in Congress. And she never thought she'd be one of two Native American women to break barriers and become the first to serve in Congress.

Essential Question:

How does one become a voice for their community?

TEXT 4 - Sharice's Big Voice

Learning Activities:

Read Aloud (I do)

- Class discussion of who Sharice is and how she became a Congresswoman.
- What are the core value(s) in the story?
- What does it mean by having a "Big Voice"?
- Do you think you could be like Sharice why or why not?

Read Aloud text again. Engage students in the following questions:

- Why was it important for Sharice to learn that "the best way to learn about people is to listen to them"?
- Who played an important part in Sharice's life as a leader? What did that person teach her?
- Who plays an important role in your life about who you are today?

Family Extension:

Interview the Governor, Lt. Governor, Tribal Treasure, Secretary, or Tribal Sheriff. Or you may interview a family member who has held one of these positions. You may choose how you want to present your findings (i.e. PowerPoint, presentation board, etc...)

- Ask what it feels like to hold their position
- Ask if they ever thought they would be in this position when they were small
- Is the job hard?
- What do you like most about being in this position?

Embedded Assessment:

Writing Journal:

- Do you think it's important to have a voice? Explain why or why not.



TEXT 4 - Sharice's Big Voice

English Language Development Connections

Grades 1 ELD Standards













Domain Focus:	Listening, Speaking, & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide visually-supported key words and their meaning, have differentiated questions ready to check for understanding, add sketches for comprehension.
Writing:	Use a chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers and models to support writing project.
Speaking:	<p>Model language and expected language functions (how they should be using language, for example in this lesson students will be using explaining/informing language, provide sentence frames using explaining/informing functions like: The core values represented in the story are _____. It is important to have a voice because _____. My person told me _____.</p> <p>Provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, use charted sequencing language to support retell.</p>

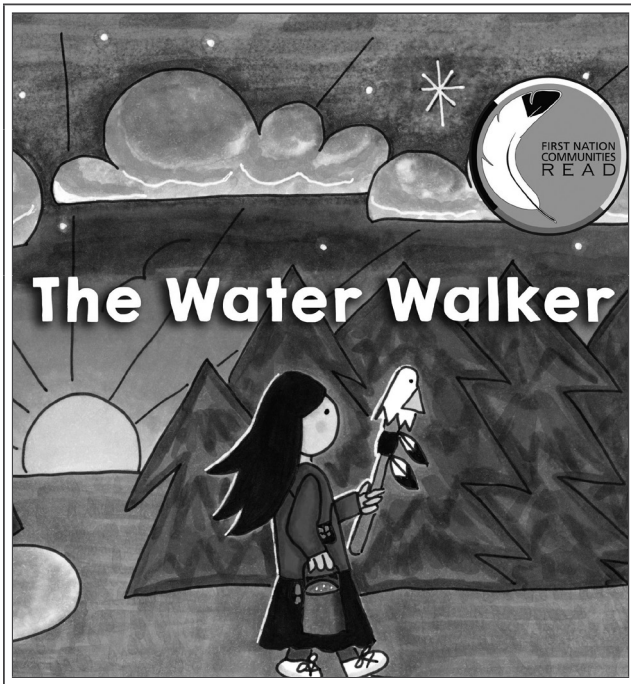


Anchor Standards: see page 6 for descriptions

Reading: Literature and Foundational	 RL.1.1  RL.1.2  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 5 - The Water Walker

Core Text:



The Water Walker

by Joanne Robertson

Genre: Non-Fiction

Story Origin: Ojibwe

Lexile: 730L

Supporting Texts/Media:

- ▶ [The Water Walker: Read Aloud](#)
- ▶ [The Anishinaabe Woman Who Walked for Water Rights](#)
- ▶ [Autumn Peltier: Anishinabe Water](#)

Big Ideas / Core Values:

Identity & Social Justice

- Perseverance
- Respect
- Community

Lesson Narrative:

Nokomis responds to a call to action and a dream requesting help for Nibi (water). Water is in danger from pollution, wastage, and humans forgetting that we cannot survive without it. In response, Nokomis and her kwewok niichiis (women friends) decide to bring attention to this danger to the water and become Water Walkers.

Essential Question:

How did Nokomis develop and implement her plan of action towards answering Ogaama's question about what she was going to do to create change for nibi?

Vocabulary:

urgency, frigid, migration, waste, protect, devastating, gratitude

TEXT 5 - The Water Walker

Learning Activities:

Read Aloud (I do)

- What does Nokomis love about Nibi?
- What did Ogaama mean when he said “one day the water will cost more than an ounce of gold?”
- How are people disrespecting the water?

Acknowledge the traditional lands you live in and the water areas in your community:

- Using a map of the world, compare land & water masses, salt & freshwater bodies, use local maps near you to identify nearby bodies of water. Use a map of North America that shows the outline like a turtle. Explain the importance of Turtle Island.
- Group Discussion: How do they, and all of creation, consume, play with, and use Nibi (water)?

Map Skills:

Trace the Water Walkers’ route on virtual maps (promethean/smart board) and talk about how they passed through long stretches where there was little habitation as well as huge industrial cities. Talk about how other people might have responded to the Walkers when they saw them.

- Was this the best way to create attention for the Water Walkers?
- Talk about positive/negative reactions to this

Group Discussion:

How is Nokomis called to action? Who does Nokomis go to for help, and what do they do?

- When Nokomis was finished with her work, how many knees and sneakers had she gone through? How is that possible? Why would she continue going even after this?

Nga-zichige Nibi onji means “I will do it for the water”. Why did the author translate this into the Ojibwe language? Was there a special purpose in doing this?

- Think about your community need you chose in Unit 2, like Nokomis, how will you get people to pay attention to the problem you are trying to solve in your community? would like to do as well?

Nokomis reminds us that without Nibi there is no life. How is this true? (Group discussion)

- Journal Writing: write about what Nokomis meant that without Nibi there is no life. Give some examples.

Create a story map with students about what happened in the story:

What happened first, next, and last? Make a list of the steps Nokomis took to address this problem.

- Discussion questions: The author said if no one noticed Nokomis maybe they would notice the “Water Walkers”, what did the author mean by this?

TEXT 5 - The Water Walker

Embedded Assessment:



Journal writing:

- Ogaama said that one day water would cost more than an ounce of gold and he asked Nokomis what are you going to do about it? Write a sentence or two about what you would do.
- Do you agree with Nokomis that if the people couldn't see her, maybe they could see the Water Walkers? Why or why not?
- Ask students to write about their best and scariest experience with Nibi (water), it could be in the form of snow, lakes, rivers, rain, hail, ice, or hot/cold water.

English Language Development Connections

Grades 1 ELD Standards

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Key Language Use:	Explain & Argue
Sheltering Strategies by Domain:	
Listening:	Provide visually-supported key words and their meaning, have differentiated questions ready to check for understanding, on review: sequence/transition terms chart, add sketches for comprehension.
Writing:	Review chart of language cues for explaining and arguing (opinion), allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, model with problem/solution graphic organizer.
Speaking:	Model language and expected language functions (how they should be using language, for example in this lesson students will be using explaining/arguing language, provide sentence frames using explaining/arguing functions like: People disrespect water by _____. I would _____ to get people to pay attention to my community need plan. Provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.

TEXT 5 - The Water Walker



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