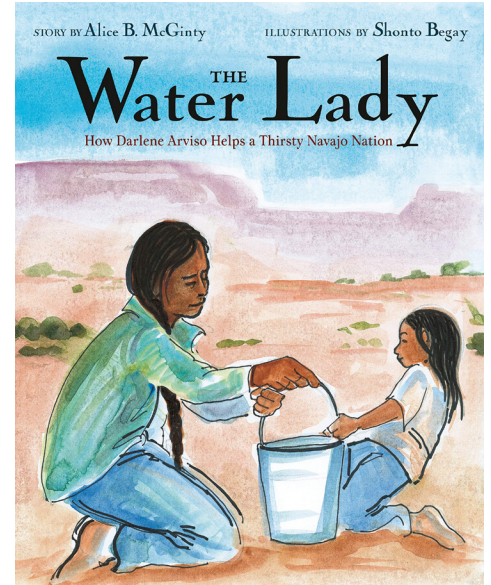
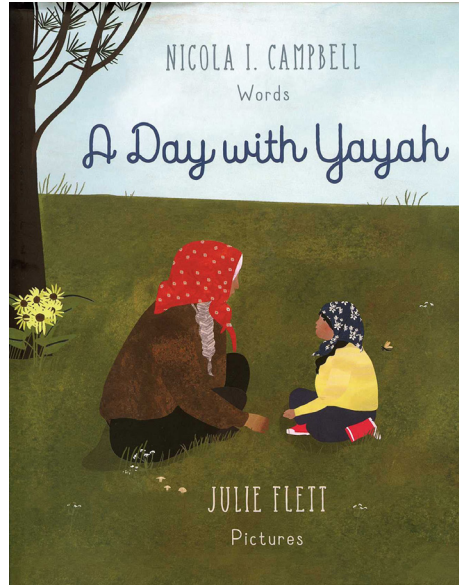
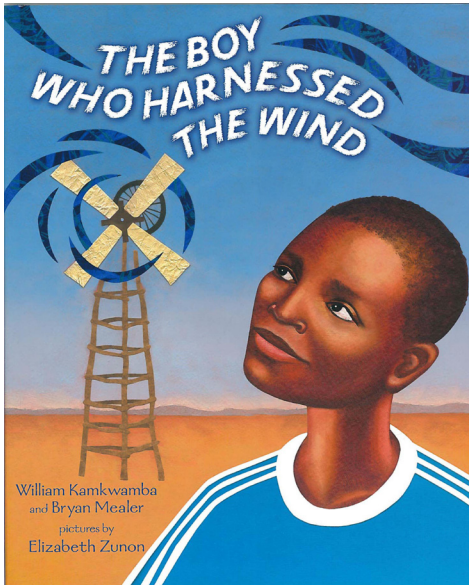


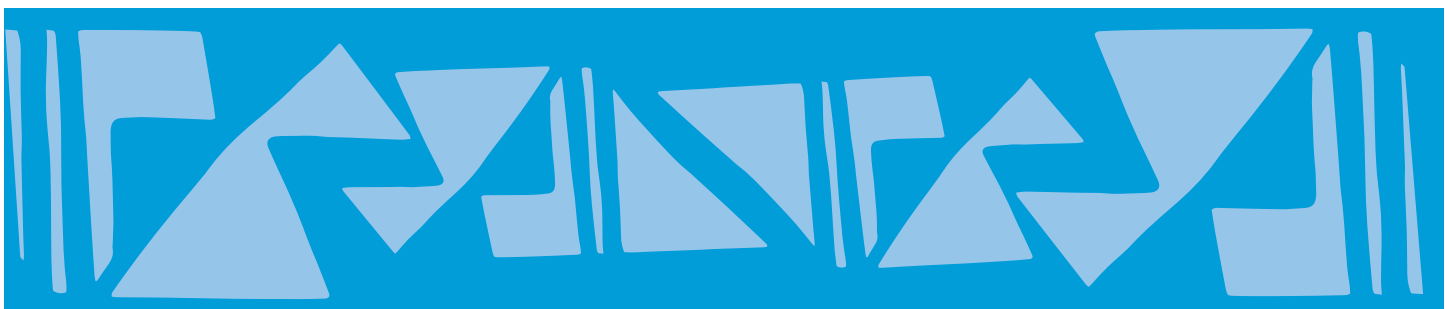
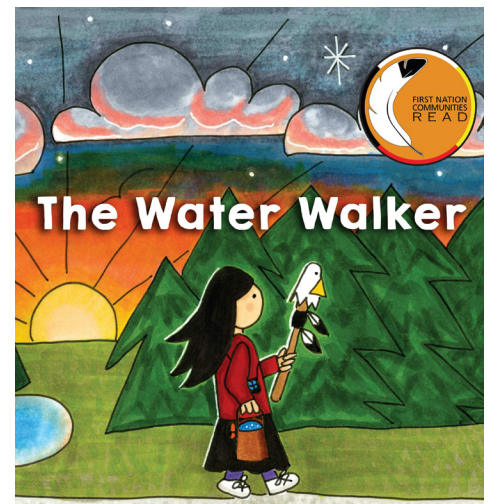
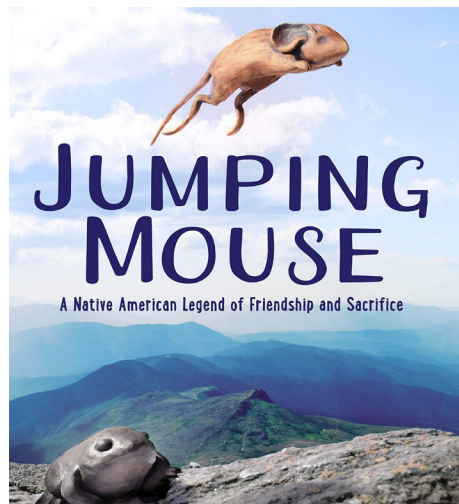
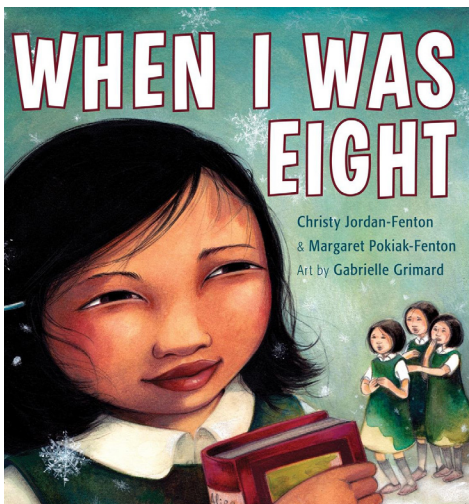
NATIVE LITERATURE & HISTORY PROGRAM DESIGN

1st GRADE



UNIT 4

Audience and Presentation



UNIT 4

Calendar Window: 2 months

 [Yearlong Curriculum](#)

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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 Water Walker***
by Joanne Robertson (Ojibwe)
- ***Day with Yayah***
by Nicola I. Campbell (Okanagon BC, First Nations)
- ***When I Was Eight***
by Christy Jordan-Fenton, Margaret Pokiak-Fenton (Canada)
- ***Jumping Mouse: A Native American Legend of Friendship and Sacrifice***
by Misty Schroe
- ***The Boy Who Harnessed The Wind***
by William Kamkwamba (Malawi)
- ***The Water Lady: How Darlene Arviso Helps a Thirsty Navajo Nation***
by Alice B. McGinty (Navajo Nation)

Supporting Texts/Media:

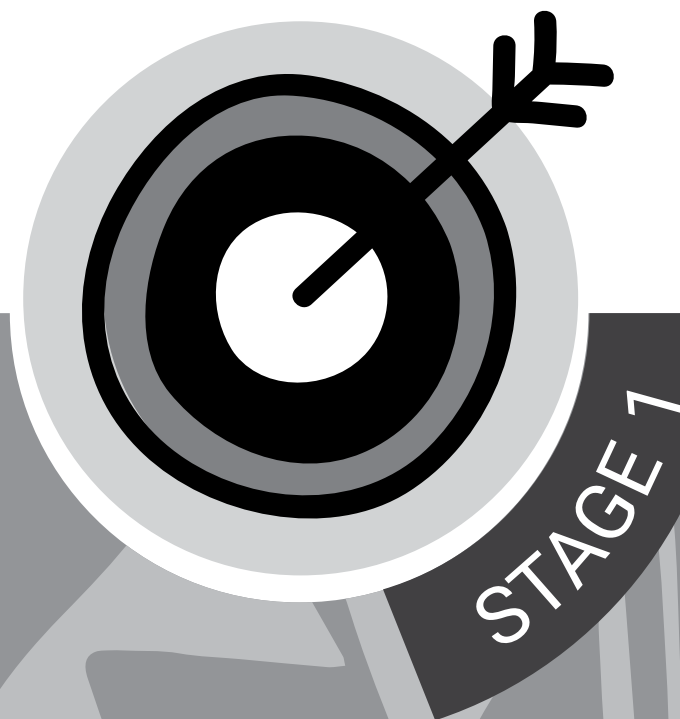
 [The Water Walker](#)

DESIRED RESULTS

REFERENCES

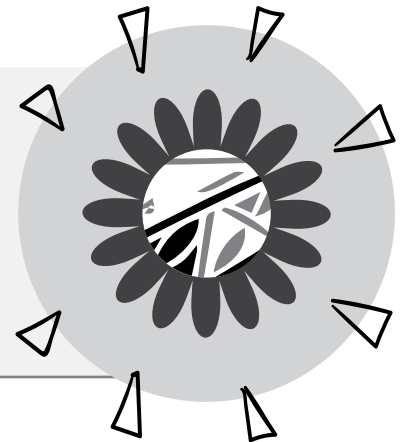
 [Finding Big Ideas and Assessment Evidence @ NISN video](#)

 [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.



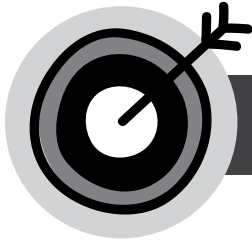
Essential Questions

Enduring Understandings

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

- How is the best way to display my community action project to reach my targeted audience?
- How will I best display my community action project so that my audience understands the connection?

- I will use the text to identify causes for change and formulate my own opinions and understanding of the world around me.
- I will start to understand that I am the future knowledge keeper and I have a responsibility to make my stories convey meaning for my community.
- I will utilize my core values I have obtained from building connections with characters and understanding concepts of theme from the native literature we studied, to help me become the agent of change that my community needs.






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>

UNIT 3 - 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: To demonstrate what it means to be a responsible community member and take action in your community using your core values as a strength to implement positive change in your community.

Role: You are a Native Scholar Activist who sees a need in their community and creates an action plan using their core values to meet the need of their community. You see a need and you meet the need.

Audience: Your classmates, teacher, school community, and community members.

Scenario: You are Indigenous. As Indigenous people we think about others, not just ourselves. You've been asked to learn about your core values at school and home, and then evaluate your community's needs, and then plan an action that helps your community by using your Core Values. This could be a community action that helps the animals, people, or land to be healthier and whole. Even though you are young, you can have an impact and your Core Values are your tools to have that impact.

Product: **Part I:** A reflection of the Community Action project implemented in the community
Part II: Presentation of community action project
My Community Action Project presentation

Standards: [See page 6](#)



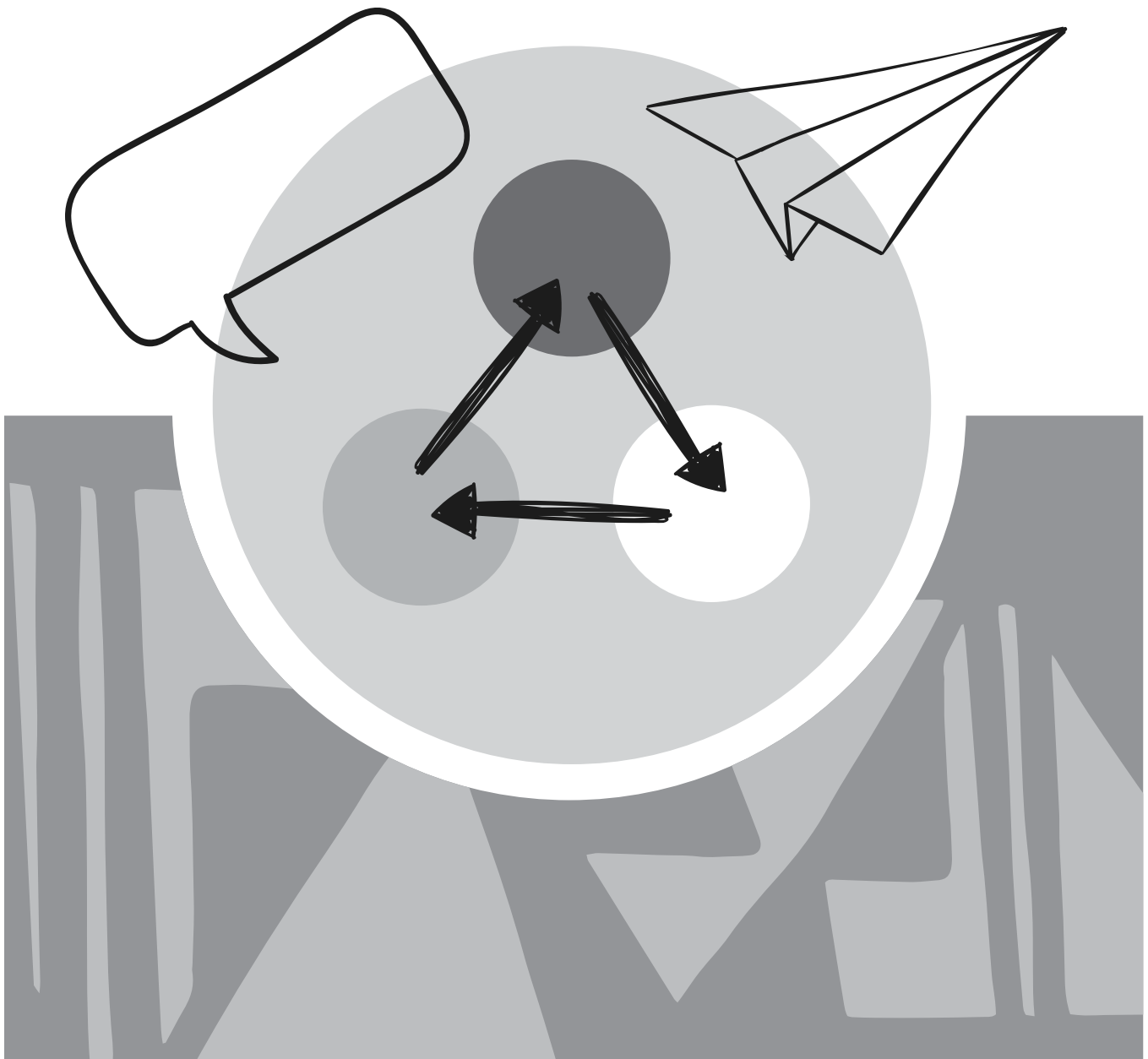
Performance Assessment

Middle: Now that you have identified a community need and wrote the steps on how to implement your project. The final step is to complete your community action project with your family. Write a reflection of the process in completing your community action project. Include what impact you have made and what community needs you and your family have met.

Modified Up: Complete the community action project with your family. Write a reflection of the process in completing your community action project, including the impact you've made and the community needs your project has met. Present your community action project to the class. You have to consider your audience and how you want to present (PowerPoint, poster board, etc...).

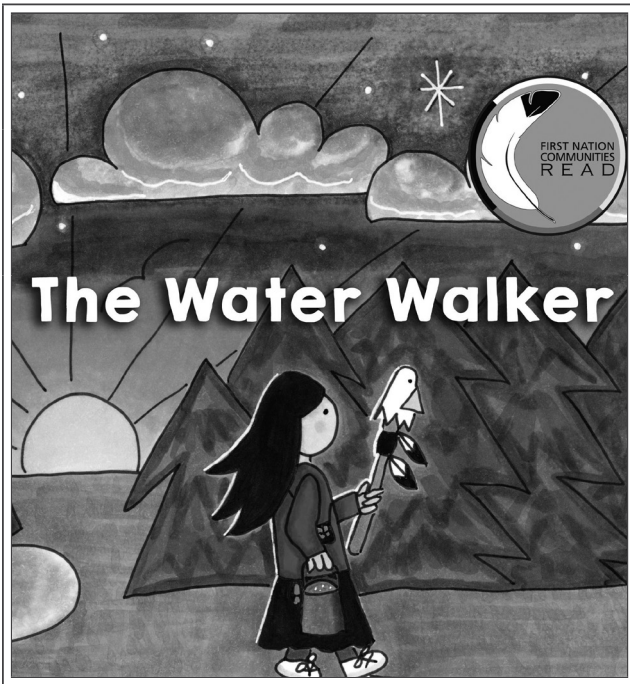
Modified Down: Complete the community action project that was selected with your teacher. The teacher will help guide you and your family in implementing the community action project, steps will be provided for you and your family to follow. Provide a drawing of your reflection on how the project went and also how you helped the community.

SCOPE + SEQUENCE



TEXT 1 - 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](#)

Lesson Narrative:

The story of a determined Ojibwe Grandmother (Nokomis) Josephine-ba Mandamin and her great love for Nibi (water). Nokomis walks to raise awareness of our need to protect Nibi for future generations, and for all life on the planet. She, along with other women, men, and youth, have walked around all the Great Lakes from the four salt waters, or oceans, to Lake Superior. The walks are full of challenges, and by her example Josephine-ba invites us all to take up our responsibility to protect our water, the giver of life, and to protect our planet for all generations.

Vocabulary:

waste, protect, devastating, gratitude, urgency, petroglyphs, Turtle Island (North America)

TEXT 1 - The Water Walker

Learning Activities:

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 message to your audience, is this something you 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.

Embedded Assessment:



Journal Writing:

- 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.

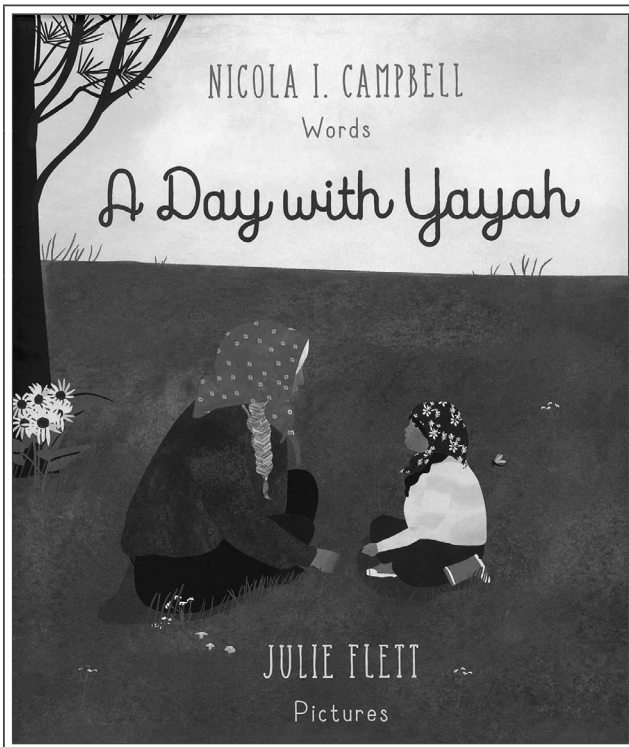


Anchor Standards: see page 6 for descriptions

Reading: Literature and Foundational	RL.1.1 RL.1.2 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 - A Day With Yayah

Core Text:



A Day With Yayah

by Nicola I. Campbell

Genre:	Realistic Fiction
Story Origin:	Okanagon BC, First Nations

Lexile: n/a

Lesson Narrative:

The setting is in the Okanageon, BC, A First Nations family goes on an outing to forage for herbs and mushrooms. Grandmother passes down her knowledge of plant life to her young grandchildren.

Essential Question:

Why does Yayah think it's important to teach the new generation about foraging and collecting herbs?

Vocabulary:

Gathering, reserve, foraging, pigment

TEXT 2 - A Day With Yayah

Learning Activities:

Identify the core values

What core values are represented in this book and give supporting details.

Reading Comprehension:

Introduce the theme of the story, go on a picture walk to support comprehension.

Group Discussion:

In your culture, have you seen family members or the community engaging in foraging activities.

Map:

Find British Columbia together on the map this will help students see where the plants are native.

Book Summary:

How was Yayah teaching them the importance of foraging in their culture

- Writing: Write a narrative about something they learned from a parent, grandparent, or other community member.

Family Connection:

Foraging activity with the family and identify local plants that are safe for foraging, share with the class.

Knowledge Keeper Connection:

Who is someone in the community that can come in and show us what local plants are safe for foraging?

Embedded Assessment:



Journal Writing:

- Ask students to write about their favorite part of foraging with their family.

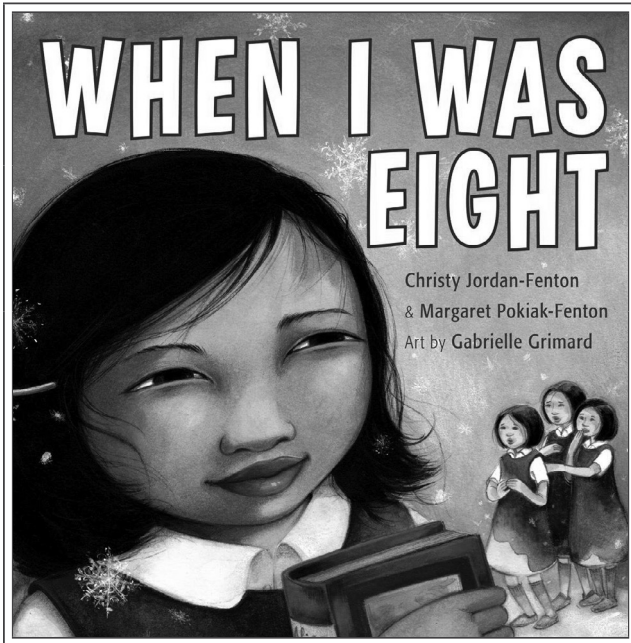


Anchor Standards: see page 6 for descriptions

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 3 - When I Was Eight

Core Text:



When I Was Eight

by Christy Jordan-Fenton and Margaret Pokiak-Fenton

Genre: Biography, Nonfiction

Story Origin: Canada

Lexile: 760L

Lesson Narrative:

Olemaun is eight and knows a lot of things. But she does not know how to read. Ignoring her father's warning, she travels far from her Arctic home to the outsiders' school to learn. The nuns at the school call her Margaret. They cut off her long hair and force her to do menial chores, but she remains undaunted. Her tenacity draws the attention of a block-cloaked nun who tries to break her spirit at every turn. But the young girl is more determined than ever to learn how to read.

Essential Question:

Why is reading powerful and how would reading give you power?

Vocabulary:

Cavern, traded, chores, stripped, demand, clever, hesitate

TEXT 3 - When I Was Eight

Learning Activities:

Reading Comprehension:

Introduce the theme of the story.

- Write about what Olemaun wants more than anything? Why?

Group discussion: Character and summary

- Setting, Character, Problem (what went wrong?) How was the problem solved, Events (beginning, middle, end).
- What did Olemaun 's name mean? Was she like the meaning of her name? What does your Indian name mean if you have one or English name and you like your name?

Family connection:

- Create a book cover with your family for Olemaun's story at the residential school. Give the book a title that is different from 'When I was 8'. Make sure that your cover shows why reading was so powerful.
- Interview an adult or family member that is struggling with reading to understand the struggles with being illiterate. With your family, write a paragraph about this experience.

Knowledge Keeper Connection:

Invite a story teller from the community that can come in and show us the importance and power of stories.

- Students could write a sentence about the importance of stories and why we tell them.

TEXT 3 - When I Was Eight

Embedded Assessment:



Journal Writing:

- Ask students to write about what they think their favorite things will be when they turn eight.

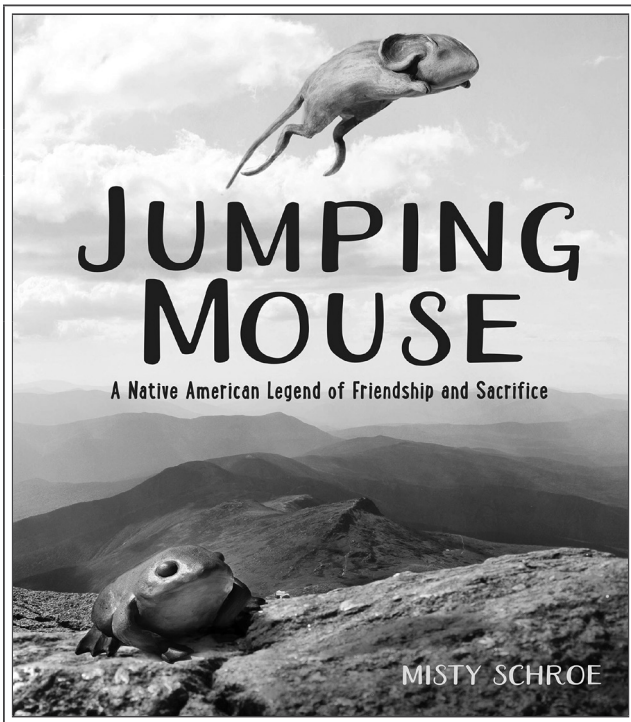


Anchor Standards: [see page 6 for descriptions](#)

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 4 - Jumping Mouse

Core Text:



Jumping Mouse: A Native American Legend of Friendship and Sacrifice

by Misty Schroe

Genre: Folklore, Children's literature

Lexile: 610L

Essential Question:

How could our core values help us face our fears in times of distress or hardship to help us overcome these obstacles?

Lesson Narrative:

Jumping Mouse is just like another other mouse, except she has a big dream - a dream to reach the fabled high places. But one small mouse can't make the long journey alone. At the start of her journey, Jumping Mouse is gifted new long legs from wise Grandfather Frog. Filled with gratitude, she soon meets others who need assistance just like she did: a buffalo that cannot see and a wolf that cannot smell. In order to aid them, she must sacrifice her own sight and hearing, putting her dream of the High Places at risk. Through perseverance and belief, Jumping Mouse discovers who she was truly meant to be, and demonstrates the value of friendship, selflessness, and sacrifice.

Vocabulary:

Swayed, gravelly, encounter, course, scorn, bison, cautious, manage, compassion, scent

TEXT 4 - Jumping Mouse

Learning Activities:

Reading Comprehension:

- Introduce the theme of the story. 📌 [RF.1.4](#)
- Write or draw about what Jumping Mouse wants and why. 📌 [W.1.2](#)

Group discussion: Characters, Setting, Plot 📌 [RL.1.3](#)

- What goals did the main character, Jumping Mouse, set? What obstacles did he encounter? How did he overcome those challenges? 📌 [RF.1.4](#)

Family connection:

- What are some obstacles that you and your families have been faced with? Example: Understanding the struggles that many families have been faced with during COVID.
- Interview a family member that has been through some obstacles in life. Find out how they were able to face those obstacles and how they overcame them. Share what you have learned with the class, either using a storyboard, poster board, etc...

Knowledge Keeper Connection:

Invite a motivational speaker that has overcome some hardships in their life and is now successful or a prominent person in the community.

TEXT 4 - Jumping Mouse

Embedded Assessment:



Journal Writing:

- Ask students to write about their favorite dream.

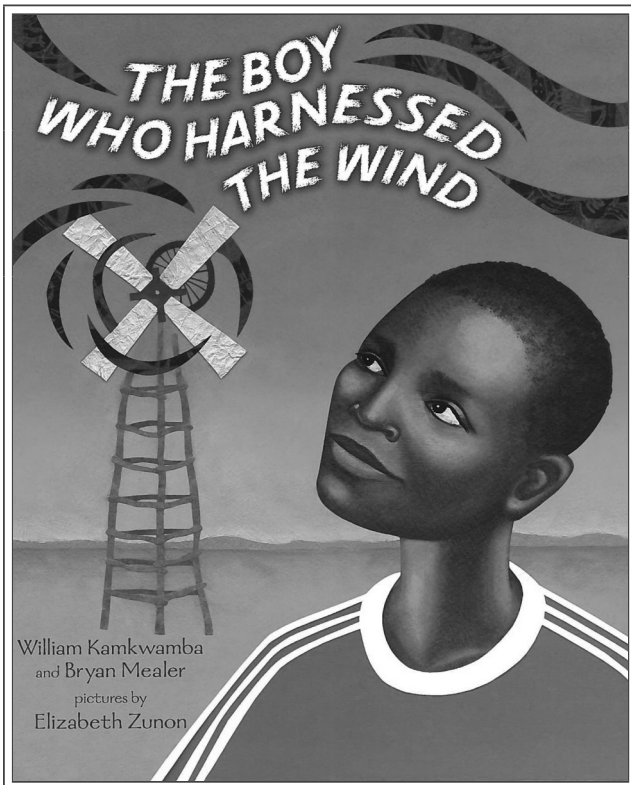


Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature and Foundational	RL.1.1 RL.1.2 RL.1.3 RL.1.4 RF.1.1 RF.1.4
Writing:	W.1.1 W.1.5
Speaking and Listening:	SL.1.1 SL.1.2
Language:	L.1.4

TEXT 5 - The Boy Who Harnessed the Wind

Core Text:



The Boy Who Harnessed the Wind

by William Kamkwamba

Genre: Nonfiction

Story Origin: Malawi

Lexile: 610L

Essential Question:

How do people use their core values to help them respond to a disaster?

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.

TEXT 5 - The Boy Who Harnessed the Wind

Learning Activities:

Reading Comprehension:

- What character traits does William have?
 - Complete a character web with students as they're listening and reading the story, write William in the middle of the web and have students come up with character traits that describe William
 - Discussion Question: How did those character traits help him solve the problems in his community?

Group discussions:

- Human impact on trees and vegetation create issues such as flooding, forest fires, brush fires, and erosion.
 - Have a discussion about how a fire impacts the community and the natural resources in that area.
- Is there a connection between the people not having money for lights and nightfall coming quickly and farmers hurrying to bed? How does this impact the farmers with their job?
- What is the first step William took to build a windmill? After he gathered up the parts, what did he do next? What resources did William need to make his windmill?
 - Think about your own community action project, what resources will you be needing as well
 - With students, create a pinwheel that spins using paper and talk about how William decided to use a windmill to generate water for his community
- While William worked on his prototype, how did others treat him?
 - How do you think these moments felt for William? What core values do you think William had to tap into, to keep working on his prototype?
 - Journal Writing: How do our understanding of our core values help us to get through those difficult moments in life?

Family connection:

- Watch The Boy who Harnessed the Wind with your family (movie)

TEXT 5 - The Boy Who Harnessed the Wind

Embedded Assessment:



Journal Writing:

- what character traits do you think a person needs in order to solve problems in their home, at their school, or in their community?

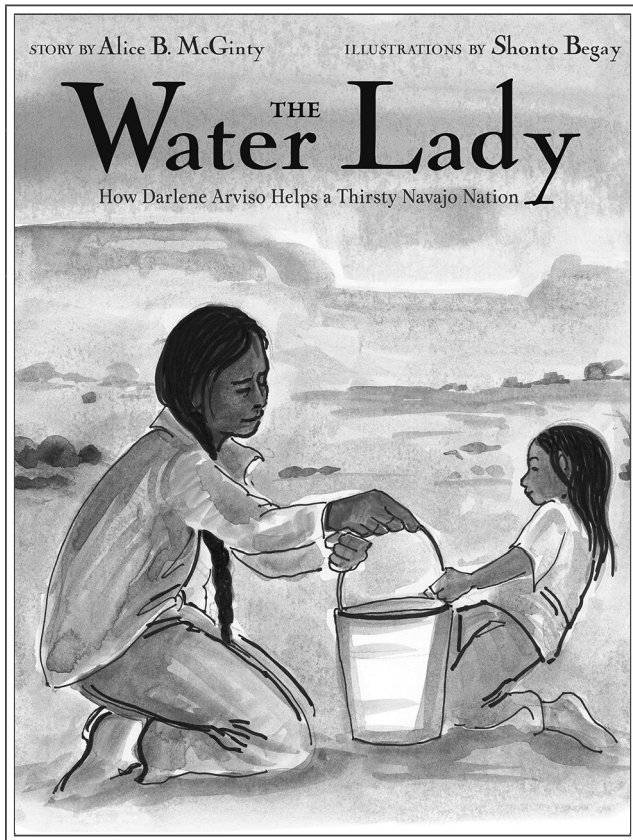


Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature and Foundational	RL.1.1 RL.1.2 RL.1.3 RL.1.4 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 6 - The Water Lady

Core Text:



The Water Lady

by Alice B. McGinty

Genre: | Autobiography, Nonfiction

Story Origin: | Navajo Nation

Lexile: 640L

Lesson Narrative:

Underneath the New Mexico sky, a Navajo boy named Cody finds that his family's barrels of water are empty. He checks the chicken coop-nothing. He walks down the road to the horse's watering hole. Dry. Meanwhile, a few miles away, Darlene Arviso drives a school bus and picks up students for school. After dropping them off, she heads to another job: she drives her big yellow tanker truck to the water tower, fills it with three thousand gallons of water, and returns to the reservation, bringing water to Cody's family, and many, many others. Here is the incredible and inspiring true story of a Native American woman who continuously gives back to her community and celebrates her people.

TEXT 6 - The Water Lady

Learning Activities:

L1.2 - A1: Group Discussion:

- The author, Alice B. McGinty, saw Darlene Arviso as a hero - a humble hero. What makes somebody a hero? What core values do you think someone has to have in order to be a humble hero?
- Note: the impact of covid in our indigenous communities and our access to resources such as food & water.
 - Kids' voice about what covid and quarantine felt like for them
 - Mental health piece - anxiety and fear

Embedded Assessment:



Journal Writing:

- What makes a hero humble? What does a humble hero mean?



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

Reading: Literature	RL.1.1 RL.1.2 RL.1.4
Writing:	W.1.1
Speaking and Listening:	SL.1.1 SL.1.2
Language:	L.1.4