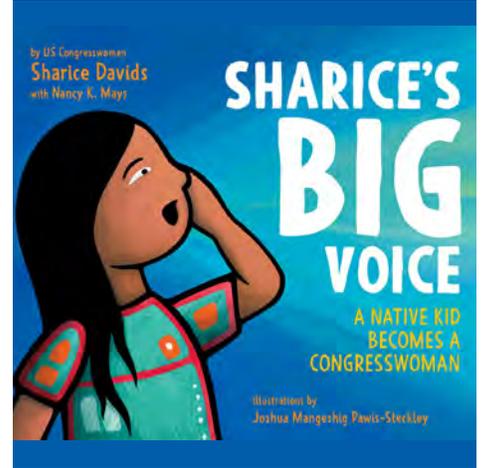
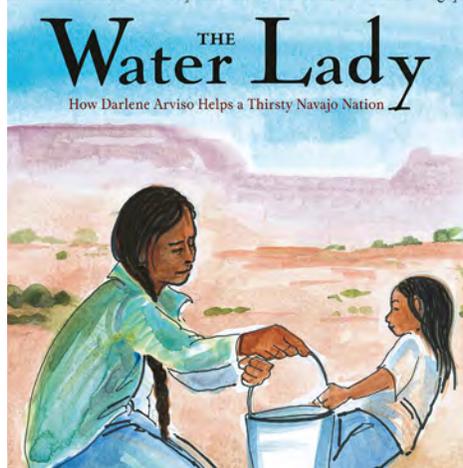


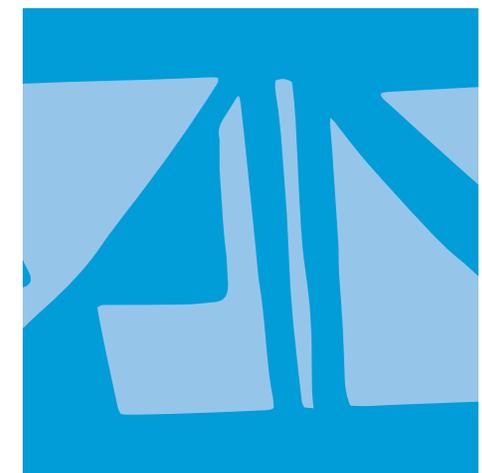
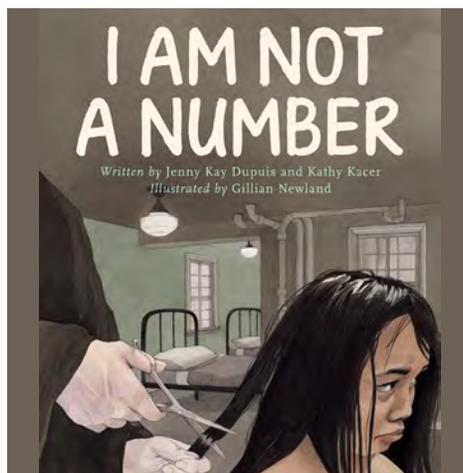
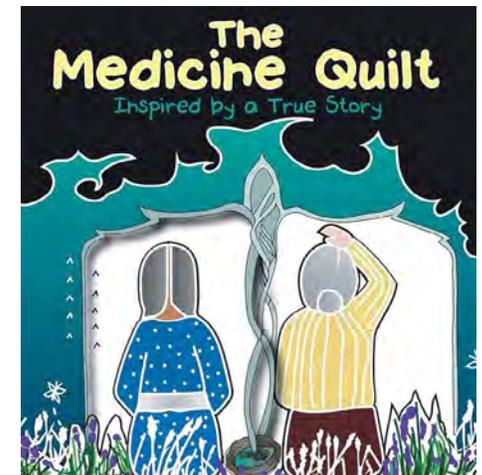
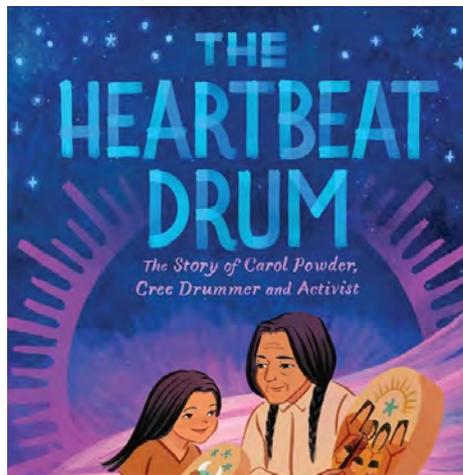
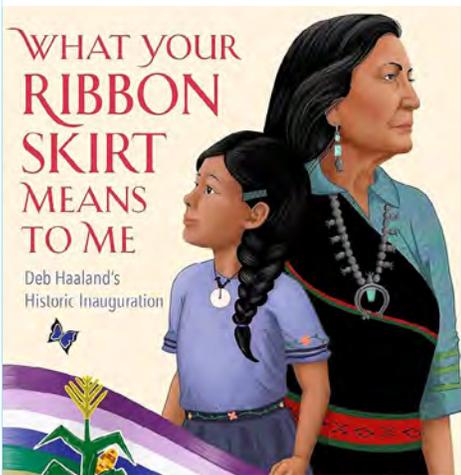
NATIVE LITERATURE PROGRAM DESIGN

1st GRADE



UNIT 3

Change in Action



UNIT 3

Calendar Window: 2 months

 Yearlong Curriculum

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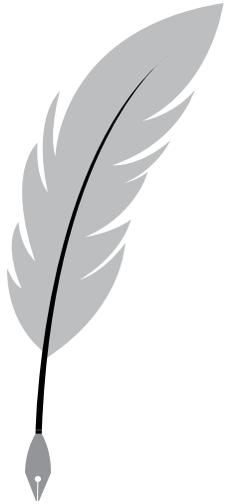
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Designers: Josephine Naranjo-Montoya and Jerusha Ignacio
Revision Teacher Designers: Diane Katzenmeyer-Delgado and Kolette Medicine

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:



- ***Young Water Protectors: A Story About Standing Rock***
by Aslan Tudor and Kelly Tudor
- ***The Water Lady: How Darlene Arviso Helps a Thirsty Nation***
by Alice B. McGinty and Illustrated by Shonto Begay
- ***Sharice’s Big Voice: A Native Kid Becomes a Congresswoman***
by Sharice Davids and Nancy K. Mays
- ***What Your Ribbon Skirt Means to Me: Deb Haaland’s Historic Inauguration***
by Alexis Bunton and Illustrated by Nicole Neidhardt
- ***The Heartbeat Drum: The Story of Carol Powder, Cree Drummer and Activist***
by Deidre Havrelock and Illustrated by Aphelandra
- ***The Medicine Quilt: Inspired by a True Story***
by Margaret Doom and Illustrated by LaShawn Medicine Horn
- ***Something Happened in Our Town: A Child’s Story About Racial Injustice***
by Marianne Celano, Marietta Collins, and Ann Hazzard Illustrated by Jennifer Zivoin
- ***I am Not a Number***
by Jenny Kay Dupuis and Kathy Kacer

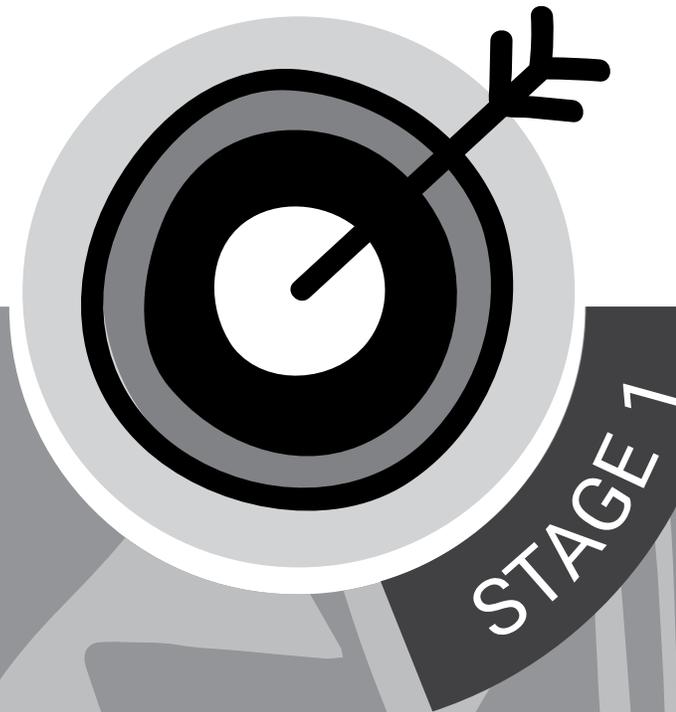
Supporting Texts/Media:

- ▶ [Young Water Protectors](#) (Read Aloud)
- ▶ [Heroes & Helpers Storytime with activist and author Aslan Tudor](#)
- ▶ [The Water Lady - How Darlene Arviso Helps a Thirsty Navajo Nation by Alice McGinty](#)
- ▶ [The Navajo Water Lady](#) (Documentary)
- ▶ [Sharice’s Big Voice](#) (Read Aloud)
- ▶ [Sharice’s Big Voice: A Native Kid Becomes a Congresswoman](#) (Read Aloud)
- ▶ [What Your Ribbon Skirt Means to Me Deb Haaland’s Historic Inauguration](#) (Read Aloud)
- ▶ [Deb Haaland is One of the First Native American Congresswomen](#) (Documentary)
- ▶ [Explore “The Heartbeat Drum” with Deidre Havrelock & Aphelandra](#) (Read Aloud)
- ▶ [Meet Chubby Cree, the Indigenous Grandma-Grandson Drumming Duo](#)
- ▶ [CHUBBY CREE // Rock your World](#)
- ▶ [Chubby Cree perform honour song at EPCOR Holiday Gala](#)
- ▶ [The Medicine Quilt Book Trailer](#)
- ▶ [Something Happened In Our Town](#) (Read Aloud)
- ▶ [Something Happened in Our Town](#) (Interactive Read Aloud)
- ▶ [I Am Not a Number](#) (Read Aloud)
- ▶ [I am Not a Number](#) (Documentary)

DESIRED RESULTS

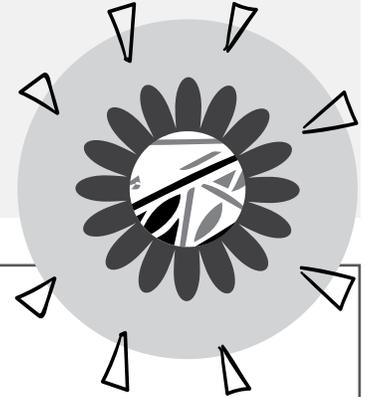
REFERENCES

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



BIG IDEAS

- Core Values
- Advocacy and Action
- Identity
- Native Scholar



Meditation and Tapping Mantra



- I am a Native Scholar.
- I embrace my community and their Core Values.
- Through Native Lit I will find my voice and call to action.
- I will be the Native Scholar I am.

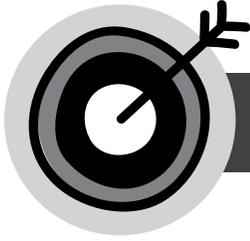
Essential Questions

- How do you recognize when something needs to be changed?
- How do our Core Values, Cultural (language and traditions), and our beliefs shape who we are, our identity?
- What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?
- How have the characters in each of our texts been a positive change agent in their communities?
- How did each character accomplish bringing positive change to their families and communities?
- What steps or actions did they need to take?
- How have their communities benefited as a result of those actions?
- What is the relationship between Core Values, leadership, and advocacy?
- How does someone become a voice for their community?
- What role do our Core Values and beliefs play in healing and wellness?
- What role does listening play in building relationships with community?

Enduring Understandings

- Change and adaptations are a normal part of cycles.
- Learning requires exploration of one's identity.
- Our Core Values help us identify who we are as a Good Relative.
- Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Learning involves recognizing the consequences of one's actions.
- Youth have a voice and can make a difference.
- The best way to learn about people is to listen to them.

Note: EU 2 and 6 are First Peoples Principles of Learning.

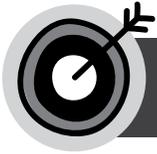


Anchor Standards

English Language Arts Anchor Standards

As the NISN Curriculum was developed, Teacher Designers aligned content utilizing the Common Core State Standards (CCSS). As an open source document, we recognize that as a user, you may not reside where CCSS are utilized. Please utilize the language from the CCSS below to find alignment with the teaching standards for your local area or consult your state’s crosswalk documents aligned to the CCSS.

<p>Reading Literature</p>	<p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.6 - Identify who is telling the story at various points in a text.</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.</p>
<p>Reading Informational</p>	<p>RI.1.1 - Ask and answer questions about key details in a text.</p> <p>RI.1.2 - Identify the main topic and retell key details of a text.</p> <p>RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>



Anchor Standards *(continued)*

<p>Reading Informational <i>continued</i></p>	<p>RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>Writing</p>	<p>W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>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.</p> <p>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.</p> <p>W.1.7 - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>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>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>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>



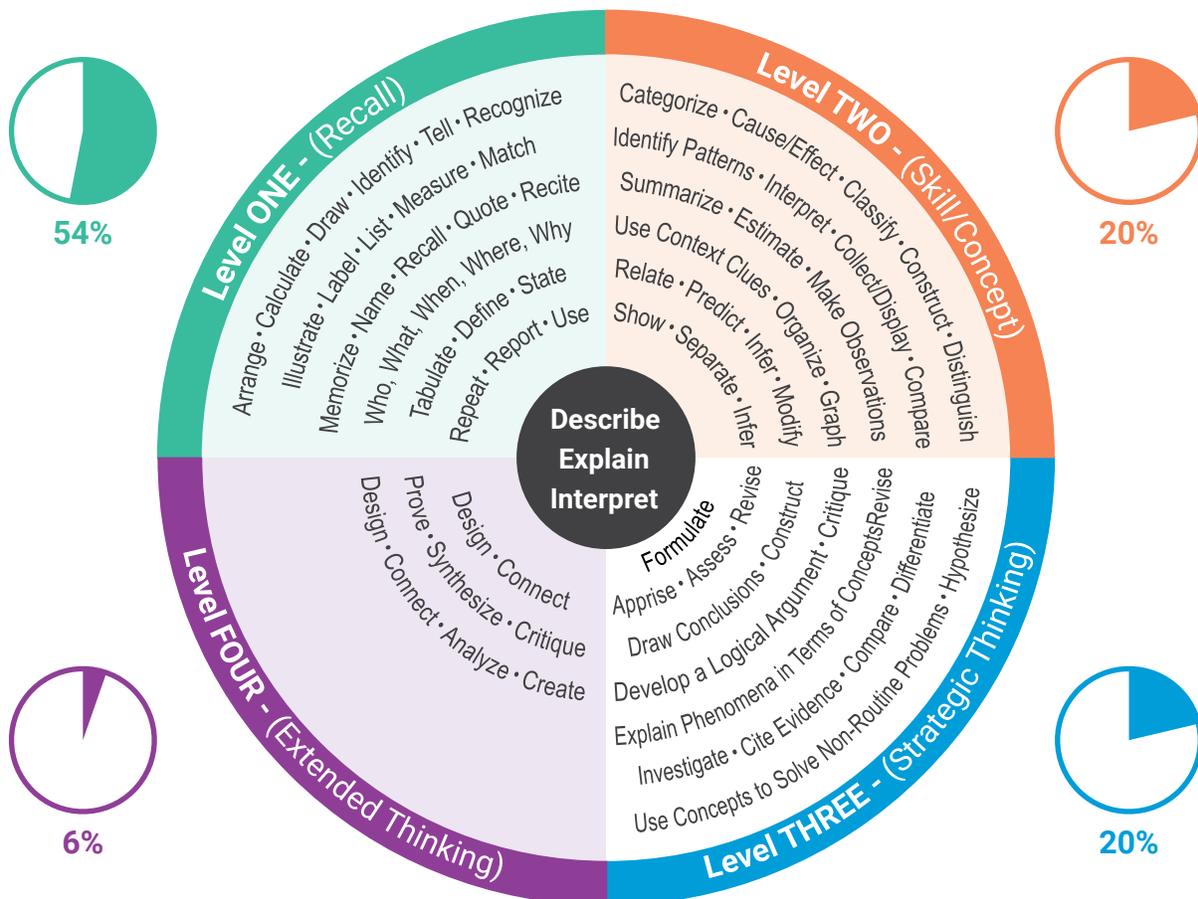
UNIT Depth of Knowledge (DOK) Levels

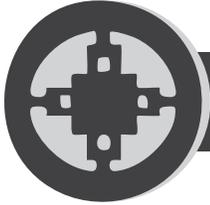
Research overwhelmingly shows a strong positive correlation between student engagement and academic success, retention, and overall student well-being. In the spring of 2025, NISN conducted an audit of the Native Lit curriculum for both Depth of Knowledge (DOK) and Universal Design for Learning (UDL) to both inform users and teacher designers and provide opportunities for adaptation and localization to meet the needs of their students and communities.

Norman Webb developed the Depth of Knowledge (DOK) framework in the late 1990's to categorize expectations and learning tasks according to the complexity of engagement required. It is important for educators to be aware of what makes a task complex vs difficult so that teachers can manage and adjust the rigor and or depth of their academic expectations of their students. (Webb, 2023)

Reference Articles:

[📖 An Inside Look at Webb's Depth of Knowledge](#) / [📖 Using Webb's Depth of Knowledge to Increase Rigor](#)





The Universal Design for Learning Guidelines

What is UDL?

The UDL Guidelines are a tool used in the implementation of **Universal Design for Learning**, a framework developed by **CAST** to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. **The goal of UDL** is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

The guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The new iteration of the UDL Guidelines responds to a strong call from the field—both practitioners and researchers alike—to address critical barriers rooted in biases and systems of exclusion for learners with and without disabilities.

Citation: udlguidelines.cast.org



UDL Guidelines

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for Welcoming Interests & Identities <ul style="list-style-type: none"> Optimize choice and autonomy Optimize relevance, value, and authenticity Nurture joy and play Address biases, threats, and distractions 	Design Options for Perception <ul style="list-style-type: none"> Support opportunities to customize the display of information Support multiple ways to perceive information Represent a diversity of perspectives and identities in authentic ways 	Design Options for Interaction <ul style="list-style-type: none"> Vary and honor the methods for response, navigation, and movement Optimize access to accessible materials and assistive and accessible technologies and tools
	Design Options for Sustaining Effort & Persistence <ul style="list-style-type: none"> Clarify the meaning and purpose of goals Optimize challenge and support Foster collaboration, interdependence, and collective learning Foster belonging and community Offer action-oriented feedback 	Design Options for Language & Symbols <ul style="list-style-type: none"> Clarify vocabulary, symbols, and language structures Support decoding of text, mathematical notation, and symbols Cultivate understanding and respect across languages and dialects Address biases in the use of language and symbols Illustrate through multiple media 	Design Options for Expression & Communication <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction, composition, and creativity Build fluencies with graduated support for practice and performance Address biases related to modes of expression and communication
Support	Design Options for Emotional Capacity <ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations Develop awareness of self and others Promote individual and collective reflection Cultivate empathy and restorative practices 	Design Options for Building Knowledge <ul style="list-style-type: none"> Connect prior knowledge to new learning Highlight and explore patterns, critical features, big ideas, and relationships Cultivate multiple ways of knowing and making meaning Maximize transfer and generalization 	Design Options for Strategy Development <ul style="list-style-type: none"> Set meaningful goals Anticipate and plan for challenges Organize information and resources Enhance capacity for monitoring progress Challenge exclusionary practices
	Design Options for Executive Function <ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations Develop awareness of self and others Promote individual and collective reflection Cultivate empathy and restorative practices 	Design Options for Building Knowledge <ul style="list-style-type: none"> Connect prior knowledge to new learning Highlight and explore patterns, critical features, big ideas, and relationships Cultivate multiple ways of knowing and making meaning Maximize transfer and generalization 	Design Options for Strategy Development <ul style="list-style-type: none"> Set meaningful goals Anticipate and plan for challenges Organize information and resources Enhance capacity for monitoring progress Challenge exclusionary practices

Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author



UNIT LESSONS - UDL

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
	Design Options for Welcoming Interests & Identities	Design Options for Perception	Design Options for Interaction
Access	Week: 1, 2, 3, 4, 5, 7, 8, 9	Week: 1, 2, 3, 8, 9	Week: 7
	Design Options for Sustaining Effort & Persistence	Design Options for Language & Symbols	Design Options for Expression & Communication
Support	Week: 1, 2, 3, 7, 8	Week: 1, 2, 3, 4, 5, 7, 8	Week: 1, 2, 8
	Design Options for Emotional Capacity	Design Options for Building Knowledge	Design Options for Strategy Development
Executive Function	Week: 1, 2, 4, 5, 7, 8, 9	Week: 1, 2, 3, 4, 5, 7, 8, 9	



Teacher Tip:

- Anytime there is reading, include Text to Speech (UDL area of Interaction: 4)
- Set meaningful goals for each lesson(s) to further develop UDL area of Strategy Development: 6
- Continually using and referring back to Anchor Charts engages students in building upon prior knowledge and making connections to new learning UDL area of Expression and Communication: 5

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

Guidance document: [UbD Long term Transfer Goals](#) (McTigue)

Goal:	<p>As a Community Planner, you will begin to identify the action steps you will need to take in order to implement change in your community. Your plan should result in a positive change in the area of need you identified in Unit 2.</p> <p>In this unit, we will be reading many biographies about real characters who made a difference in their communities. Several of the texts we will read go beyond one community. Each week as we read, we will map out how each character created a plan that they implemented. This will help you to understand how to create a project plan or action plan.</p>
Role:	<p>Your role is as a Good Relative within your community. In this project, you will act as a Community Planner.</p>
Audience:	<p>Your audience will be your classmates, teacher and other community members who are part of this community that your project will impact.</p>
Scenario:	<p>You have already taken the first step in you being a Good Relative and positive change maker in your community. You identified a need that can be accomplished.</p> <p>The next step is to develop a plan of action. This will be a simple project plan or action plan that identifies 3-5 steps that will result in a positive impact or change in your community. These steps should involve yourself and possibly others that can be accomplished.</p> <p>You will share your project/ action plan with the class through a visual representation in a format you choose (oral and/or visual presentation). As part of your presentation, you will share each of the steps to accomplishing your plan.</p>
Product:	<p>Part I: With the community need you identified in Unit 2, prepare a project plan. This can be a simple action plan. You will prepare a visual and/or oral presentation showcasing your plan (a sequence of three or more actions), describing how you (and possibly others) would be involved in making a change.</p> <p>Part II: Present to the class and community audience members.</p>
Standards:	<p>Reading Literature and Information: Standards are identified within each of the Stage 3 weekly lessons.</p> <p>Speaking and Listening: SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5 and SL.1.6</p> <p>Writing: W.1.2, W.1.5, and W.1.7</p>



Performance Assessment *(continued)*

Assessment Rubrics and Resources:

My Community Need Project/Action Plan - Student Planning Template: [PDF](#) and [Slides](#)

My Community Need Project/Action Plan Presentation Assessment Rubric: [PDF](#) and [Word](#)



Teacher Tips and Guidelines:

Within Stage 3, at the end of each week,

1. Revisit the Essential Questions:
 - How have the characters in each of our texts been a positive change agent in their communities?
 - How have their communities benefited as a result of those actions?

Record responses on a running Anchor Chart ([Word](#) / [PDF](#)).

2. Model the process of identifying steps within an Action Plan or Project Plan with each text using the resources below. This will provide time for students to have sustained and guided instruction in the process they will use for their project.

Weekly Template for Modeling Action Planning ([Slides](#) / [PDF](#))

Universal Design for Learning:

For Access:

- For Perception and Interaction: Allow students to have a choice in how they present their Community Action Plan either orally, visually, or both.

For Support:

- For Sustaining Effort and Persistence: Allow students to work collaboratively with peers and adults.
- For Expression and Communication: Allow students access to a variety of tools to create their presentation and/or display.

For Executive Functioning:

- For Strategy Development: Anticipate your students needs and challenges within the performance task, and provide appropriate individualized support and resources as needed and available.

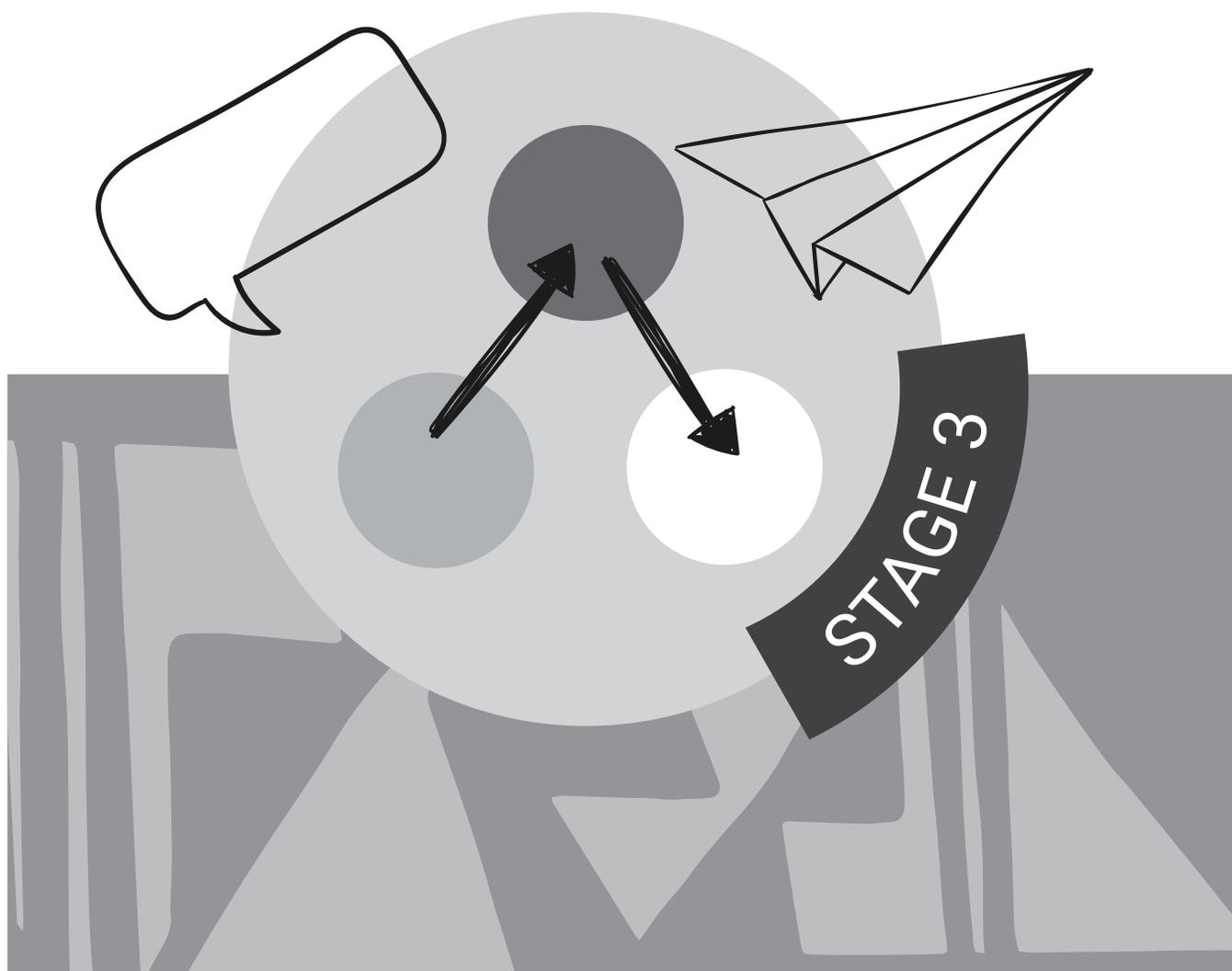
Pacing Timeline:

- It is recommended that you introduce the Performance Task in week 1 when reading *Young Water Protectors: A Story About Standing Rock*. Within the Day 3 Lesson, part 2, students are introduced to the process of developing an action/ project plan.
- During the close of each week, utilize a graphic organizer to identify the action steps that each of the main characters took to reach their goal or target. This models action planning and project planning. As opportunities in your instructional day allow, work with students individually or in small groups to begin to visualize a simple action plan with some sequential steps. Providing students time to work on their presentation with assistance or guidance is highly suggested.
- Week 9 is allocated for the Community Need Action Plan and presentations.



Teacher Tip: Consider helping students establish clear goals and creating multiple pathways to achieve the goals by thinking through the variety of options for engagement, representation of content and demonstration of learning to support the children's agency and the development of expert learners.

SCOPE + SEQUENCE



A Note for Future Users and Teacher Designers:

Thank you for your interest in the Native Literature Program! Please note that the resources in this document and the supporting folders are meant to be read and implemented with flexibility. When working in your particular context, this may mean adding texts or other resources in order to meet the needs and opportunities in your classroom. When using these resources and when planning for instruction, it is recommended to reference the lesson narratives, teacher tips, linked resources and timeline guidance.

Opening of the Unit:

The teacher should permanently post the overall Big Ideas, Enduring Understandings and Essential Questions (Big Ideas, EUs, and EQs act as spiraling constructs for students to use to unpack the readings and activities and make meaning and create coherence out of the unit from beginning to end. Best practice includes recording student answers to EQs throughout the unit as a primary method for checking understanding). A general overview of the unit timeline and closing GRASP projects should be shared.

Unit Launch:

Setting the Stage for U3: Gather students in a circle to introduce Unit 3.

Revisit the resources below.

-  [Qualities of a Native Scholar](#) adapted with adult and student friendly “I can” statements.



Meditation and Tapping Mantra

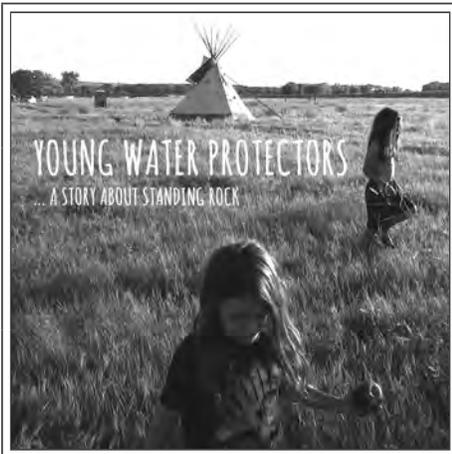
- I am a Native Scholar.
- I embrace my community and their Core Values.
- Through Native Lit I will find my voice and call to action.
- I will be the Native Scholar I am.

- Revisit the **Enduring Understandings**. ([see Stage 1](#))
- Share the U2 **Essential Questions**:
 - *How do you recognize when something needs to be changed?*
 - *What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?*
 - *How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*
 - *What is the relationship between Core Values, leadership, and advocacy?*
 - *How does someone become a voice for their community?*
 - *What role do our Core Values and beliefs play in healing and wellness?*
 - *What role does listening play in building relationships with community?*

In this unit, we will read eight new texts. Each text, each story, connects to our essential questions and to our performance task. You will hear more about this at the end of each week as we practice developing action plans. The majority of books we will read in this unit are Biographies, and are non fiction texts, about real people and events. This week starts with *Young Water Protectors: A Story About Standing Rock*.

WEEK 1 - *Young Water Protectors*

Core Text:



Young Water Protectors: A Story About Standing Rock

Written by Aslan Tudor and Kelly Tudor

Genre:	Nonfiction
Origins:	Standing Rock Sioux Tribe

Age Level:	5 - 10 years
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Supporting Texts/ Media:

▶ [Young Water Protectors](#) (Read Aloud) (7:31 min.)

Supporting Videos:

▶ [Heroes & Helpers Storytime with activist and author Aslan Tudor](#) (5:12 min.)

Hear Aslan tell his story and read his first book.

BIG Ideas:

- Perseverance
- Respect and Community
- Leadership
- Advocacy and Implementing Change

Story Narrative:

At just 8 years old, Aslan arrived in North Dakota with a powerful mission: to stand up against a pipeline that threatened his people's land and water. What began as a quiet act of resistance soon captured the world's attention. This is the story of Aslan's unforgettable journey to the Oceti Sakowin Camp at Standing Rock—a camp that became the epicenter of a movement for environmental justice, Indigenous rights, and the protection of sacred lands. Through Aslan's eyes, readers will witness the courage and determination of the young water protectors who rose up to defend their future. This inspiring narrative offers a firsthand look at life at Standing Rock, from the daily struggles to the powerful moments of unity and strength. Aslan's story is a call to action and an invitation to reflect on the resilience of Indigenous communities and the importance of standing up for what is right. Be inspired by the unwavering spirit of Standing Rock and the young warriors who made their voices heard. Mni Wiconi ... Water is Life.

Enduring Understandings:

- Our Core Values help us identify who we are as a Good Relative.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Youth have a voice and can make a difference.

Lesson Objective(s) and Comprehension Strategies

- I can cite text and picture evidence to support answers within discussions.
- I can use text features to locate information in the text.
- I can compare and contrast to describe connections between individuals, events, or pieces of information.

Essential Questions:

What makes a community a community?

How can someone contribute to a community they are part of?

What is the relationship between Core Values, leadership, and advocacy?



Anchor Standards

Reading: Information	👤 RI.1.1 👤 RI.1.2 👤 RI.1.3 👤 RI.1.4 👤 RI.1.5 👤 RI.1.6
Writing:	👤 W.1.1 👤 W.1.2 👤 W.1.7 👤 W.1.8
Speaking and Listening:	👤 SL.1.1 👤 SL.1.2 👤 SL.1.3 👤 SL.1.4 👤 SL.1.5

Lesson Timeline: These lessons were designed for a period of 4-5 lessons over the course of one week.

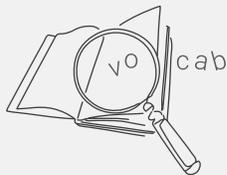
Lesson Narrative Overview

As students explore Young Water Protectors this week, they will look closely at how the young author and those at the Standing Rock Camp have been positive change agents in their communities. In this text, students will explore the setting and what makes a community a community. Through collaborative text-based discussions and guided learning activities, they will explore what structures, services and resources are available within communities in general and in the Standing Rock Camp. Students will examine the roles and responsibilities of community members and make connections to the Core Values of Perseverance and Respect. This week’s lesson includes three extension activities focused on cross content connections with social studies and cultural connections via text features and map skills, an exploration of the applicable treaties, and how tribes represent their identities in times of importance.

Learning Activities:

Day 1:

Close Reading 1



First Reading and Vocabulary/Word Meaning, Sequence of Events and the Setting

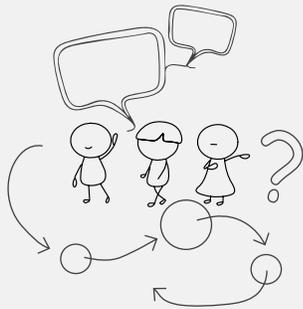
- Introduce the essential question with students.
- The first two texts in Unit 3 continue our focus on water and water protection. This week’s text is written by a student, Aslan Tudor, about his own experiences. Introduce *Young Water Protectors: A Story About Standing Rock* and the origin of the story.
- Introduce the vocabulary words in the table below

Tier 2 Words	Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> • polluted • pipelines • homelands • treaty • youth • protest • resistance • warrior 	<ul style="list-style-type: none"> • sacred lands • unceded treaty territory • Treaty of Fort Laramie • Mni Wiconi • Round Dance 	“took land without permission”

Vocabulary (Before Reading)	Vocabulary (During Reading)
Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include: <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word’s meaning in the context of the story.

Learning Activities:

Day 1: *Continued*



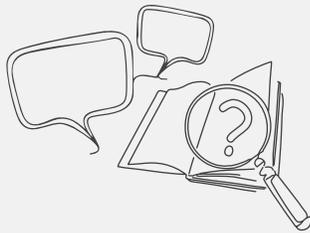
- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *Young Water Protectors: A Story About Standing Rock* aloud.
- After reading aloud,
 1. Ask students to identify the characters and the sequence of events that happened in the story.
 - *Who were the main characters in the story? How would you describe each?*
 - *What happened in the story? What were the main events? What happened in the beginning, the middle and the end of the story?*
 2. Guide students through a discussion exploring the setting of the story.
 - *What did we learn about the setting, Standing Rock?*
 - *What is the land like? What is the climate, the weather, like?*

Day 2:

Close Reading 2

Embedded Assessment

Focus on Community



Daily Reflective Journal

Entry: Choose one member of the Standing Rock Camp. Draw and describe what their role was within the camp.

Looking Closely at Text Clues and Problem Solving

What makes a community a community?

What exists within our community that makes it a community?

- Lead your students through a small discussion about key services and buildings that generally are within all communities. This will provide an overview of common community services.

Part 1:

- Say, *As we read today, let's look for clues about the Standing Rock Camp. What makes the Standing Rock Camp a community?*
- Read aloud or listen to the story, *Young Water Protectors: A Story About Standing Rock*, a second time.
- *What text and picture evidence did we hear and see that makes the camp a community? Allow students to share and show their evidence from the text. Record their evidence on chart paper or a whiteboard.*

Part 2:

- Within communities, people have roles or jobs.
 - *What were some of the roles people played in the Standing Rock Camp?*
 - *How did those in camp contribute to the community?*

- Lead students in a discussion. Keep a running list of people and their roles. Consider including picture clues for students to reference as they complete their Reflective Journal Entry.

◦ **Resource:** Reflective Journal ([Word](#) / [PDF](#))

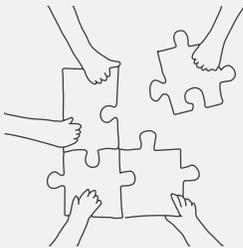
Learning Activities:

Day 3:

Close Reading 3

Embedded Assessment

Focus on Community Resources



Teacher Tip: Consider choosing a few students and talking through possible resources and action steps to spur ideas. If additional adults are available, break students into small groups to brainstorm ideas. Keep a list of ideas for each student.

Looking Closely at Text Clues for Analysis

Part 1: _____

- Say, *Today as we read, we will focus on community resources.*
 - *What resources did the people at the Standing Rock Camp have to help them “spread their message”?*
 - *What resources did Aslan have to tell his story, to write this book?*
- Read aloud or listen to the story, *Young Water Protectors: A Story About Standing Rock*, a third time.
- Lead students through a discussion where they identify the community resources available based on the text evidence. Allow students to go back to the text and locate clues in the text and pictures.

Part 2: _____

- Say, *Let’s think about your own community needs that you identified for your community project.*
 - *Think about what steps you will need to take that will be a part of your action plan.*
 - *Think about what resources you may need.*

- Say, *To help you, with each text we read, we will model the process of developing an action or project plan. Part of tomorrow’s focus will model the process we will use.*

Day 4:

Close Reading 4

Embedded Assessment

Focus on Summarization

Text Analysis: Core Values: Perseverance and Respect

- (Optional) Read aloud or listen to the story, *Young Water Protectors: A Story About Standing Rock*, a fourth time.

Part 1: _____

- Say, *We have now read about two young adults who are making a difference in their communities, Autumn Peltier and Aslan Tudor.*
 - *How have Autumn and Aslan each demonstrated the Core Values of respect and perseverance?*
 - *How have Autumn and Aslan, as young adults, elevated their voices? How did others hear their message?*

Learning Activities:

Day 4: Continued

Doing Values	
Aslan Tudor	Autumn Peltier
Request	Resource
Persuasion	Resource

- Say, As we watch the documentary videos, watch and listen for 1) evidence of the Core Values and 2) how each young adult used their voice for advocacy.

Watch:

📺 **Heroes & Helpers Storytime with activist and author Aslan Tudor** (5:12 minutes) Hear Aslan tell his story and read his first book.

📺 **On National Child Day, meet clean water activist Autumn Peltier** CBC Kids News (3:23 minutes) - Autumn Peltier tells her story at age 16.

- Lead students through a guided discussion for one or both of the essential questions above.

○ **Resource:** Core Values for Aslan Tudor and Autumn Peltier Anchor Chart (📄 [Word](#) / 📄 [PDF](#))

- Say, Character Traits and Core Values are often connected. As we learn about each character, we can compare and contrast the two.

○ **Resource:** Young Water Protectors Venn Diagram (📄 [Slides](#) / 📄 [PDF](#))
Daily Reflective Journal Entry: Core Values and Character Traits of Aslan Tudor and Autumn Peltier (📄 [Slides](#) / 📄 [PDF](#))

Closing the Week

(Day 4 or 5)

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

Part 2:

At the close of the week,

1. Revisit the Essential Question:
 - How have the characters in each of our texts been a positive change agent in their communities?
 - How have their communities benefited as a result of those actions?

○ Record responses on a running **Anchor Chart** (📄 [Word](#) / 📄 [PDF](#)).

2. Model the process of identifying steps within an Action Plan or Project Plan with each text using the resources below. This will provide time for students to have sustained and guided instruction in the process they will use for their project.

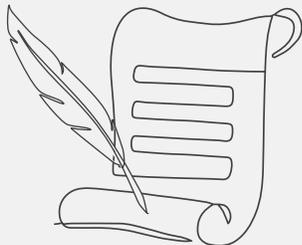
Resource: Weekly Template for Modeling Action Planning (📄 [Slides](#) / 📄 [PDF](#))

Learning Activities:

Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Day 5:

Social Studies and Cultural Connections



Extension Activity 1: Text Features and Map Skills

Using the text features and maps in the text, guide your students in how to locate:

- The four directions (north, south, east, and west)
- Land and sources of water
- Property and territory boundaries
- Cities and towns
- Neighboring identifiable landmarks

Consider teaching students how to access maps on digital devices and some basic map navigation skills.

Extension Activity 2: Exploring Treaties and the Treaty of Fort Laramie

- Explore Treaties and their significance.
 - The Treaty of Fort Laramie, also known as Horse Creek Treaty, is the name of two separate treaties signed between the U.S. government and various Native American tribes in the 1850s and 1860s. The first treaty, in 1851, aimed to establish peaceful relations and define boundaries between tribes in the Great Plains, while the second, in 1868, focused on ending conflict with the Sioux and establishing the Great Sioux Reservation.
 - 📄 [From the National Archives](https://www.archives.gov) (archives.gov)
 - 📄 [Native Knowledge 360: Fort Laramie Treaty- A Case Study](https://americanindian.si.edu) (americanindian.si.edu) (interactive timeline)
- Explore the Treaty of Fort Laramie and its relationship to the text.

Extension Activity 3: Exploring Cultural Identities and Symbolism

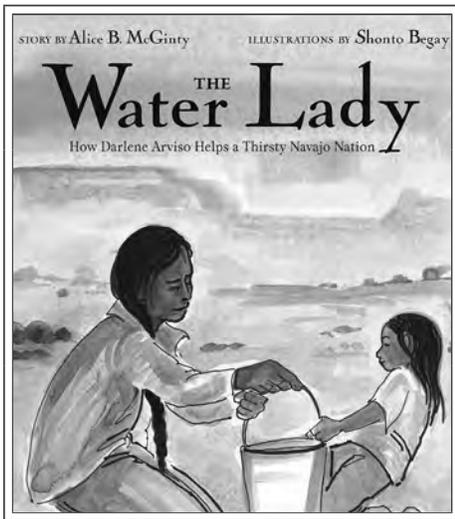
How do tribal communities represent their identities in times of importance?

Explore within your own tribal community or another that you are interested in learning about, how tribes and Indigenous nations present themselves and their identities. Within this text, we heard about painted horses, warrior hair and other important symbolism. As you explore, look for symbolism on or within:

- Clothing and regalia
- Imagery painted on horses (Note, this will vary among tribal nations and although some imagery may be similar, the meaning may be quite different.)
- Bags and other items of importance
- Tipis, etc.

WEEK 2 - *The Water Lady*

Core Text:



The Water Lady: How Darlene Arviso Helps a Thirsty Nation

by Alice B. McGinty and Illustrated by Shonto Begay

Genre:	Narrative Nonfiction
Origins:	Navajo Nation. The illustrator is from the Navajo Nation

Lexile	640
Interest Level	Grades 1 - 4
Guided Reading Level	N

Supporting Texts/ Media:

📺 [The Water Lady - How Darlene Arviso Helps a Thirsty Navajo Nation by Alice McGinty](#) (10:24 min.)

Supporting Documentary Videos:

📺 [The Navajo Water Lady](#) (8:24 min.) A CBS Sunday Morning production. In this corner of the Navajo Nation, just 100 miles west of Albuquerque, N.M., an estimated 40 percent of residents don't have access to running water. Their savior is Darlene Arviso, born and raised on the Reservation, who drives her precious cargo - a tanker truck filled with water - to make monthly deliveries to 250 families. Lee Cowan reports.

BIG Ideas:

- Respect and Community
- Generosity and Perseverance
- Empowerment
- Culture and Ethnic Identity

Story Narrative:

This inspiring picture book tells the true story of a woman who brings desperately needed water to families on the Navajo reservation every day. 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 horses' 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.

Enduring Understandings:

- Our Core Values help us identify who we are as a Good Relative.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.

Lesson Objective(s) and Comprehension Strategies

- I can cite text and picture evidence to support answers within discussions.
- I can use text and picture evidence to make meaning and connections between texts and communities.
- I can compare and contrast to describe connections between individuals, events, or pieces of information.
- I can compare and contrast the communities in the story to my own community.

Essential Questions:

What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?

What is the relationship between Core Values, leadership, and advocacy?

How have the characters in each of our texts been a positive change agent in their communities? How is Darlene Arviso a Water Protector?



Anchor Standards

Reading: Information

[RI.1.1](#) [RI.1.2](#) [RI.1.3](#) [RI.1.4](#) [RI.1.5](#) [RI.1.6](#) [RI.1.7](#) [RI.1.9](#)

Writing:

[W.1.1](#) [W.1.2](#) [W.1.7](#)

Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.3](#) [SL.1.4](#) [SL.1.5](#)

Lesson Timeline: These lessons were designed for a period of 4-5 lessons over the course of one week.

Lesson Narrative Overview

As students explore *The Water Lady: How Darlene Arviso Helps a Thirsty Nation*, they will look closely at how Darlene has been a positive change agent in her community across the Navajo Nation. In this text, students will explore how Core Values are connected with being a Good Relative. Students will have opportunities to make Text to Self connections during several of the learning activities. Students will be engaged in interactive text-based discussions that will engage students in comparing and contrasting communities, exploring character traits, and exploring strategies for conservation and waste. As this is the last of four texts focused on water, students will be engaged in Text to Text comparisons and analysis. This week’s lesson includes two optional extension activities: creating a mantra or meditation and a mini research project exploring the Diné/Navajo culture and traditions.

Learning Activities:

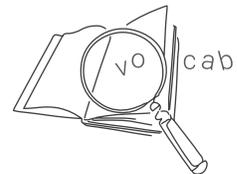
Day 1:

Close Reading 1

Focus on the Setting and the Characters

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *The Water Lady: How Darlene Arviso Helps a Thirsty Nation* and the origin of the story.
- Introduce the vocabulary words in the table below.



Tier 2 Words	Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> • bustling • barrels • gushing • scorching • hatch 	<ul style="list-style-type: none"> • achee • hágoónee • medicine man • mission (noun) <p><i>Note: There is a glossary of Tier 3 vocabulary words in the front of the text.</i></p>	<ul style="list-style-type: none"> • Navajo Reservation • rez • shimá • shimásání • ya’at’eeh • mesas <p>“thick dry heat muffles the land”</p> <p>“windswept hill”</p>

Lesson Objective:

I can compare and contrast the communities in the story to my own community.

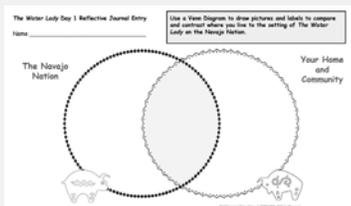
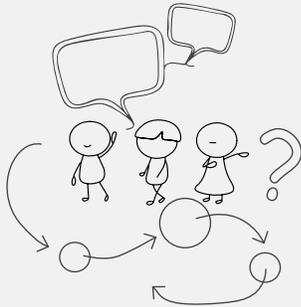
Lesson Question:

How is life on the Navajo Reservation different from where you live?

Vocabulary (Before Reading)	Vocabulary (During Reading)
<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word’s meaning in the context of the story.</p>

Learning Activities:

Day 1: *Continued*



- Say, As we read our text for the first time this week,
 1. We will focus on the setting of the story. Listen and look for descriptive language that tells us about the setting, the environment and living conditions for the Navajo people, the plants and animals. We will also,
 2. Focus on the characters. Listen for who the characters are and to look for text details that describe their character and Core Values.
 3. Focus on the sequence of events. Look and listen for what happens in the story in the beginning, middle and end.

(Text to Self: Personal Connections) (Compare and Contrast)

How is life on the Navajo Reservation different from where you live?

- Read *The Water Lady: How Darlene Arviso Helps a Thirsty Nation* aloud.
- Lead students through a guided discussion.
- Say, *What did we notice about the setting? Turn and talk to your elbow partner for a minute. Remember to use your descriptive words. What was the community like? The land? The homes?* Ask pairs of students to share their observations and text evidence.

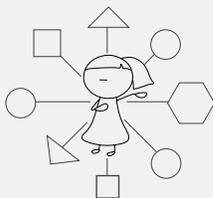
- **Daily Reflective Journal Entry:** Use a Venn Diagram to draw pictures and labels to compare and contrast where you live to the setting of *The Water Lady on the Navajo Nation*. ([Slides](#) / [PDF](#))

Day 2:

Close Reading 2

Embedded Assessment

Focus on Character Traits Connections to Stage 2



Supporting

Documentary Video:

[The Navajo Water Lady](#) (8:24 min.) A CBS Sunday Morning production.

Looking Closely at Text Clues and Problem Solving

- Say, *Darlene and her acheii, her grandfather, have some common character traits. As we read today, listen for those character traits.*
- Read the text for a second time, pausing to reinforce Academic Vocabulary not covered in Day 1 discussions.
- Say, *As we read and listened, what did we learn about how Darlene and her acheii, her grandfather, are alike?* Guide students through a discussion focused on character traits and how both helped their people and communities.
- Say, *As we identify Darlene's character traits, think about your own character traits and those of your ancestors and elders. Thinking about your performance assessment, what character traits are you demonstrating through your project?*

- Ask, *How are you like one of your ancestors or elders? What character traits do you admire in your elders?*

Daily Reflective Journal Entry: Daily Reflective Journal Entry:

I am like _____ because _____. ([Word](#) / [PDF](#))

Learning Activities:

Day 3:

Close Reading 3

Embedded Assessment

Focus on Resource
Conservation and Waste

Lesson Question:

- How do we waste water and how can we conserve water?

The Water Lady Day 3 Reflective Journal Entry	
Name: _____	Draw and describe one way we waste water and one way we can conserve water.
	
One way we waste water is _____	
One way we can conserve water is _____	

Looking Closely at Text Clues for Analysis

- Say, *This is the fourth story we have explored about water. As we read and listen today, How is Darlene a Water Protector?*
- Read aloud or listen to the story, *The Water Lady: How Darlene Arviso Helps a Thirsty Nation*, a third time.
- Conservation and Waste:** Say, *In the text, the author shares how much water is used per day in the average home on the Navajo reservation and in homes off the reservation. Let's go back and find that section of the text and reread it.* Bring students back to the group and ask partners to share out one way their partner identified. Record their ideas on an anchor chart or whiteboard
- Say, *Now let's focus on conservation. How can we save or conserve water? Turn to a different elbow partner and talk about your ideas for one minute.* Bring students back to the group and ask partners to share out one way their partner identified. Record their ideas on an anchor chart or whiteboard.

- Daily Reflective Journal Entry:** Draw and describe one way we waste water and one way we can conserve water. ([Slides](#) / [PDF](#))

Day 4:

Close Reading 4

Embedded Assessment

Focus on Summarization

Lesson Questions:

- How is *The Water Lady* different from the other three texts we read?
- How is Darlene Arviso being a Good Relative?
- What motivates Darlene Arviso to do what she does every day?

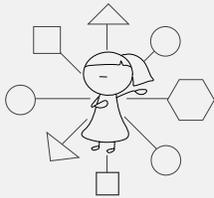
Looking Closely at Text Clues for Analysis

Part 1:

- Say, *We have now read four texts that focus on water and our environment. Each text included respect and advocacy for water protection.*
- How is *The Water Lady* different from the other three texts we read?**
- Say, *As you listen, think about the other stories, and look for evidence about how this story is different.*
- Read aloud or listen to the story, *The Water Lady: How Darlene Arviso Helps a Thirsty Nation*, a fourth time.
- Guide students through a discussion about each of the three texts. Look for ways in which these texts are similar. Then discuss *The Water Lady*. Ask students, How is *The Water Lady* different from the other three texts we read?

Learning Activities:

Day 4: *Continued*



Part 2: _____

- Say, *Darlene and her acheii, her grandfather, have some common character traits. As we read today, listen for those character traits.*
- Read the text for a second time, pausing to reinforce Academic Vocabulary not covered in Day 1 discussions.
- Say, *As we read and listened, what did we learn about how Darlene and her acheii, her grandfather, are alike?* Guide students through a discussion focused on character traits and how both helped their people and communities.

As we identify Darlene’s character traits, think about your own character traits and those of your ancestors and elders. Thinking about your performance assessment, what character traits are you demonstrating through your project?

How are you like one of your ancestors or elders? What character traits do you admire in your elders?

Daily Reflective Journal Entry: Draw and describe one way we waste water and one way we can conserve water. ([Word](#) / [PDF](#))

Closing the Week

Embedded Assessment

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

Part 3: _____

At the close of the week,

1. Revisit the Essential Question:
 - *How have the characters in each of our texts been a positive change agent in their communities?*
 - *How have their communities benefited as a result of those actions?*

◦ Record responses on a running **Anchor Chart** ([Word](#) / [PDF](#)).

2. Model the process of identifying steps within an Action Plan or Project Plan with each text using the resources below. This will provide time for students to have sustained and guided instruction in the process they will use for their project.

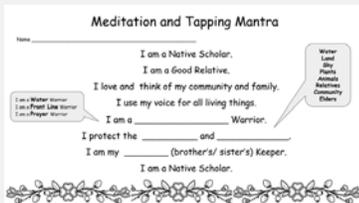
Resource: Weekly Template for Modeling Action Planning ([Slides](#) / [PDF](#))



Learning Activities:

Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Day 5:



Extension Activity 1: Creating a Mantra or Meditation

Create own mantra, or meditation modeled after I am a Native Scholar for either “I am a Water Warrior”, “I am a Water Protector”, “I am a Front Line Warrior”, “I am a Prayer Warrior”

Resource: Extension Activity Mantra ([Slides](#) / [PDF](#))



Teacher Tip: This extension activity can be completed as a class, group or individual project.



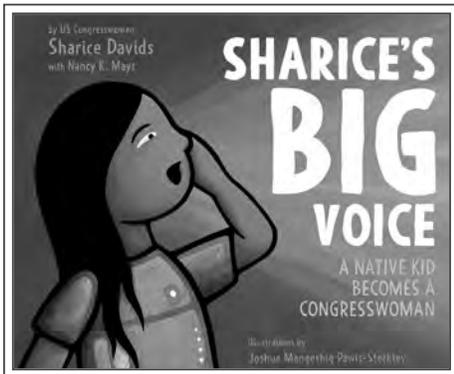
Extension Activity 2: Mini Research Project: Exploring Navajo/Diné Culture and Traditions (Social Studies Connection)

Explore the Navajo Nation and the Diné people.

- Say, Find where this is located on a map or globe. How many states does the Navajo Nation cross? Where is it in relation to where you are?
- Find 2 - 3 interesting facts about the Diné people and where they live and share with your class.

WEEK 3 - Sharice's Big Voice

Core Text:



Sharice's Big Voice: A Native Kid Becomes a Congresswoman

by Sharice Davids and Nancy K. Mays

Illustrations by Joshua Mangeshig Pawis-Steckley

Genre:	Nonfiction/Autobiography
Origins:	Sharice Davids is from the Ho-Chunk Nation of Wisconsin. The illustrator is an Ojibwe Woodland artist and a member of the Wasauksing First Nation.

Lexile:	650
Grade Levels:	1 - 4
Guided Reading Level:	K
ATOS Reading Level:	4

Supporting Texts/ Media:

📺 [Sharice's Big Voice | Kids Read Aloud Book | Women's History Month Read Aloud | Classroom Read Aloud](#) (13:18 min.)

📺 [Sharice's Big Voice: A Native Kid Becomes a Congresswoman \(Indigenous Leader and Visionary\)](#) (15:58 min.)

BIG Ideas:

- Identity and Social Justice
- Perseverance
- Respect and Community

Story Narrative:

This picture book autobiography tells the triumphant story of Sharice Davids, one of the first Native American women elected to Congress, and the first LGBTQ congressperson to represent Kansas. When Sharice Davids was young, she never thought she'd be in Congress. And she never thought she'd be one of the first Native American women in Congress. During her campaign, she heard from a lot of doubters. They said she couldn't win because of how she looked, who she loved, and where she came from. But here's the thing: Everyone's path looks different and everyone's path has obstacles. And this is the remarkable story of Sharice Davids' path to Congress. Beautifully illustrated by Joshua Mangeshig Pawis-Steckley, an Ojibwe Woodland artist, this powerful autobiographical picture book teaches readers to use their big voice and that everyone deserves to be seen—and heard! The back matter includes information about the Ho-Chunk written by former Ho-Chunk President Jon Greendeer, an artist note, and an inspiring letter to children from Sharice Davids. *Source: [Birchbark Books](#)*

Enduring Understandings:

- We are all unique. Everyone's path in life is different.
- Everyone faces challenges. Be open to them.
- You deserve to be seen and heard.
- Use your voice to fight for your beliefs.
- The best way to learn about people is to listen to them.

Lesson Objective(s) and Comprehension Strategies

- I can cite text and picture evidence to support answers within discussions.
- I can use text and picture evidence to make meaning and personal connections between texts and self.
- I can identify how character traits connect to leadership skills.
- I can use text and picture evidence to sequence and retell main story events.

Essential Questions:

How does someone become a voice for their community?

What role does listening play in building relationships with community?

What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?

What is the relationship between Core Values, leadership, and advocacy?

How have the characters in each of our texts been a positive change agent in their communities?



Anchor Standards

Reading: Information

[👉 RI.1.1](#) [👉 RI.1.2](#) [👉 RI.1.3](#) [👉 RI.1.4](#) [👉 RI.1.5](#) [👉 RI.1.6](#) [👉 RI.1.7](#)

Writing:

[👉 W.1.3](#) [👉 W.1.8](#)

Speaking and Listening:

[👉 SL.1.1](#) [👉 SL.1.2](#) [👉 SL.1.3](#) [👉 SL.1.4](#) [👉 SL.1.5](#)

Lesson Timeline: These lessons were designed for a period of 4-5 lessons over the course of one week.

Lesson Narrative Overview

As students explore *Sharice's Big Voice*, they will look closely at how the main character, Sharice became a positive change agent in her community, In the text, students will learn how Sharice found her voice as a student, a young adult through college and early careers before finding her voice in politics, advocating for her community. Through text-based discussions and protocols, students will explore the character traits of a leader, identify key role models, and explore the Enduring Understandings that Sharice learned along her journey. Throughout the lesson activities, students will make text to self connections as they explore their own identities.

This week's lesson includes two extension activities connecting social studies and local leaders. The extension activities provide opportunities for mini-research projects and opportunities to learn more about and engage with local, state and tribal leadership.

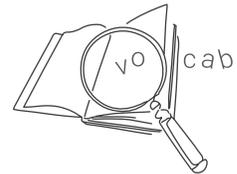
Learning Activities:

Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *Sharice's Big Voice: A Native Kid Becomes a Congresswoman* and the origin of the story.
- Introduce the vocabulary words in the table below.

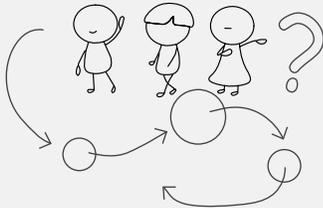


Tier 2 Words	Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> • doubters • obstacles • homelands • fierce • promotion • Sergeant • fatigues (noun) • defend • pounced • opponent • attorney • law firm • impact • campaign • opportunity 	<ul style="list-style-type: none"> • Congress • Ho-Chunk Nation • martial artist • Winnebago tribe • palm strike • triangle hold 	<p>“back and forth”</p>

Vocabulary (Before Reading)	Vocabulary (During Reading)
<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.</p>

Learning Activities:

Day 1: *Continued*



- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *Sharice's Big Voice: A Native Kid Becomes a Congresswoman* aloud.
- After reading aloud,
 - Ask students to identify the main characters.
 - Guide students through recalling the main events and key details that they remember.



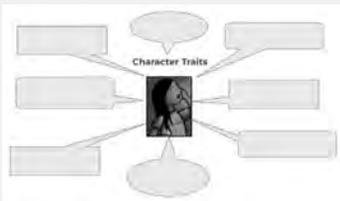
Teacher Tip: Decide how you want to structure the timeline. For example, beginning, middle and end of the story or by life stages (as a student, college, early career, as a politician). This will help provide a framework for students to place the key events and details in a sequential order. Consider adding picture clues to what you record as they share.

Day 2:

Close Reading 2

Embedded Assessment

Focus on Character Traits



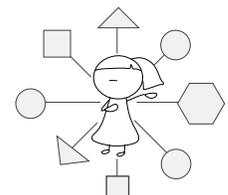
Teacher Tip: Prepare a chart to record the character traits students identify. Consider adding visual clues for each as students will be able to reference the chart when completing their Daily Journal Entry.

◦ **Resource:** Character Traits Anchor Chart ([Slides](#) / [PDF](#))

- After reading, Ask students:
 - What character traits did we see Sharice demonstrating? Let's identify them and find the text evidence. (Strong, fierce, focused, outgoing, talkative, confident, kind, "a person who serves others")
 - Which character traits does Sharice have that helped her to succeed?

- After the discussion, have students complete the Daily Reflective Journal Entry. Encourage students to write 1 - 2 sentences for at least 2 common character traits.

◦ **Resource:** ([Slides](#) / [PDF](#))



Character Trait	What character traits do you have in common with Sharice? (Write 1 - 2 sentences explaining how you and Sharice share a common character trait.)
1	
2	

Learning Activities:

Day 3:

Close Reading 3

Embedded Assessment

Focus on Core Values and Enduring Understandings

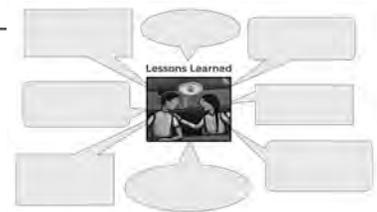
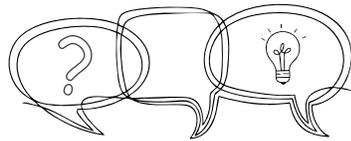
Text Enduring Understandings:

- Everyone's path has obstacles.
- Everyone faces challenges. Be open to them.
- Everyone's path looks different.
- Listening gives people room to be themselves.
- The best way to learn about people is to listen to them.
- You can't always fix someone's issues, but you can listen and do something to make them feel better.
- When you work hard at something, you get better at it over time.
- You deserve to be seen and heard.

Lessons Learned from Sharice and Core Values: Looking Closely at Text Clues for Analysis

- Say, *Within the text, we learn many valuable lessons from Sharice. Sometimes we refer to these lessons as Enduring Understandings, lessons that stay with us over long periods of time, beyond first grade. As we read today, let's find them and record them on this list.*
- Read aloud or listen to the story, *Sharice's Big Voice: A Native Kid Becomes a Congresswoman*, a third time.
- After reading and developing the list, guide students through a discussion having them connect each lesson to Core Values within the text and Core Values they may be familiar with. Record the lessons on the Lessons Learned Anchor Chart.

Resource: (👉 [Slides](#) / 👉 [PDF](#))



- Say, *Now let's focus on conservation. How can we save or conserve water? Turn to a different elbow partner and talk about your ideas for one minute. Bring students back to the group and ask partners to share out one way their partner identified. Record their ideas on an anchor chart or whiteboard.*

Reflection and Action:

- *What is one of the lessons, Enduring Understanding, we can do as first graders? This could be as a class, groups of students, or as an individual.*
- *Commit to one action that you can do that is positive and impactful.*



Learning Activities:

Day 4:

Close Reading 4

Embedded Assessment

Focus on Summarization

Lesson Questions:

- *Who played an important role on Sharice's life as a teacher and a leader?*
- *Who plays an important role in your life? Who do you look up to for guidance and advice?*



Looking Closely at Text Clues for Analysis

Part 1:

- *Say, Sharice knew from a young age, she had a powerful voice and could make a difference. As we read aloud and listen to the story, Sharice's Big Voice: A Native Kid Becomes a Congresswoman, a fourth time looking for clues to who played an important role in Sharice's life. Who served as role models for her?*
- Guide students through a discussion.
 - *Who played an important role on Sharice's life as a teacher and a leader? Who served as role models for her?*
 - *What clues did we find in the text? What do we wonder?*
- Have students group into trios or quads. Ask students to discuss what they heard and saw and to come to agreement on one person who played an important role that they can share with the class. Encourage students to have a second person in case another group shares their example first. After students have had time to discuss and come to consensus, pull the class back together and have one speaker from each group voice over their findings.

Part 2: Personal Connections/ Text to Self

- *Say, Sharice had a lot of important people in her life that helped her become the leader she is today. Her leadership journey began when she was a student just like you.*
 - *Who plays an important role in your life? Who do you look up to for guidance and advice?*
- Provide students with "Think Time" to think of someone who plays an important role in their life. Ask students to raise their hands or give you a signal when they have that person in their mind. Ask for volunteers to share about their important person.

Daily Reflective Journal Options: Slides / PDF

- A. Self Reflection and Future Stories: *What do you like to do? After reading this book, what ideas or dreams do you have for your future?*
- B. *Sharice is good at using her voice. What are you passionate about? What would you use your voice for?*

Learning Activities:

Closing the Week

Embedded Assessment

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?
		
		

At the close of the week,

1. Revisit the Essential Question:
 - *How have the characters in each of our texts been a positive change agent in their communities?*
 - *How have their communities benefited as a result of those actions?*

◦ Record responses on a running **Anchor Chart** ([Word](#) / [PDF](#)).

2. Model the process of identifying steps within an Action Plan or Project Plan with each text using the resources below. This will provide time for students to have sustained and guided instruction in the process they will use for their project. Use the following question to guide the discussion:

What steps did Sharice take in her life to become a Congresswoman?

Resource: Weekly Template for Modeling Action Planning ([Slides](#) / [PDF](#))



Day 5:

Social Studies and Localization



Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Extension Activity 1: Mini Research Project: Exploring the Ho-Chunk Nation

Explore the Ho-Chunk Nation and its people and culture.

Read or listen to the appendix, "About the Ho-Chunk" by Jon Greendeer, the former President of the Ho-Chunk Nation. Locate other resources, texts, Knowledge Keepers or the Internet, to find more information.

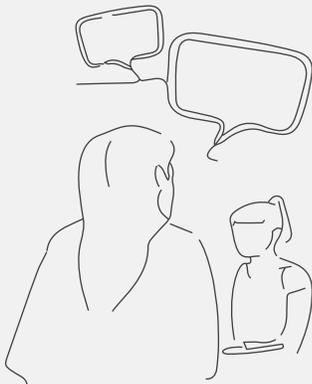
- Say, *Find where this is located on a map or globe. Where is it in relation to where you are?*
- *Find 2 - 3 interesting facts about the Ho-Chunk people and where they live and share with your class.*

Extension Activity 2: Localization: Local Leaders: Tribal, Local and Federal (Members of Congress and the House of Representatives)

- *Who are your Tribal Leaders?*
- *Who are your Local, State and Federal Leaders?*

Learning Activities:

Day 5: *Continued*



Extension Activity 2: *(continued)*

Part 1: _____

With an adult, learn about your leaders.

Part 2 (optional): _____

Interview a local leader or a family member who has held a leadership role.

Possible questions to ask the leader:

- *What is your role as a leader?*
- *How does it feel to be a leader?*
- *When you were my age, did you see yourself as being a leader someday? How did you know?*
- *What do you like most about your position?*
- *What is the biggest challenge in your position?*

Part 3: _____

Decide how you would like to present your findings, what you learned. You can present orally to the class, and/or create a presentation or report.



Teacher Tip: This extension activity can be completed as a class, group or individual project. It can also be utilized as a Family Extension Project.

WEEK 4 - *What Your Ribbon Skirt Means to Me*

Core Text:



What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration

by Alexis Bunton and Illustrated by Nicole Neidhardt

Genre: Biography/Nonfiction

Origins: The story is a biography about Deb Haaland who is from Laguna Pueblo in New Mexico. The author is Aluit/Yup'ik. The illustrator is Dine' from the Navajo Nation.

Age Level	4 - 8 years
Interest Level	Preschool - Grade 3

Supporting Texts/ Media:

📺 [What Your Ribbon Skirt Means to Me Deb Haaland's Historic Inauguration Read Aloud Kid's Book](#) (12:04 min.) Note: This recording includes all the information at the back of the text.

Supporting Videos:

📺 [Deb Haaland is One of the First Native American Congresswomen](#) | History (4:30 min.)
Produced by the History Channel.

BIG Ideas:

- Respect
- Honor
- Community and Reciprocity
- Cultural Identity

Story Narrative:

This beautiful, informative, Indigenous picture book offers both an homage to Secretary Deb Haaland's achievements, and a celebration of the urban Indigenous community through the eyes of a little girl.

Pia rushes over to the Indigenous community center after school. It's where she goes every day to play outside with friends and work on her homework. But today—March 18, 2021—is special: Auntie Autumn gathers all the children around their television to witness Secretary Deb Haaland in her ribbon skirt at the White House as she becomes the first Native American to serve as a cabinet secretary. Pia and the other kids behold her Native pride on an international stage. Together with their parents and Elders, the children explore the values woven into their own regalia, land, community, and traditions, making precious memories on this day they won't soon forget.

WEEK 4 - *What Your Ribbon Skirt Means to Me*

Enduring Understandings:

- Learning requires exploration of one’s identity.
- Core Values are learned from our family, our community, and our stories that are passed down from generations before.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.

Lesson Objective(s) and Comprehension Strategies

- I can cite text and picture evidence to support answers within discussions.
- I can use text and picture evidence to make meaning and personal connections between texts and self.
- “I can use text and evidence to sequence and retell main story events.
- I can participate and contribute to shared research and writing projects in either whole or small groups.

Essential Questions:

What are the results, the evidence, when Core Values and Cultural Beliefs are being demonstrated as intended?

How have the characters in each of our texts been a positive change agent in their communities?

How did each character accomplish bringing positive change to their families and communities?

What steps or actions did they need to take? How have their communities benefited as a result of those actions?

What is the relationship between Core Values, leadership, and advocacy?

How does someone become a voice for their community?



Anchor Standards

Reading: Information

[RI.1.1](#) [RI.1.2](#) [RI.1.3](#) [RI.1.4](#) [RI.1.6](#) [RI.1.7](#)

Writing:

[W.1.3](#) [W.1.7](#) [W.1.8](#)

Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.3](#) [SL.1.4](#) [SL.1.5](#)

Lesson Timeline: These lessons were designed for a period of 4-5 lessons over the course of one week.

Lesson Narrative Overview

As students explore *What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration* this week, they will look closely at how one woman has been a positive change agent in her community and mobilized others to do the same. Students will explore this text through text-based discussions and learning activities that focus on Core Values, Text to Self and Text to Text connections, empowerment and cross content connections. Students will be engaged in mini - shared research projects. This week's lesson includes two extension activities. The extension activities provide opportunities for mini projects about ribbon skirts and shirts and opportunities to learn more about and engage with local, state and tribal leadership by writing a letter.

Learning Activities:

Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration* and the origin of the story.
- Introduce the vocabulary words in the table below.

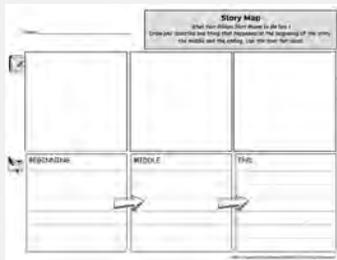
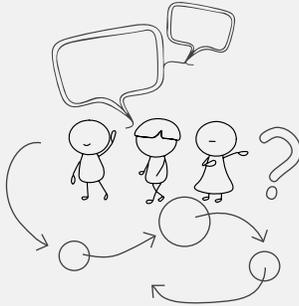
Tier 2 Words	Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> • historic • ceremony • distract • anticipation • smudge • proclaim • appliqued • armor 	<ul style="list-style-type: none"> • inauguration • swearing-in ceremony • ribbon skirt • medicine bundles • intertribal drum • regalia 	<p><u>Native Language Vocabulary</u></p> <ul style="list-style-type: none"> • Anishinaabe • Ashklee (boy) Dine' • Auntie (as a Kinship Term) • Chamorro culture • Gualafon (full moon) Chamorro • Hersha Tuhe (greetings) - Ramaytush Ohlone 

Vocabulary (Before Reading)	Vocabulary (During Reading)
<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.</p>

- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.

Learning Activities:

Day 1: *Continued*



- Read *What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration* aloud.
- After reading, ask students to identify the characters, the main character and supporting characters.
 - *(Point of View) From whose perspective is the story being told? How do you know?*
- Guide students through a discussion on the sequence of events that happened in the story.
 - *(Key Events and Details) There were many key events and details in this story.*
 - *Beginning: What happened at the beginning of the story? How did it start? Can you identify some key details?*
 - *Middle: What are some of the key events and details from the middle of the story? Can you identify some key details?*
 - *Ending: What are some of the key events and details from the end of the story? Can you identify some key details?*
- **Daily Reflective Journal Entry:** Draw and describe some of the key events and details from the beginning, middle and ending of the story. ([Slides](#) / [PDF](#))

Day 2:

Close Reading 2

Embedded Assessment

Focus on Core Values and Cultural Traditions and Protocols

Looking Closely at Text Clues and Problem Solving



Teacher Tip: If you are not already familiar with the cultural traditions and protocols on the list under learning activities for Day 2, familiarize yourself with them before doing this activity. This will prepare you to navigate questions students may have.

Part 1: Cultural Traditions and Protocols

- Say, *As we read today, let's listen for and make a list of cultural traditions and protocols. We will also look closely for actions that align with the Core Values of Respect, Honor, Community and Reciprocity. As you see a cultural tradition or protocol raise your hand.*
- Read aloud or listen to the story, *What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration*, a second time.

Learning Activities:

Day 2: *Continued*

Cultural Traditions and Protocols:

- Kinship Terms (Auntie)
- Ceremony
- Ribbon Skirts
- Medicine Bundles
- Intertribal Drum Group
- Cultural Foods
- Prayer Circles
- Smudging
- Regalia
- Powwows

Core Values:

- Respect
- Community
- Honor
- Reciprocity



[Slides](#) / [PDF](#)

Part 2: Core Values

- Say, *As we read, you may have noticed examples of when Core Values were being demonstrated. With this text, we are focusing on four Core Values: Respect, Honor, Community and Reciprocity. I am going to read 11 sentences describing something that happened in the text. Your job as I read each one is to identify which Core Value the action represents. An action may demonstrate more than one Core Value. Ready?*
- Read aloud each of the following sentences. After each, ask students to raise their hand to identify which of the 4 Core Values are being demonstrated. As an option, you could have students work in pairs, and have them come to an agreement of Core Values demonstrated.
 - *Auntie Deb wore her regalia at the White House.*
 - *Grandmother prays to Creator in her language.*
 - *Even the smallest baby gets a smudge.*
 - *Grandma being served first as the eldest.*
 - *Pia wears a ribbon skirt with applique flowers and a Gualafon necklace.*
 - *Hersha Tuhe. Good afternoon, Pia!*
 - *With Grandma's help, Pia carefully sews.*
 - *The grown ups arrange two different stations: one to make ribbon skirts, and the other to make ribbon shirts.*
 - *Pia gifted Jasmine her ribbon skirt.*
 - *Congresswoman Deb Haaland works to make sure we can all go to good schools, live in safe homes, and take care of Mother Earth.*
 - *Grandparents, mothers, fathers, aunties, uncles, and cousins begin to arrive with a parade of food.*
- **Daily Reflective Journal Entry:** Choose one of the 11 demonstrations of Core Values we identified. Draw and illustrate the action. Write 1 - 2 sentences explaining what Core Values are being demonstrated.

Day 3:

Close Reading 3

Embedded Assessment

Focus on Cross Content Connections

Mini Research Learning Stations: Social Studies Connections

This text lends itself well to a Choice Board of 3 mini research projects that could be implemented through learning stations, as small group guided activities or completed collaboratively with students' extended families.

Consider building in time in your schedule for research beyond the initial class period and for class presentations, a Celebration of Knowledge.

The three areas for focused research and collaborative learning are:

- Learning about Laguna Pueblo (location, history and traditions)
- Exploring the life and accomplishments of Deb Haaland
- Researching and learning about other Native Americans in politics (local, state and federal)

Learning Activities:

Day 4:

Close Reading 4

Embedded Assessment

Focus on Text to Self Connections

Lesson Questions:

- How are ribbon skirts and shirts like armor?



Summarization and Analysis

Part 1: Analogies

- Say, *As we read today, we are going to explore an analogy. An analogy is a comparison between two things that share similar characteristics or features, or another relation. Listen for clues as to how ribbon skirts and shirts are like armor?*
- Read aloud or listen to the story, *What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration*, a third time.
- Ask, *How are ribbon skirts and shirts like armor? What did we see and hear? How are they the same?* Lead students through a guided discussion. Record student ideas on a whiteboard or anchor chart.

Part 2: Mini- Lesson:

History, Meaning, and Connections of Ribbon Shirts and Skirts

- Read aloud the two pages in the appendix of the text, "The History and Meaning of Ribbon Skirts". There are also many resources online (websites, presentations and documentary videos).
- After sharing the history and meaning with students, engage students in a discussion. Say, *The colors of the ribbons used have meaning and connections to nature, from the plants and animal worlds. Where you live, what could the colors represent? Does the order of the ribbons have meaning?*
- Say, *We are going to design a ribbon skirt or ribbon shirt today in our reflective journal. There are templates or you to use, or you can create your own design. As you design, consider what colors and what imagery you want to use on your design. What do they mean to you? They may be something you like or represent something from your culture, family, the land around you, or other connections to you.*

- **Daily Reflective Journal Entry:** Design your own ribbon shirt or skirt. Using your design for your ribbon shirt or skirt as inspiration, answer the question: *What does my ribbon skirt or shirt mean to me? What do the colors and images represent?* ([Slides](#) / [PDF](#))

Learning Activities:

Closing the Week

Embedded Assessment

ESSENTIAL QUESTION	How have the characters in each of our texts seen a positive change agent in their community?	How have their communities benefited as a result of those actions?

At the close of the week,

1. Revisit the Essential Question:
 - How have the characters in each of our texts seen a positive change agent in their communities?
 - How have their communities benefited as a result of those actions?
- Record responses on a running **Anchor Chart** ([Word](#) / [PDF](#)).

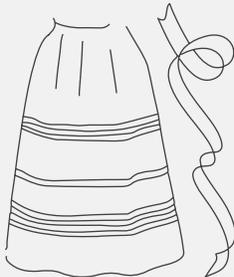
2. Model the process of identifying steps within an Action Plan or Project Plan with each text using the resources below. This will provide time for students to have sustained and guided instruction in the process they will use for their project.

Resource: Weekly Template for Modeling Action Planning ([Slides](#) / [PDF](#))



Day 5:

Explore the extension activities or use the day to catch up on lessons and activities from the unit.



Extension Activity 1: Extension Opportunities

- If possible, invite a member of your community who is knowledgeable about ribbon skirts to share their insights and experience with the students.
- Consider using January 4th, National Ribbon Skirt Day, as an opportunity to further explore the cultural significance of ribbon skirts.
- Making Your Own Ribbon Skirt or Shirt (Family or Community Project) - This is a good opportunity to engage with local Knowledge Keepers!

Extension Activity 2:

Take Action to Protect Our World: Write a Letter to Our Government

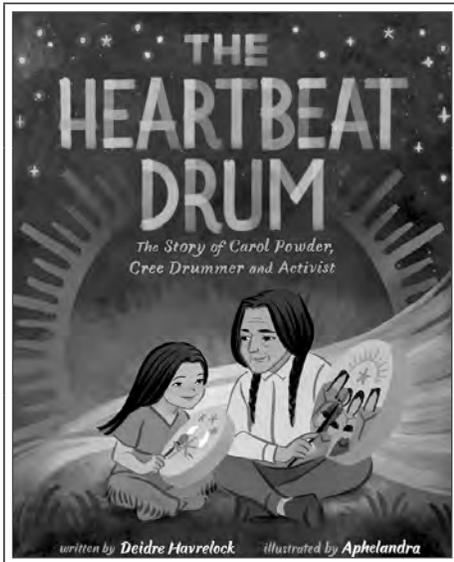
Teacher Tip:



- Review the section at the back of the text on this project which includes a sample student letter, a list of ideas for students to consider and a list of things students should think about including in their letters.
- Before introducing this extension project with your students, identify who within your local or tribal government offices your students can write a letter to. You will need to identify their names and addresses before launching the activity. This could also be done as a class letter.

WEEK 5 - *The Heartbeat Drum*

Core Text:



The Heartbeat Drum: The Story of Carol Powder, Cree Drummer and Activist

by Deidre Havrelock and Illustrated by Aphelandra

Genre:	Biography/Nonfiction
Origins:	Cree Nation The author is from the Saddle Lake Cree Nation. The illustrator is from the Oneida Nation.

Age Level	4 - 8 years
Interest Level	Preschool - Grade 3

Supporting Texts/ Media:

📺 **Explore “The Heartbeat Drum” with Deidre Havrelock & Aphelandra | Read & Draw Along™** (19:54 min.) The author talks about her inspiration for the book before she read the book aloud. The read aloud begins at 3:07 minutes. The illustrator talks about her art techniques and models how to draw Moshum’s drum beginning at 8:54 minutes.

Supporting Videos:

📺 **Meet Chubby Cree, the Indigenous Grandma-Grandson Drumming Duo** (3:12 min.) Hear Carol Powder and her grandson, Noah, tell their story.

📺 **CHUBBY CREE // Rock your World** (1:51 min.) Noah Green (of the Edmonton-based drum group Chubby Cree) sings one song.

📺 **Chubby Cree perform honour song at EPCOR Holiday Gala** (4:23 min.) Noah Green, along with his grandmother Carol Powder, of Chubby Cree perform an honour song at the EPCOR Canada Holiday Gala.

BIG Ideas:

- Perseverance
- Respect
- Generosity
- Honor and Patience
- Leadership
- Empowerment
- Cultural and Ethnic Identity

Story Narrative:

nisôhkisinân (We are strong) . . .
ninikamonân (We are singing) . . .
mîna nika-âhkamêyimonân (And we will continue) . . .

Whenever young Carol Powder sang along to her family’s music, her heart felt light and full of joy. Learning from her grandfather, Moshum, Carol listened closely to the drums’ heartbeat until one day Moshum made her a drum of her very own. As Carol grew up, she passed down her songs to her children, grandchildren, and many women in her community, just as Moshum taught her—even as women and children became increasingly excluded from sitting at the drum. Despite those who disapproved, she formed her own drumming group called Chubby Cree. Today, Carol and her group share their music to advocate at climate events, to honor residential school survivors at special ceremonies, and to spread healing for anyone who needs it. Empowering and joyfully illustrated, *The Heartbeat Drum* is a radiant celebration of preserving Indigenous traditions, finding your voice, and speaking out.

The text includes both an author’s note and illustrator’s note, as well as a personal note from Carol Powder herself.

Enduring Understandings:

- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Learning requires exploration of one’s identity.
- Core Values are learned from our family, our community, and our stories that are passed down from generations before.

Essential Questions:

How is the drum like a heartbeat?

How is the drum connected to the human, animal and plant world?

What is the relationship between Core Values, leadership, and advocacy?

How is the demonstration of one’s Core Values connected to healing and wellness?

What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?

How have the characters in each of our texts been a positive change agent in their communities?

Lesson Objective(s) and Comprehension Strategies

- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Learning requires exploration of one’s identity.
- Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before.



Anchor Standards

Reading: Information	👤 RI.1.1 👤 RI.1.2 👤 RI.1.3 👤 RI.1.4 👤 RI.1.6 👤 RI.1.7
Writing:	👤 W.1.1 👤 W.1.3
Speaking and Listening:	👤 SL.1.1 👤 SL.1.2 👤 SL.1.3 👤 SL.1.4 👤 SL.1.5

Lesson Timeline: These lessons were designed for a period of 4-5 lessons over the course of one week.

Lesson Narrative Overview

As students explore *The Heartbeat Drum* this week they will look closely at how one woman has been a positive change agent in her community and mobilized others to do the same. Students will explore how Carol broke down barriers, followed her passions and gave back to her community. Students will explore this text using their five senses and engage in text-based discussions and learning activities that focus on Core Values, Text to Self and Text to Text connections, wellness, empowerment and summarization. This week’s lesson includes several extension activities focused on creative explorations with fine arts and music, including options for in person or virtual field trips. Students will also have an opportunity to learn more about the Matriarchs in their families.

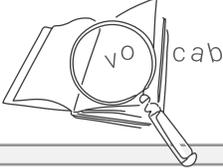
Learning Activities:

Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *The Heartbeat Drum: The Story of Carol Powder, Cree Drummer and Activist* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 Words	Tier 3 Words	Word Phrases	Academic Terms
<ul style="list-style-type: none"> • generation • climate events 	<ul style="list-style-type: none"> • Kokum • Moshum • nisôhkisinân (We are strong) • ninikamonân (We are singing) • mîna nika-âhkamêyimonân (And we will continue) 	<p>“voices poured out” “going to the next world” “despite those who disagree”</p>	<p><i>In the Author/ Illustrator Notes</i></p> <ul style="list-style-type: none"> • controversy • colonialism • authority

Vocabulary (Before Reading)	Vocabulary (During Reading)
<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word’s meaning in the context of the story.</p>

Characters in the Story

- Kokum
- Moshum
- Carol
- Chubby Cree



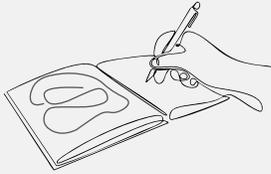
Teacher Clue:

He made two predictions:
1) Carol would sing and drum and 2) Women and children would come back to the drum for healing.

- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *The Heartbeat Drum: The Story of Carol Powder, Cree Drummer and Activist* aloud.
- After the read aloud:
 1. Ask students to identify the characters and the sequence of events that happened in the story.
 - *Who were the main characters in the story? How would you describe each?*
 - *What happened in the story? What were the main events? What happened in the beginning, the middle and the end of the story?*
 2. Guide students through a discussion about Carol, the main character.
 - *What are Carol’s gifts? What are her talents?*
 - *What did Moshum predict about the future?*

Learning Activities:

Day 1: *Continued*



3. Say, *Carol was gifted with song. Moshum told her in the future she would be a singer. What are your gifts and how do you predict you will use them? Think for a minute and then turn to a neighbor and share your ideas. Ask your neighbor what they think your gifts are. Ask for a few volunteers to share their ideas or the ideas of their partner with the class.*

- **Daily Reflective Journal Entry:** What are your gifts and how do you predict you will use them? Draw and describe. ([Word](#) / [PDF](#))

Day 2:

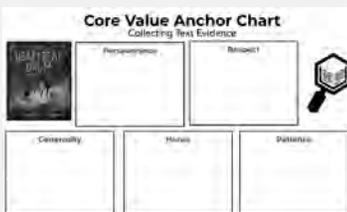
Close Reading 2

Embedded Assessment

Focus on Core Values

Core Values

- Perseverance
- Honor
- Respect
- Patience
- Generosity



Looking Closely at Text Clues and Problem Solving

- Say, *Today we are going to focus on the 5 Core Values: Perseverance, Respect, Generosity, Honor and Patience. First, let's talk about what each of these values mean. Lead students through a small discussion, asking them to give some examples of how each can be demonstrated or have them share an example they have experienced. As we read today, keep your eyes and ears focused on looking for text evidence of Core Values being demonstrated, or not demonstrated.*
- Read aloud or listen to the story, *The Heartbeat Drum: The Story of Carol Powder, Cree Drummer and Activist*, a second time.
- Say, *What did we see and hear? Did anyone see examples of _____ (insert one of the Core Values)?* Have students raise their hands when they have identified text evidence. Have students share aloud. Keep a list of their text examples on a chart, and add simple visual clues, as students will be referencing the chart for their Daily Response Journals.

- **Resource:** Core Value Anchor Chart ([Slides](#) / [PDF](#))



Teacher Tip: As you go through each Core Value, consider using a mix of groupings like elbow partners or think - pair- share, to engage students in text based discussions.



- **Daily Response Journal Entry:** Choose one Core Value and illustrate an example of the Core Value being demonstrated from the text. Go back and look at the illustrations and words for clues. Write 1-2 sentences describing how the Core Value was demonstrated and by whom.

Resource: ([Word](#) / [PDF](#))

Learning Activities:

Day 3:

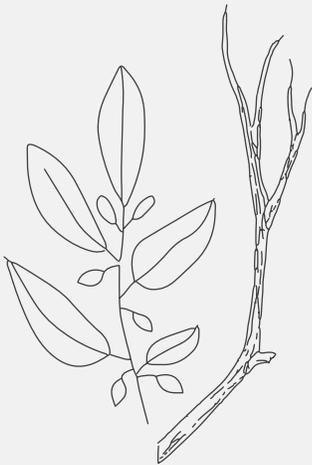
Close Reading 3

Embedded Assessment

Text to Self and Text to Text Connections

Lesson Questions:

- *How are drumming and healing connected?*
- *How are both wellness?*
- *How can creativity bring you joy?*



Looking Closely at Text Clues for Analysis

Part 1: Text to Self Connections using the Five Sense _____

- Share the lesson question with the class.
- Read aloud or listen to the story, *The Heartbeat Drum: The Story of Carol Powder, Cree Drummer and Activist*, a third time.
- Listen to Chubby Cree.
 - ▶ **CHUBBY CREE // Rock your World** (1:51 min.) Noah Green (of the Edmonton-based drum group Chubby Cree) sings one song.
 - ▶ **Chubby Cree perform honour song at EPCOR Holiday Gala** (4:23 min.) Noah Green, along with his grandmother Carol Powder, of Chubby Cree perform an honour song at the EPCOR Canada Holiday Gala
- After listening to the songs of Chubby Cree, gather students in a circle and ask students:

How does drumming, singing, and listening to both make you feel?

 - *Ask each student to share 2 -3 words describing how they felt.*
 - *Next, ask students to share one of their favorite songs, lyrics or types of music.*

Part 2: Text to Text Connections and Creative Connections _____

Teacher Prep: Before this part either collect in advance twigs and other items from nature for a Make and Take station or have enough bags or baskets for students to go outside on a nature walk to collect items for their creation. The activity itself can be created outside or inside the classroom in stations.

- *Say, Making and building things takes both patience and prayer. What other books have we read that have similarities to "The Heartbeat Drum" where items were created? After a short discussion, transition your class to the creative activity.*

Activity: Using local twigs and other items from nature, create something that brings you joy.



Teacher Tip: Consider having students participate in a "Gallery Walk" or a "Sharing Circle" where they can share and explain how their creation brings them joy.

Learning Activities:

Day 4:

Close Reading 4

Embedded Assessment

Focus on Summarization



Daily Reflective Journal

Entry: What did Carol and Chubby Cree do after their first powwow? Draw and describe an example from the text. ([Word](#) / [PDF](#))

Summarization

- Say, *As we read aloud or listen to the story, “The Heartbeat Drum: The Story of Carol Powder, Cree Drummer and Activist”, a fourth time, we are going to pay close attention to the second half of the story.*
 - **What happened when Carol and Chubby Cree went to perform at their first powwow?**
- After reading and listening, ask students what happened when they went to perform. Encourage students to share specific text and picture clues.

**“It is not tradition for women to hit the drum.
If women hit the drum, they will kill the drum’s spirit.”**

- Carol knew this was not true. **How does this contradict what she knows and what she learned from Moshum?** Ask students to talk with their elbow partner for 1 - 2 minutes. Ask one or two pairs to share their thoughts.
 - *What did this experience empower Carol to do?*
 - *And how did she demonstrate her Core Values in the process?*
- Group students in groups of three or four. Give them a few minutes to discuss the two questions before you bring the class back together as a group. Ask for a few groups to share their thoughts and ideas, encouraging them to build on each other’s ideas.

Closing the Week

Embedded Assessment

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

At the close of the week,

1. Revisit the Essential Question:
 - *How have the characters in each of our texts been a positive change agent in their communities?*
 - *How have their communities benefited as a result of those actions?*

◦ Record responses on a running **Anchor Chart** ([Word](#) / [PDF](#)).

2. Model the process of identifying steps within an Action Plan or Project Plan with each text using the resources below. This will provide time for students to have sustained and guided instruction in the process they will use for their project.

Resource: Weekly Template for Modeling Action Planning ([Slides](#) / [PDF](#))

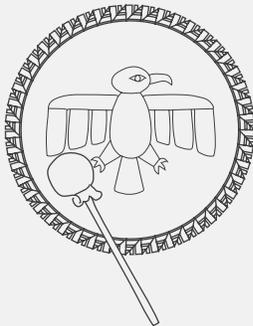
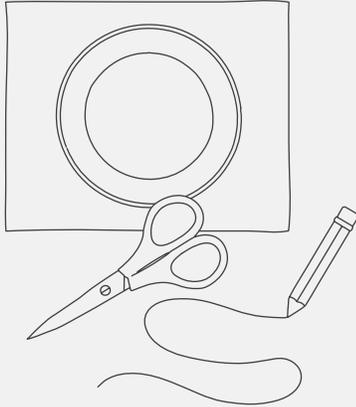


This text offers two opportunities to map out an action plan:

- A. What did Carol want to learn, what was her goal? What was her plan to learn?
- B. The path Carol and Chubby Cree took after they were told they couldn’t drum at the powwow.

Learning Activities:

Day 5:



Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Extension Activity 1: Read and Draw Along: Moshum’s Drum

📺 Explore “*The Heartbeat Drum*” with Deidre Havrelock & Aphelandra | Read & Draw Along™

Beginning at 8:54 minutes, Aphelandra, the illustrator of *The Heartbeat Drum*, talks about her illustration techniques with color and then models how to draw Mishum’s drum. Students can follow along and create a drum or create their own drum design using the same techniques.

Materials: Construction paper or drawing paper larger than a dinner plate, a plate for tracing, markers or color coloring tools, scissors (to cut out the drum when finished.)

Extension Activity 2: Learn about Making a Hand Drum

📺 **Making Hand Drums with Sagkeeng Child and Family Services**

(5:59 min.) Watch and learn the traditional methods used to make hand drums from Eric Courchene.

There are many Indigenous owned companies that make and sell hand drum kits. Families and elders could assist their child in making the drum. Several of the companies have detailed, step by step how to videos.

Extension Activity 3: Honoring of Matriarchs

“*Women first made the drum*” - Women are Matriarchs.

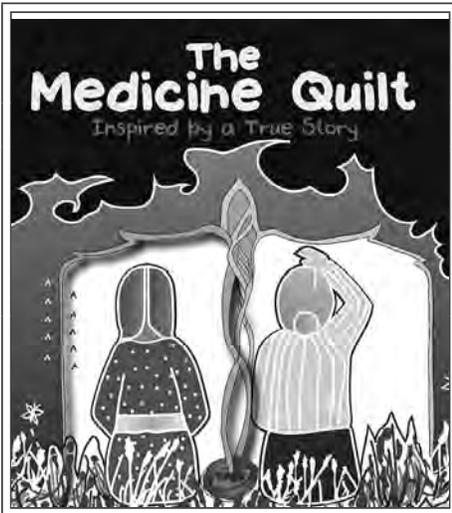
- Learn about the Matriarchs in your family. Ask your family and relatives about them.
- Dress up like your Matriarch with hair in braids, or wear their favorite color.

Extension Activity 4: Live or Virtual Field Trip to a Drum Maker or Drum Group

This is a good opportunity to localize your students’ experience and make connections to the text.

WEEK 6 - *The Medicine Quilt*

Core Text:



The Medicine Quilt: Inspired by a True Story

by Margaret Doom and Illustrated by LaShawn Medicine Horn

Genre: Fiction/Fable

Origins: The author was born and raised on the plains of South Dakota. The illustrator is Dakota, Lakota, and Nakota.

Lexile Level: Not Available

Supporting Texts/ Media:

📺 [The Medicine Quilt Book Trailer](#) (2:39 min.)

BIG Ideas:

- Respect
- Compassion
- Forgiveness
- Empathy
- Wellness
- Race Relations
- Racial Injustice

Story Narrative:

On a great river lined with chalk rock faces and shedding cottonwoods, amidst a sea of tall grass seeded with feathered tops, there was a small town. In the town, there were those who had been born of the earth and those who had come to the land as strangers; there was never peace between the two groups.

Two grandmothers, one from each sector, grew weary of the constant strife. They believe they must do something to help the people of the small town rewrite their story. The grandmothers pray for four days, and when they come together, they make a plan. They create a work of art to heal the rift between their people.

A fable, *The Medicine Quilt* tells the story of a small town's journey from anger and mistrust to forgiveness. It tackles the historical challenges of race relations between white and Native Americans with themes applicable to the universal challenges of finding respect and unity among cultures.

Enduring Understandings:

- Our Core Values help us identify who we are as a Good Relative.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Learning involves recognizing the consequences of one's actions.

Lesson Objective(s) and Comprehension Strategies

- I can use key ideas and details from the text to support a position or opinion in both discussion and reflective writing.
- I can utilize text evidence to understand and compare the perspectives and the issues of the two communities with the text.
- I can identify key details in the text that illustrate cause and effect.

Essential Questions:

What role do our Core Values and beliefs play in healing and wellness?

What does it mean to forgive?



Anchor Standards

Reading: Literature

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

Writing:

[W.1.1](#)

Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.3](#) [SL.1.4](#) [SL.1.5](#)

Lesson Timeline: These lessons were designed for a period of 4-5 lessons over the course of one week.

Lesson Narrative Overview

As students explore *The Medicine Quilt*, they will look closely at how the two Elder women become positive change agents within their communities. In the text, students will explore how the two grandmothers from different sides of a conflicted community find common ground and through their quilting begin the process of healing and unification of their town.

Students will be engaged in close reading activities and collaborative text-based discussions that focus on cause and effect, comparing and contrasting, and identifying perspectives and viewpoints. Students will engage in a mock class debate and identify the impacts of the long standing conflict on the land and all living things.

This week's lessons includes one creative extension activity, making a quilt, with a variety of project ideas.

Learning Activities:

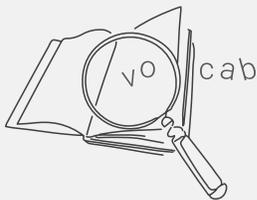
Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *The Medicine Quilt* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 Words	Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> • amidst • divide • rooting • prairie • flee • withered • persisted • burden 	<ul style="list-style-type: none"> • Unci - grandmother • takoza - means grandchildren or grandchild 	<p>"To flow clean again"</p> <p>"These colors and many more began to burst forward from the Earth as the darkness of anger and mistrust faded."</p>



Vocabulary (Before Reading)	Vocabulary (During Reading)
<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.</p>

Learning Activities:

Day 1: *Continued*



Part 1: Setting

- Say, *As we read the Medicine Quilt for the first time, pay attention to where the story takes place, the setting. The author uses lots of descriptive language to help paint a picture in your mind. As we read, you will hear some of our vocabulary words. We may pause as we read to learn more about those words to help us understand what the author wants us to see and understand.*
- Read aloud *The Medicine Quilt*.
- After reading, ask the students:
 - *Using information you learned from both the picture and word clues, can you describe the setting of the story? What was the town like? The land?*
- Lead the students through a small discussion.

Part 2: Cause and Effect:

- Lead students through a guided discussion.



Teacher Tip: Consider using table talk or partner talk protocols to engage students in peer discussion.

- Say, *The author states there are two groups in town. “There were those born of the land and those who came to it as strangers long after.”*
 - *What does this mean?*
 - *What do we know from the text about the two groups?*
- *“Still the people persisted in their hatred of one another.”*
 - *What were the conflicts that existed?*
 - *What is your opinion? Why do you think the two groups didn’t get along?*
 - *What actions did you hear from either side that helped maintain the division? Can you see any evidence in what we hear and saw in the pictures as we read?*

Learning Activities:

Day 2:

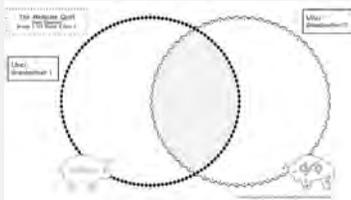
Close Reading 2

Embedded Assessment

Looking Closely at Text Clues to Compare and Contrast

Lesson Question:

What brought the two grandmothers together?



Perspectives of the Two Elder Women: Compare and Contrast

- Say, *As we read today, we will focus on the perspectives of the two Elder women. Some of our guiding discussion questions are:*
 - *What brought the two grandmothers together?*
 - *What do they have in common even though they were from different sides of town?*
 - *Do they have or carry similar emotions?*
 - *Do they share any common dreams or desires?*

Listen and look closely for clues as we read and listen.
- Read aloud *The Medicine Quilt*, a second time.
- As students locate text clues and evidence, encourage them to raise their hand and share aloud their clues. Record them on a class Venn Diagram focusing on what the two Elders have in common, in the center and what is unique to each on the outside parts of each circle.
- **Resource:** The Medicine Quilt Venn Diagram ([📄 Slides](#) / [📄 PDF](#))
- **Daily Reflective Journal Entry:** The two Elder women went to pray separately for four days? What does it mean to pray, or think about, contemplate something for longer periods of time? In your Reflective Journal Entry, draw and describe what this means to you. You can also share a personal experience. ([📄 Word](#) / [📄 PDF](#))

Day 3:

Close Reading 3

Embedded Assessment

Looking Closely at Text Clues for Analysis

Lesson Question:

Why were the people in town afraid of what the grandmothers were doing?

Perspectives of the People in Town: Both Sides

Part 1: Notice and Wonder

- Say, *Yesterday, we focused on the two Elder women, the grandmothers. Today as we read and listen, we are going to focus on the people in the town, on both sides of the town. As we read, look and listen for their feelings and perspectives on what is happening.*
- Read aloud *The Medicine Quilt*, a third time.
- After reading, ask the students:
 - *What did you notice and wonder?*
- Lead the students through a small discussion.
- After students have had a chance to contribute to the discussion, ask:
 - *Why were the people in town afraid of what the grandmothers were doing?*

Learning Activities:

Day 3: *Continued*

Directions:
In your own words, summarize the talking points your group shared during the Mock Class Debate. Draw a picture of the debate below.

Talking Point 1:

Talking Point 2:

Part 1: Mock Class Debate

“There were those born of the land and those who came to it as strangers long after.”

- Divide the class into two groups representing the Indigenous peoples and the settlers. Provide time for each group to chat and develop their response to the question: *Why were the people in town afraid of what the grandmothers were doing?* After each group has been able to develop their talking points, allow time for each group to present their evidence. After both groups have presented, lead students through a discussion.

- **Daily Reflective Journal Writing: Opinion Writing:** In your own words, summarize the talking points your group shared during the Mock Class Debate. ( [Word](#) /  [PDF](#))

Day 4:

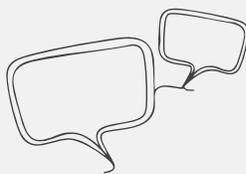
Close Reading 4

Embedded Assessment

Focus on Summarization

Core Values

- Respect
- Compassion
- Forgiveness
- Empathy
- and Wellness



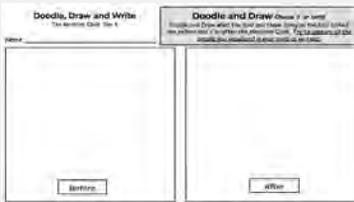
Examining Core Values

Part 1:

- Say, *As we read and listen today, our focus will be on Core Values. Look and listen for examples within the text when you see Core Values demonstrated. We are looking specifically for: Respect, Compassion, Forgiveness, Empathy, and Wellness. After we find evidence, we will examine its effects.*
- Read aloud *The Medicine Quilt*, a fourth time. Encourage students to raise their hand when they find evidence of a Core Value being demonstrated. Record their text and picture evidence for discussion later in the effects.
- Lead the class through a guided discussion of their found text evidence and the impacts, the effects, of the Core Value demonstrations.
- Say, *Now, let's focus on the Core Value, Forgiveness. What does it mean to forgive?*
 - **Round 1:** *Turn to your elbow partner and talk about what you think it means to forgive someone. After each partner has had a chance to talk, ask a few students to share what their partner shared.*
 - **Round 2:** *Can you think of some examples that have happened to you or someone you know? Turn and talk to someone new. After each partner has had a chance to talk, ask a few students to share what their partner shared.*

Learning Activities:

Day 4: *Continued*



[Slides](#) / [PDF](#)

Part 2: The Setting Before and After the Medicine Quilt

- Say, *The setting of the story stayed the same throughout the story but the land and those living on the land appeared differently before and after the Medicine Quilt. In your Daily Reflective Journal Entry today you will Doodle and Draw. You will have the option of illustrating either before or after the Medicine Quilt or both! Try to capture all the details you visualized in your mind as we read. In your journal entry, explain in your words how the Medicine Quilt was a part of the forgiveness and healing process.*

○ **Daily Reflective Journal Entry:** Doodle, Draw and Write

Closing the Week

Embedded Assessment

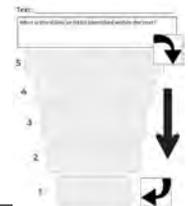
ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

At the close of the week,

1. Revisit the Essential Question:
 - *How have the characters in each of our texts been a positive change agent in their communities?*
 - *How have their communities benefited as a result of those actions?*
- Record responses on a running **Anchor Chart** ([Word](#) / [PDF](#)).

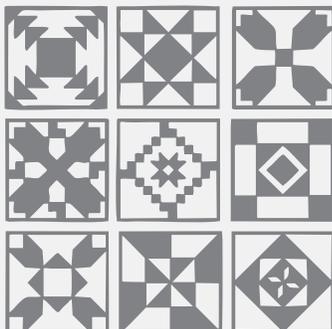
2. Model the process of identifying steps within an Action Plan or Project Plan with each text using the resources below. This will provide time for students to have sustained and guided instruction in the process they will use for their project.

Resource: Weekly Template for Modeling Action Planning ([Slides](#) / [PDF](#)) ○



Day 5:

Explore the extension activities or use the day to catch up on lessons and activities from the unit.



Extension Activity 1: Making a Quilt

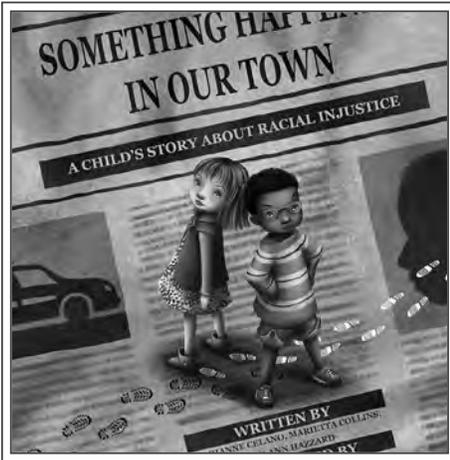
There are many ways to engage students in making a quilt. This can be a class collaborative project, a small group project, individually or as a family project. Remember, colors and patterns have meanings and significance. Be creative!

Some ideas:

- Make a quilt with geometric pattern blocks
- Make a quilt with a collage of paper shapes
- Make a paper group quilt, with students each making squares that get combined to make a larger quilt.
- With community volunteers and Knowledge Keepers, sew a class quilt.

WEEK 7 - *Something Happened in Our Town*

Core Text:



Something Happened in Our Town: A Child's Story About Racial Injustice

by by Marianne Celano, Marietta Collins, and Ann Hazzard
Illustrated by Jennifer Zivoin

Genre: Fiction

Origins: Marianne Celano, PhD, ABPP, Marietta Collins, PhD, and Ann Hazzard, PhD, ABPP, worked together for over two decades as Emory University School of Medicine faculty members serving children and families. All three psychologists have been involved in community advocacy efforts focused on children's behavioral health and social justice. Dr. Celano and Dr. Hazzard have developed and utilized therapeutic stories in individual and group therapy with children and teens. All three authors valued story-time with their children, who taught them important lessons about what children need from adults.

Lexile Level:	AD540L
Age Level:	4 - 8 years
Grade Level:	Preschool - Grade 3

Supporting Texts/ Media:

📺 [Something Happened In Our Town \(Read Along Book\)](#) (7:51 min.)

📺 [Something Happened in Our Town](#) (10:54 min.) created by the Children's Theater Company. The interactive read aloud begins @ 1:38 minutes after the introduction.

Teacher Resources:

It is recommended that you review the teacher and family resources below before teaching this text and corresponding learning activities. The text was designed for the primary grades. There are also valuable resources for educators and families in the back of the text.

📄 [Educator Resource Guide April 2021](#)

📄 [Read Aloud Tips for Educators](#)

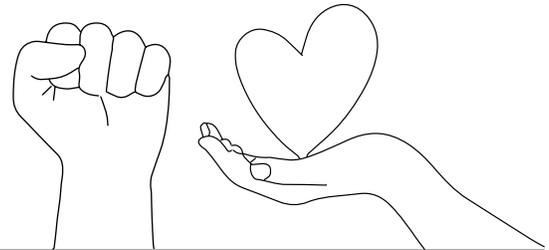
📄 [Note to Parents and Caregivers](#) (also located within the text in the appendix)

BIG Ideas:

- Community
- Compassion
- Empathy
- Empowerment
- Wellness
- Race Relations
- Racial Injustice
- Bias

Story Narrative:

Something Happened in Our Town follows two families — one White, one Black — as they discuss a police shooting of a Black man in their community. The story aims to answer children’s questions about such traumatic events, and to help children identify and counter racial injustice in their own lives.



Enduring Understandings:

- Our Core Values help us identify who we are as a Good Relative.
- Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Learning involves recognizing the consequences of one’s actions.
- It’s unfair to treat people differently based on skin color.

Essential Questions:

- What role do our Core Values and beliefs play in healing and wellness?*
- What Core Values do you need to activate when sticking up for someone who is being treated unfairly?*
- What role does listening play in building relationships with the community?*
- What are the results, the evidence, when Core Values and Cultural Beliefs are being demonstrated as intended?*
- How have the characters in each of our texts been a positive change agent in their communities?*
- How did each character accomplish bringing positive change to their families and communities?*

Lesson Objective(s) and Comprehension Strategies

- I can use key ideas and details from the text to support a position or opinion in both discussion and reflective writing.
- I can utilize text evidence to understand and compare the perspectives and the issues of the two communities with the text.
- I can cite text and picture evidence to support answers within discussions.
- I can use text and picture evidence to sequence and retell main story events.
- I can use reasoning and interactive learning activities to understand the differences between right vs wrong and fair vs equal.



Anchor Standards

Reading: Literature	👤 RL.1.1 👤 RL.1.2 👤 RL.1.3 👤 RL.1.4 👤 RL.1.6 👤 RL.1.7
Writing:	👤 W.1.1 👤 W.1.2
Speaking and Listening:	👤 SL.1.1 👤 SL.1.2 👤 SL.1.3 👤 SL.1.4 👤 SL.1.5

Lesson Timeline: These lessons were designed for a period of 4-5 lessons over the course of one week.

Lesson Narrative Overview

As students explore *Something Happened in Our Town: A Child's Story About Racial Injustice* this week they will explore the differences between right vs wrong and fair vs equa. Students will be reading detectives comparing and contrasting how two students, Emma and Josh, from two different cultural backgrounds, navigate some societal challenges to be change agents helping to establish good patterns of behavior. Students will be engaged in discussions exploring each character's perspectives and point of view and be able to make Text to Self connections. Students will apply their knowledge of Core Values as they navigate unpacking patterns of behavior illustrated within the text. This week's lessons includes one extension activity, making a comic strip, which could be integrated into Day 3 activities if time allows.

Learning Activities:

Day 1:

Close Reading 1



Teacher Tip:

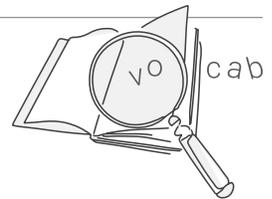
Within the back of the text there is a section of vocabulary words with child-friendly definitions. It is recommended that you preview these and become familiar enough with the age appropriate definitions to be able to help students navigate the vocabulary terms for understanding. The authors do not recommend reading these definitions aloud until after Grade 3.

First Reading

- Introduce the essential question with students.
- Say, *Today we are going to read a book called, "Something Happened in Our Town: A Child's Story About Racial Injustice". Let's take a look at the cover and do a picture walk. What do you see happening on the cover? What do you see that makes you say that? What else can we find? Based upon what we see on the cover, what do you think this book is going to be about?*
- *Well, the story is about a girl named Emma and a boy named Josh who are close to your age and in the same classroom at school. As we read the story for the first time, listen carefully and imagine what it might feel like if you were a student in their class. As we read, raise your hand if you have a question. We may come across some words you are not familiar with. We will unpack those as we need to.*
- Read aloud *Something Happened in Our Town: A Child's Story About Racial Injustice*.
- Say, *Imagine what it might feel like if you were a student in their class or a new student like Omad was. How is their classroom different from your own?*
- *Emma, Josh, Daniel and Sophia treated Omad differently. How was Omad greeted and included? Would his welcome be the same in our classroom? How would you feel if you were Omad? Guide students through a discussion.*

Academic Vocabulary:

- **Vocabulary words included:** discrimination, fairness, immigrant, prejudice, race, racism or racial injustice, slavery, and stereotype.



Tier 2 Words	Tier 3 Words
<ul style="list-style-type: none"> • confused • beliefs • bias 	<ul style="list-style-type: none"> • African American • Africa • Europe • Russia

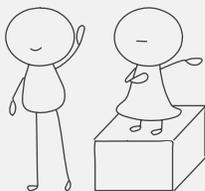
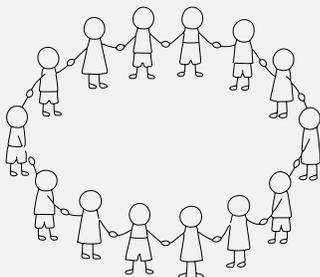
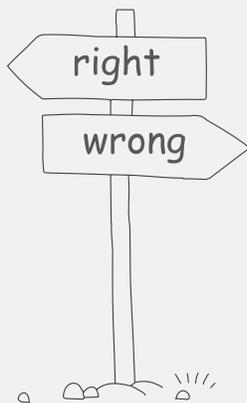
Learning Activities:

Day 2:

Close Reading 2

Embedded Assessment

Focus on Right vs Wrong and Fair vs Equal



Looking Closely at Text Clues and Problem Solving

*How did our Ancestors handle unfairness?
How within your family do you handle unfairness?
Who are the people you reach out to if family, or
community resources aren't an option?*

How did our Ancestors manage to maintain a peaceful environment?

Part 1: Right vs Wrong

- In a circle, gather students for a discussion. Say, “Right” means something good, kind, or fair. “Wrong” means something hurtful, unfair or mean. We are going to model right vs wrong. I will group you in small groups and give you some time to plan how you can demonstrate, act out, a scenario that demonstrates right vs. wrong. Then we have groups present their scenario.
- Group students in groups of 3 - 4 students each. Allow them time to quickly plan an example they can act out. Move between the groups, listening, offering suggestions and guidance. Bring students back together when you are ready for them to role play their scenario. Be flexible and ask for student group volunteers, as some students may not want to participate.

Part 2: Fair vs Equal

NOTE: This lesson activity was adapted from: empoweringeducation.org

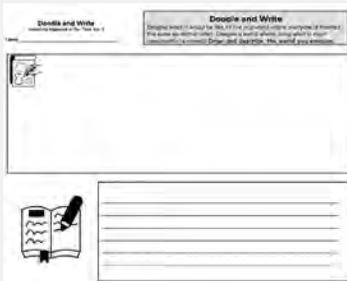
- **Learning Goals:** Students will learn the difference between fairness and equality and understand that fair does not mean it will always be equal.
- **Teacher Background Knowledge:** Fairness means treating people according to their needs. This does not always mean it will be equal. Equality means treating everyone exactly the same. Understanding fairness and equality goes hand-in-hand with increasing students’ tolerance and appreciation for diverse learners. If students can distinguish between fair and equal, they’re noticing how privilege impacts them and their classmates. (Source: [Empowering Education](https://empoweringeducation.org))

Mini-Lesson: What is the difference between fair and equal?

- Gather students together in a circle and ask What is the difference between fair and equal? Can you think of any examples? How are we fair in our classroom? How can you demonstrate fairness at home or with your friends? Go around the circle allowing each student to share an example.

Learning Activities:

Day 2: *Continued*



Mini-Lesson: *Continued*

- While in the circle, begin with a mindful moment in which students learn a movement and breath technique to help calm down.
- Ask students to then stand in a circle around the recycling bin and throw a crumpled up piece of paper into the bin. Then have some students move back and some move closer, and again throw the crumpled ball into the bin, demonstrating fair vs. equal.
- After “fair” and “equal” are defined, read *Something Happened in Our Town* a second time.
- Lead students through a discussion. Pair students for Partner Talk. Ask students to discuss how it feels when they are treated fairly and when they are treated equally. Allow time for both partners to share some examples. To encourage active and engaged listening, inform students that when you ask them to share with the group, they will share something their partner said.

Part 3: Closing Reflection Discussion

- Say, *Imagine what it would be like to live in a world where everyone is treated the same no matter what. Imagine a world where doing what is right consistently is normal? Is this a world you would want to live in? Why or why not?*
- Provide time for students to think quietly where they can dream and imagine, visualizing what that world would look like, sound like, and feel like.
- Bring the students back together and repeat the discussion prompts. Invite individual students to share their vision. What would the world be like?
- As you bring the discussion to a close, share the Daily Reflective Journal prompt. **Daily Reflective Journal:** Doodle and Draw: Draw and describe the world you envision. ([📄 Slides](#) / [📄 PDF](#))

Learning Activities:

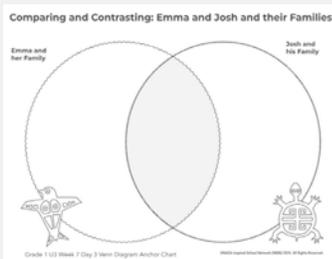
Day 3:

Close Reading 3

Embedded Assessment

Focus on Point of View and Perspectives

Teacher Resources:



Emma and Josh's Families Venn Diagram

[Slides](#) / [PDF](#)



Graphic Organizer: How are they alike? How are they different? [PDF](#)

Compare and Contrast: Looking Closely at Text Clues for Analysis

- Say, As we read today, we will pause after the section with Emma and her family, and then again after the part with Josh and his family. We are going to focus on each family's perspective and point of view as they each help Emma and Josh make sense of a situation. We will use a Venn Diagram to capture our observations and text evidence as we read.
- Read aloud or listen to the story, *Something Happened in Our Town*, a third time.

Part 1: Compare and Contrast (Venn Diagram)

Lead students through a discussion comparing and contrasting Emma and Josh and their families. Use the question prompts below as a guide. Record student answers on the Venn diagram highlighting similarities and differences. (These questions may prompt other questions and discussions with your students. The resources provided from the authors provide guidance for teachers.)

- How are Emma and Josh different?
- How are Emma and Josh the same?
- How are Emma and Josh's families similar?
- How are Emma and Josh's families different?

Part 2: Discussions: Discriminatory and Unfair Beliefs and Patterns

Lead students through a discussion using the prompts below and go back to the text to look for text clues and evidence to help support student responses.

- Do you know what prejudice means?
- What are some examples of prejudiced beliefs that some White people have about Black people?
- What does Emma's family believe?
- Is prejudice limited to only Black and White people or can it be experienced if you are a person of color or from a different cultural or religious background?
- In today's world, people and families often have different feelings about the police and people in authority. What do people in Josh's family think about the police?
- Who are the people or places in your community that provide a safe place for you?
- In the text, Harriet Tubman, MLK and Nelson Mandela are positive Black leaders that were dedicated to helping Black people be treated more fairly. Are there people in your community who play a similar role?

Note: If time allows, the extension activity at the end of the week, would align with the discussions in this part.

Learning Activities:

Day 4:

Close Reading 4

Embedded Assessment

Focus on Patterns of Behavior

Essential Questions:

- *What role do our Core Values and beliefs play in healing and wellness?*
- *What Core Values do you need to activate when sticking up for someone who is being treated unfairly?*

Core Values to Look For:

- Community
- Compassion
- Empathy
- Empowerment
- Wellness

Part 1:

- Say, *Today our focus is on Core Values and patterns we see in how people behave. You may find examples of people demonstrating good patterns of behavior and demonstrations of their Core Values as intended. However, you will also be able to find examples of when they are not and find patterns of bad behavior. Be good reading detectives today.*
- Read aloud or listen to the story, *Something Happened in Our Town*, a fourth time.
- After reading, lead students through a guided discussion using the following prompts:
 - *Individual actions vs collective actions. Both are impactful. Collectively making changes equals power. What Core Values do you need to activate when sticking up for someone who is being treated unfairly? How did you see Core Values show up in the text?*
 - *What are some examples from the text of Emma and Josh trying to change unfair patterns of behavior?*

Teacher Resource: Core Value Anchor Chart ([📄 Slides](#) / [📄 PDF](#))

- As we are approaching the end of the unit, help students make the connection between the text and their Community Needs Project.
 - *Within the text, we saw people working towards creating a “better pattern” in their community. Thinking about your community needs and project, what could you do to make a positive difference and create “better patterns” and make a difference in your community?*

Closing the Week

Embedded Assessment

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?
		
		

Part 2:

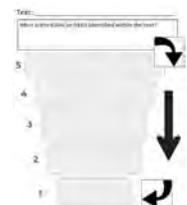
At the close of the week,

1. Revisit the Essential Question:
 - *How have the characters in each of our texts been a positive change agent in their communities?*
 - *How have their communities benefited as a result of those actions?*

◦ Record responses on a running **Anchor Chart** ([📄 Word](#) / [📄 PDF](#)).

2. Model the process of identifying steps within an Action Plan or Project Plan with each text using the resources below. This will provide time for students to have sustained and guided instruction in the process they will use for their project.

Resource: Weekly Template for Modeling Action Planning ([📄 Slides](#) / [📄 PDF](#))



Learning Activities:

Day 5:

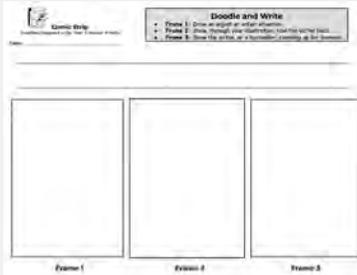
Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Extension Activity 1: Creating a Comic Strip



Teacher Tip: You know your students best and we recommend you approach this activity through a trauma informed lens. We recommend the second option as it is less likely to trigger unintended trauma. For this activity, you can:

- Ask students to use a time they experienced or witnessed racial injustice, or
- Identify a Core Value, and prepare 1 -3 unfair citations that are situations and examples of not demonstrating the Core Value as intended that demonstrates racial injustice.



Resource: Comic Strip Template ([Slides](#) / [PDF](#))

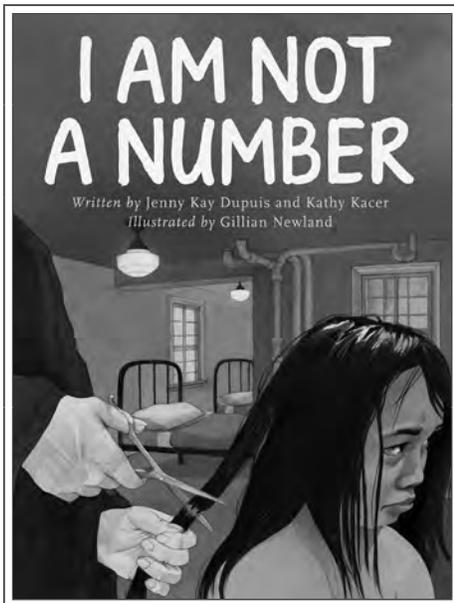
This is a good opportunity to localize your students' experience and make connections to the text.

Students will use a three frame comic strip template for this activity. Guide students to use the frames as described below based upon the option you chose from above.

- Frame 1: Draw an unjust or unfair situation.
- Frame 2: Show, through your illustration, how the victim feels.
- Frame 3: Show the victim, or a bystander, standing up for fairness.

WEEK 8 - *I am Not a Number*

Core Text:



I am Not a Number

by Jenny Kay Dupuis and Kathy Kacer
Illustrated by Gillian Newland

Genre:	Nonfiction Biography
Origins:	Nipissing First Nation. The author is Ojibway and Anishinaabe and a member of the Nipissing First Nation

Lexile:	640
Guided Reading Level:	V
ATOS Reading Level:	4
Age Level:	7 - 12 years

Supporting Texts/ Media:

[I Am Not a Number](#) (24:55 min.) William Fogg Library

Supporting Videos:

[I am Not a Number](#) (2:23 min.) Hear author Jenny Kay Dupuis share her inspiration for her book.

BIG Ideas:

- Perseverance
- Respect
- Community and Bravery
- Identity and Social Justice

Story Narrative:

When eight-year-old Irene is removed from her First Nations family to live in a residential school she is confused, frightened, and terribly homesick. She tries to remember who she is and where she came from, despite the efforts of the nuns who are in charge at the school and who tell her that she is not to 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. But where will they hide? And what will happen when her parents disobey the law? Based on the life of co-author Jenny Kay Dupuis' grandmother, *I Am Not a Number* is a hugely necessary book that brings a terrible part of Canada's history to light in a way that children can learn from and relate to.

Enduring Understandings:

- Learning requires exploration of one’s identity.
- Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- The best way to learn about people is to listen to them.

Lesson Objective(s) and Comprehension Strategies

- Through Core Values, I can compare and contrast to describe connections between individuals, events, or pieces of information.
- I can cite text and picture evidence to support answers within discussions.
- I can use text and picture evidence to sequence and retell main story events.
- I can use text and picture evidence to make meaning and personal connections between texts and self.
- I can compare and contrast the learning communities in the story to my own community.

Essential Questions:

How do you recognize when something needs to be changed?

What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?

What role do our Core Values and beliefs play in healing and wellness?

How do our Core Values, Cultural (language and traditions), and our beliefs shape who we are, our identity?



Anchor Standards

Reading: Informational

[RI.1.1](#) [RI.1.2](#) [RI.1.3](#) [RI.1.4](#) [RI.1.6](#) [RI.1.7](#)

Writing:

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

Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.3](#) [SL.1.4](#) [SL.1.5](#)

Lesson Timeline: This is a longer story than other unit texts. These lessons were designed for a period of 4-5 lessons over the course of one week

Lesson Narrative Overview

As students explore *I am Not a Number* this week they will explore Core Values and Identity. Students will be reading detectives comparing and contrasting characters within the story as well as types of learning environments of the past and present. Students will apply their knowledge of Core Values as they navigate unpacking patterns of behavior illustrated within the text both illustrative of Core Values being demonstrated as intended and not. Students will be engaged in discussions exploring character analysis and be able to make Text to Self connections. Within the week, students will explore their own identity through the Identity Project. This week's lessons includes one extension activity, Show and Teach, which could be integrated throughout the week.

Learning Activities:

Day 1:

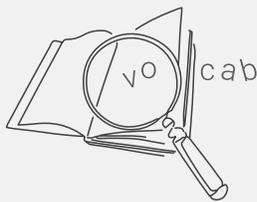
Close Reading 1

Focus on Core Values

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *I am Not a Number* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 Words	Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> • backlit • defeated • impatient • quiver • dread • doubt • pried 	<ul style="list-style-type: none"> • imposing • cape • porridge • mush • plaster • mending • welts • yearned • reserve (noun) • bolted • pact • eternity 	<ul style="list-style-type: none"> • Miigwetch gayegiin • Gidaan • taxidermy • wards of the government • fall in a pool around me • foul smelling • "limed along drearier than a never ending storm"



Vocabulary (Before Reading)

Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:

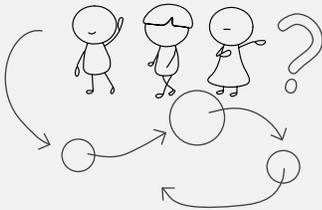
- Are there any words here that you or we already know?
- What does the word mean?
- Can you use it in a sentence?
- As we look at these words, what can you predict this story may be about?

Vocabulary (During Reading)

As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.

Learning Activities:

Day 1: *Continued*



Core Values

- Perseverance
- Respect
- Community
- Bravery



- As you read for the first time, ask students to listen for who the characters are and to look for text details about the four Core Values: Perseverance, Respect, Community and Bravery.
- Read *I am Not a Number* aloud. Pause as needed to help students decode any vocabulary or unfamiliar words they identify.
- Lead students through collaborative discussions using the question prompts below. Encourage students to go back to the text to find both pictures and words to support their answers. For example, “Great response, can you show me where that was in the story?”

1. Main and Supporting Characters: _____

- Some text based questions you may want to use:
 - *Who are the characters in this story? What do we know about them?*
 - *What are Irene’s brothers and sisters like?*
 - *Describe Irene’s mother and father? What challenges do they face within the story?*
 - *Where does Irene’s family live and what does the setting tell us about the characters*

2. Core Values: _____

- Say, *Let’s focus on the four Core Values. If we see other Core Values demonstrated or not demonstrated we can add them to our list. Think about the main characters, Irene’s family, the Indian agent, and the people at the Boarding School.*
 - *What Core Values did we see demonstrated?*
 - *What Core Values did we NOT see demonstrated?*
- **Resource:** Core Value T-Chart ([📄 Word](#) / [📄 PDF](#))
- **Daily Reflective Journal Entry:** Draw and describe a part of the story that stood out to you. What do you remember most? ([📄 Word](#) / [📄 PDF](#))

Day 2:

Close Reading 2

Embedded Assessment

Focus on Character Analysis

Looking Closely at Text Clues and Problem Solving

Part 1: Character Analysis _____

- Say, *Today as we read we are going to focus on the main character, Irene. Listen closely and note any details that would describe who she is, where she lives, her family and culture, her Core Values, and her interests. After we read, we will make a list, almost like a map, that helps us paint a picture of who Irene is.*

Learning Activities:

Day 2: *Continued*



- Read aloud or listen to the story, *I am Not a Number*, a second time.
- After reading, guide students through a discussion describing Irene.
 - *What is Irene like? What are her character traits and Core Values?*
 - *What is her family like?*
 - *What is she interested in?*
 - *Is Irene different when at home and at school?*
- Record student ideas and text evidence using a graphic organizer or on a chart paper. Below are two graphic organizers that you could use:
 - **Resources:** All About Graphic Organizer ([PDF](#))
 - Character Chat Graphic Organizer ([PDF](#))

Part 2: Introduction to the Identity Project

- Say, *We just completed a character analysis of Irene. We learned about her interests, her family, her culture and values. Now, we are going to do the same with yourselves. You can involve your family, extended family and caregivers.*
- *You will be creating a visual representation of yourself, a self- portrait, that identifies who you are. You will share your self-portrait with the class later this week. Here are some things you may want to include within your visual representation:*
 - *I live _____ on the native lands of _____.*
 - *I speak _____ and _____.*
 - *My Core Values are _____.*
 - *My parents are _____ and _____.*
 - *My grandparents are _____ and _____ and from _____ and _____.*
 - *I like _____.*
 - *My favorite things are _____.*
 - *Some of my traditions are _____.*
 - *I have _____ siblings.*

This is just a sampling of things you may want to include. It's up to you how and what you want to include in your self-portrait and what you want to share with the class when you present. Be creative!

Part 3:

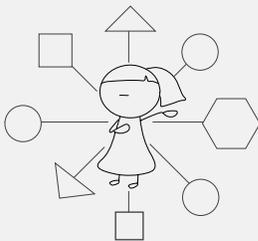
Daily Reflective Journal Entry:

- Option 1: Draw and describe Irene. ([Word](#) and [PDF](#))
- Option 2: Begin to get started on your Identity Project.



Teacher Tip:

Consider creating a parent letter and some supplies to send home with the Identity Project details enlisting families to assist with the visual representation of themselves.



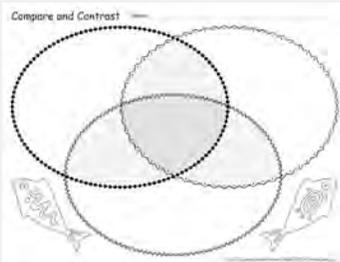
Learning Activities:

Day 3:

Close Reading 3

Embedded Assessment

Focus on Compare and Contrast and Text to Self Connections



Looking Closely at Text Clues for Analysis

- Say, *Today as we read we are going to focus on school and the places where we learn. Sometimes we learn in a classroom or building and sometimes we learn on the land, in our homes and from our elders and Knowledge Keepers. As we read, pay attention to the text clues and details about where Irene learns, and what she learns there. We will then compare and contrast Irene's experiences to our own, in our classroom.*
- Read aloud or listen to the story, *I am Not a Number*, a third time.

After reading, ask students what text evidence they found. Use the Graphic Organizer compare and Contrast Venn Diagram with 3 Rings ([PDF](#)) to record text clues and key details for:

1. Knowledge learned in the home or family environment (Irene)
2. Knowledge learned at the Boarding School (Irene)
3. Knowledge learned in your current classroom (Self)



Teacher Tip and Option: As you explore the text looking for text clues, consider adding a discussion around sequencing main events (beginning, middle and end) as this would provide a frame for learning in the home environment and learning in a structured school environment through the western lens.

- **Daily Reflective Journal Entry:** *How do you think Irene and her classmates felt about boarding school? How do you think Irene and her siblings felt about learning at home and when she is with family? How do you feel about school and learning with your family and community? Do you have anything in common with Irene? Draw and describe. You have 2 pages but can use more if needed.* ([Word](#) / [PDF](#))

Day 4:

Close Reading 4

Embedded Assessment

Focus on Summarization

Identity and Action Planning

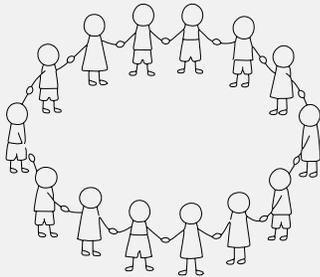
Part 1: Presentation of Student Identity Projects



Teacher Tip and Option: Encourage students to reflect their identities in what they wear and in how they present themselves with their self portrait. This could include regalia, their favorite outfit, how they style their hair, etc.

Learning Activities:

Day 4: *Continued*



Gather students together in a circle with their visual representations of themselves, their self portraits. Determine how students will share such as the order of presentation and how much time they each have.

Part 2: Summarizing

- Say, *As we read and listen today, we will focus on the part of the story after Irene and her siblings come home from Boarding School for the summer. Irene's dad was determined not to send them back to the Boarding School. Listen and look for the text clues and evidence of his plan when the agent came back to the house at the end of summer. After we read we will put the steps together of his action plan.*
- Read aloud or listen to the story, *I am Not a Number*, a fourth time.
- Using the Weekly Template for Modeling Action Planning ([📄 Slides](#) / [📄 PDF](#)), guide students through a discussion identifying the key steps to the plan to keep them home from the Boarding School.
- Say, *Next week is our final week in this unit. You will be completing your Action Plans for your Community Needs Project and sharing your plans with the class.*

Closing the Week

Embedded Assessment

- Revisit the Essential Question:
 - *How have the characters in each of our texts been a positive change agent in their communities?*
 - *How have their communities benefited as a result of those actions?*
- Record responses on a running **Anchor Chart** ([📄 Word](#) / [📄 PDF](#)).

Day 5:

Explore the extension activities or use the day to catch up on lessons and activities from the unit.

***Irene's mother told her
"Never forget home
or our ways.
Never forget us.
Never forget who
you are."***

Extension Activity 1: Show and Teach

Invite students to bring in one item from home, an artifact, that reminds them to never forget their cultural ways or family traditions. Invite students to share their item in a Sharing Circle where they can share what their artifact is and why it is important.

The item could be connected to language, ceremony, identity. Families often have things that are passed down from generation to generation. These could be stories, recipes, traditions, objects. Examples of items a student may choose to bring to share: Indigenous doll, ribbon skirt, feather, pictures, herbs, sage, cedar, rocks etc.

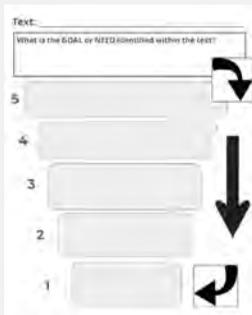
Lesson Narrative and Timeline

Stage 2 Performance Task

Resources:



Qualities of a Native Scholar adapted with adult and student friendly “I can” statements.



Weekly Template for Modeling Action Planning
([Slides](#) / [PDF](#))

Does the student's action plan include drawing or images that represent a need within their community and illustrate sequential action steps to execute their plan?		
4 or more visual representations	3 visual representations	2 or less visual representations that may be hard to recognize
Does the student's description include a written description for each step of the action plan?		
2 or more sentences	1 sentence	Words and/or letters not yet forming and/or sentences

As Unit 3 comes to a close, it is recommended that you spend week 9 on the following activities:

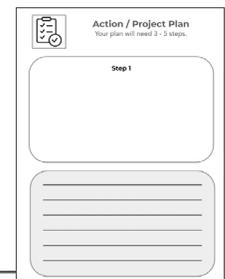
- **Unit Closure:** Circling back to the unit essential questions and engaging students in discussion and reflection of the texts they have read and activities they have completed.
- **Extension Activities:** Going back to the weekly lesson narratives and engaging students in some of the extension activities outlined for each text.
- **Stage 2 Performance Assessment:** My Community Need Action Plan and Presentations

Refer back to Stage 2 and the links for supporting student resources and templates. There are two parts to Stage 2. Part 1 should have been completed earlier on in the unit. They are listed below for reference.

Part 1:

With the community need you identified in Unit 2, prepare a project plan. This can be a simple action plan. You will prepare a visual and/or oral presentation showcasing your plan (a sequence of three or more actions), describing how you (and possibly others) would be involved in making a change.

Resource: My Community Need Project/Action Plan - Student Planning Template ([PDF](#) / [Slides](#))



Part 2:

Present to the class and community audience members.

Recommended Timeline:

Day 1 and 2: Provide time for students to complete Part II. Be prepared to offer guidance through individual and small group assistance as needed for your students. Allow students time to practice their presentations as time allows with a small audience.

Day 3 and 4: Part III Presentations - You will need to decide if all students will present on one day or across two days and who will be a part of the audience in addition to your class.

Assessment:

My Community Need Project/Action Plan Presentation Assessment Rubric
([PDF](#) / [Word](#))

Unit Closure Discussions

Re-engage students with the Unit 3 Essential Understandings and Essential Questions

If you didn't have time in week 8 or any prior weeks, circle back to the unit Essential Questions. Record responses on a running Anchor Chart.

(📄 [Word](#) / 📄 [PDF](#))

Essential Questions

- How do you recognize when something needs to be changed?
- How do our Core Values, Cultural (language and traditions), and our beliefs shape who we are, our identity?
- What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?
- How have the characters in each of our texts been a positive change agent in their communities?
- How did each character accomplish bringing positive change to their families and communities?
- What steps or actions did they need to take?
- How have their communities benefited as a result of those actions?
- What is the relationship between Core Values, leadership, and advocacy?
- How does someone become a voice for their community?
- What role do our Core Values and beliefs play in healing and wellness?
- What role does listening play in building relationships with community?

Enduring Understandings

- Change and adaptations are a normal part of cycles.
- Learning requires exploration of one's identity.
- Our Core Values help us identify who we are as a Good Relative.
- Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Learning involves recognizing the consequences of one's actions.
- Youth have a voice and can make a difference.
- The best way to learn about people is to listen to them.

Note: EU 2 and 6 are First Peoples Principles of Learning.

Lead students in a class discussion.



Teacher Tip: Have chart paper or a whiteboard available to record student responses. Consider engaging students in elbow partner chats when able.

WEEK 9 - Unit Closure

Say, *During the Unit Launch, we focused on the Qualities of a Native Scholar. Remember our broad EQ, How can I develop and demonstrate the characteristics of a Native Scholar? Let's reflect on what we have read and learned within Unit 3.*

How did we demonstrate our skills as a Native Scholar in this unit?

Are there any ways that were different from Unit 1?

- Review and reread the "I Can" Version of the Qualities of the Native Scholar.
- Provide time for students to think and reflect.
- Guide students in a discussion of how they demonstrated Native Scholar qualities.

After the discussion, engage students in the Meditation and Tapping Mantra:



Meditation and Tapping Mantra

- I am a Native Scholar.
- I embrace my community and their Core Values.
- Through Native Lit I will find my voice and call to action.
- I will be the Native Scholar I am.