

NATIVE LITERATURE & HISTORY PROGRAM DESIGN

KINDERGARTEN YEARLONG

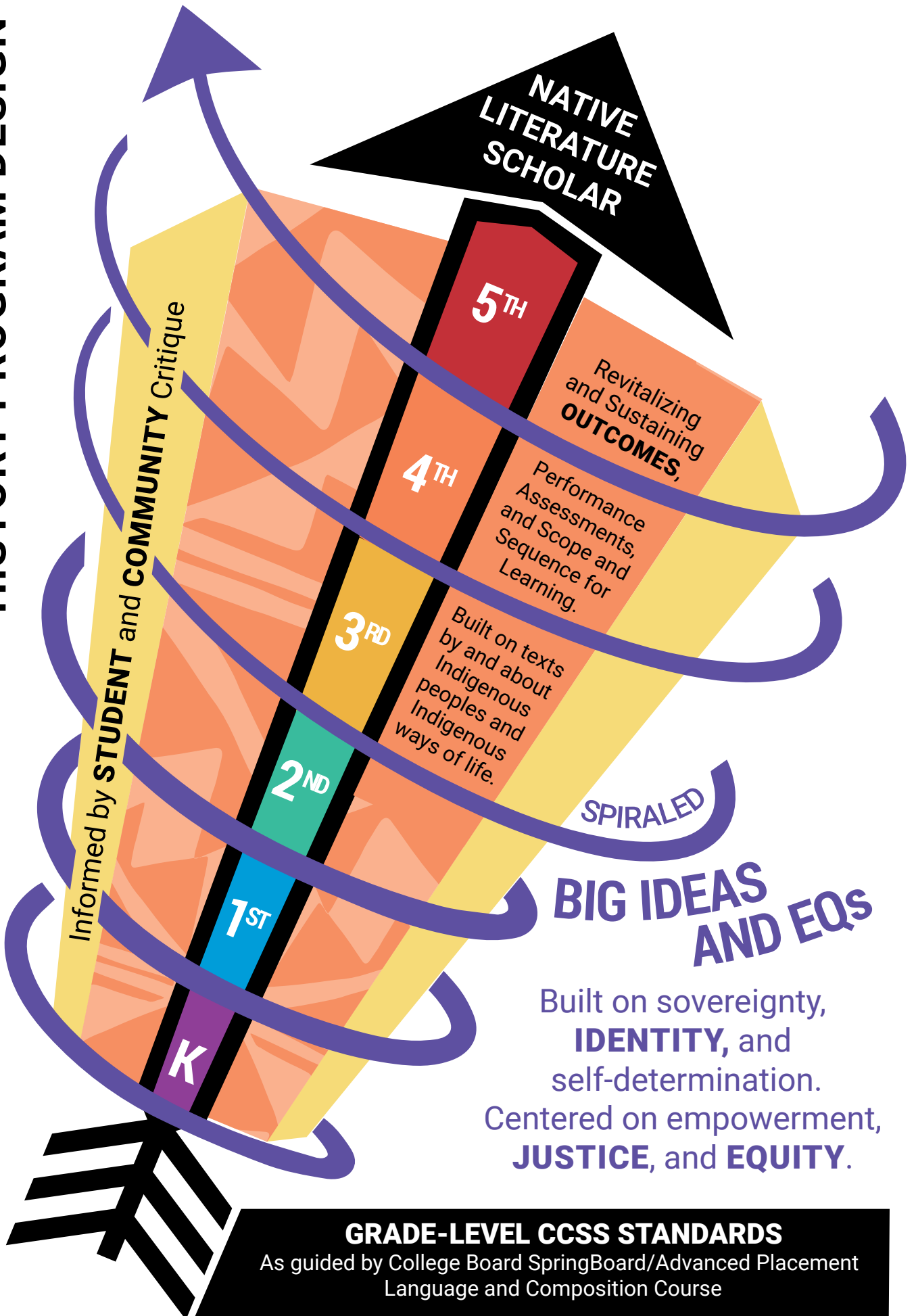


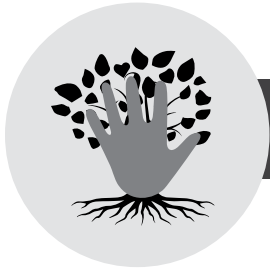
KINDER

Native Literature
Scholar

**RESPECT
PERSEVERANCE
COMMUNITY**

NATIVE LITERATURE & HISTORY PROGRAM DESIGN





Designer Positionality Statements

SANDRA SANDOVAL: Sandra Sandoval is an elementary school educator and a member of the Navajo Nation in New Mexico. Sandra's aspiration to become an educator was inspired by educators from elementary through graduate school. Currently, she teaches kindergarten at Native American Community Academy, and is focused on mastering the art of providing indigenous project-based education to young Native children.

LARISSA AGUILAR: Is from San Ildefonso and Santa Clara Pueblo located in New Mexico. She is a mother of two: Janell (15yrs old) and Lorenzo (7yrs. old). Her inspiration to teach comes from her family and community because she wants to teach the next generation the importance of who they are, where they come from and the importance of their language and culture. Currently, she works at Kha'p'o Community School as a kindergarten teacher.

JEN FLAHERTY: Jen Flaherty is the kindergarten teacher for Kwiyyagat Community Academy on the Ute Mountain Ute tribal lands. Providing an equal opportunity for quality education to all students drives her passion for teaching.

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.

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Program-Wide: Resources For Design

[!\[\]\(bd1a142de767a21e5362c595f844a4ff_img.jpg\) **Equity Glossary**](#)

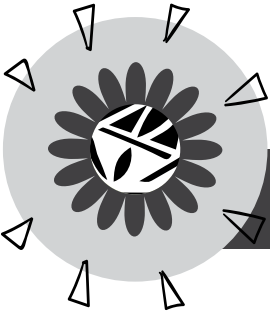
[!\[\]\(e2376d476d06eb31946dc01a69a4403a_img.jpg\) **White Supremacy Resources** \(*Slavery/Capitalism • Genocide/Colonialism • Orientalism/War*\)](#)

[!\[\]\(74d4806277d7e73349d8e8c0897931e9_img.jpg\) **Dził Dit'ooí School of Empowerment, Action and Perseverance - DEAP School resources**](#)

[!\[\]\(0aff635c4179ba9e710b00f4b01d3b20_img.jpg\) **UNDRIP - United Nations Declaration of Right for Indigenous Peoples**](#)

[!\[\]\(830769b31eeeaca920791081939ff8ba_img.jpg\) **NISN Native Literature Reading List**](#)

[!\[\]\(0b5e7e25e8775f7e7e80906ada4f0021_img.jpg\) **NISN past curriculum in Indigenous Humanities**](#)





Program-Wide:

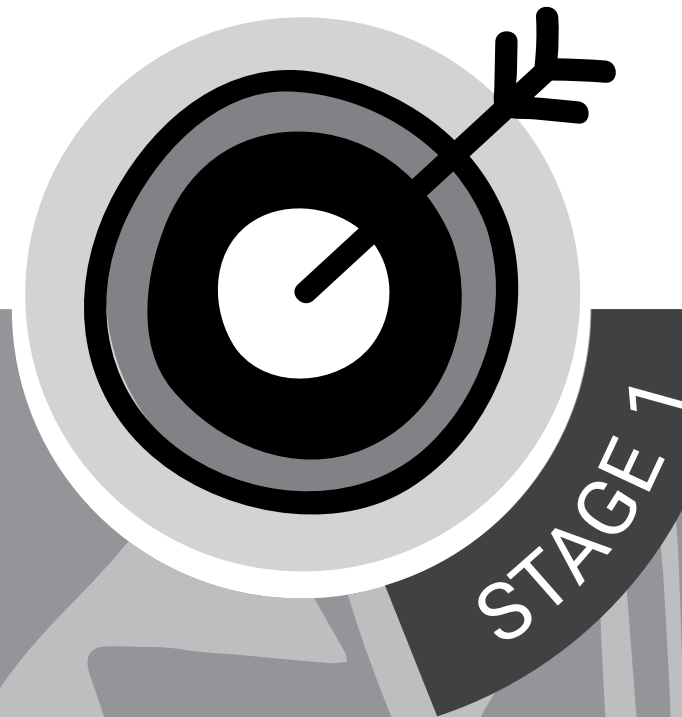
Big Ideas, EQS and Outcomes

<p>Big Idea</p>	<p>Core Values</p> <ul style="list-style-type: none"> • Kha’p’o: <ul style="list-style-type: none"> ◦ Respect ◦ Responsibility ◦ Compassion ◦ Community ◦ Perseverance ◦ Generosity • Kwiyagat: <ul style="list-style-type: none"> ◦ Culture and Language ◦ Competency ◦ Character and Wellness ◦ Community Connections • NACA: <ul style="list-style-type: none"> ◦ Respect ◦ Responsibility ◦ Community/Service ◦ Culture ◦ Perseverance ◦ Reflection 	<p>Community Responsibility and Action</p> <ul style="list-style-type: none"> • Social justice, anti-bias/anti-racist • Connecting to self, place, community, and civics 	<p>Native Scholar <i>(as a segue into 6th-12th grade Native Literature program)</i></p> <ul style="list-style-type: none"> • Discourse around text. Understand and articulate what they read and present in written form and orally. • Speaking, listening, writing, reading domains.
<p>EQ</p>	<p>How can my Core Values help me understand who I am and my relationship to the world around me?</p>	<p>How can my Core Values help me understand and connect to my community in a good way?</p>	<p>How can I use comprehension strategies and structured discourse around Native literature to help me understand myself and my connections to others and the world around me?</p>

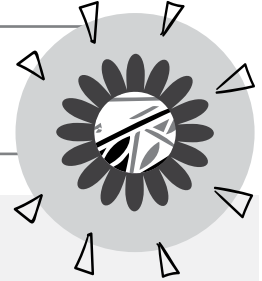
DESIRED RESULTS

REFERENCES

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



BIG IDEAS



- **Skills-based:**

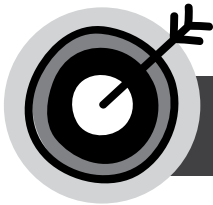
- Reading
- Writing
- Speaking
- Listening
- Language

- **Native Literature/ Core Values Based:**

- Ute Mountain (Indigenous) Identity
- Relationships
- Wellness

- **SEL Based:**

- Kindness
- Friendship
- Empathy



EQs and EUs

Essential Questions

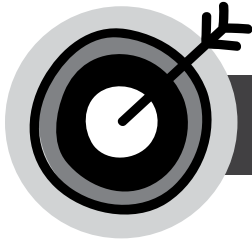
(based on yearlong Big Idea)

- **Skills-based:**
 - What does it mean to be a good listener, speaker, and presenter?
- **Native Literature/Core Values Based:**
 - What does it mean to identify as a Native student?
 - How will the foundation be set to becoming a Native Scholar?
 - Character, competency
 - Relationships and the human experience
 - Core Values
- **SEL Based:**
 - What is the importance of being kind to others and myself?
 - Why do I care about being a good friend?

Enduring Understandings




(based on yearlong Big Idea)

- **Skills-based:**
 - To be able to listen allows me the opportunity to learn.
- **Native Literature/Core Values Based:**
 - Develop a proud sense of self identifying as Indigenous and know my identity are my roots in this world.
 - To create relationships that center around respect, kindness, and empathy.
 - Start the process of understanding the history of Indigenous people which creates cultural knowledge and extends the belief that they can be authors, teachers, healers.












Anchor Standards

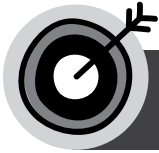
REFERENCES

-  [English Language Arts Anchor Standards](#)
-  [EngageNY/Expeditionary Learning Scope and Sequence of Standards](#)
-  [New Mexico Social Studies Standards](#)

Reading:

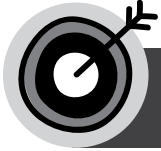
Literature or
Informational

-  [CCSS.ELA-LITERACY.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
-  [CCSS.ELA-LITERACY.RL.K.2](#) With prompting and support, retell familiar stories, including key details.
-  [CCSS.ELA-LITERACY.RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.
-  [CCSS.ELA-LITERACY.RL.K.4](#) Ask and answer questions about unknown words in a text.
-  [CCSS.ELA-LITERACY.RL.K.5](#) Recognize common types of texts (e.g., storybooks, poems).
-  [CCSS.ELA-LITERACY.RL.K.6](#) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
-  [CCSS.ELA-LITERACY.RL.K.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
-  [CCSS.ELA-LITERACY.RL.K.9](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
-  [CCSS.ELA-LITERACY.RL.K.10](#) Actively engage in group reading activities with purpose and understanding.



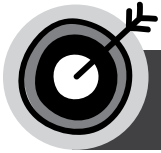
Anchor Standards *continued*

<p>Writing</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 📖 CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 📖 CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 📖 CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 📖 CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 📖 CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 📖 CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<p>Speaking + Listening</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 📖 CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 📖 CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.



Anchor Standards *continued*

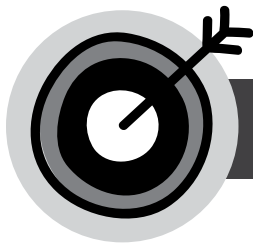
<p>Speaking + Listening <i>continued</i></p>	<ul style="list-style-type: none"> 📌 CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 📌 CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 📌 CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 📌 CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. 📌 CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
<p>Language</p>	<ul style="list-style-type: none"> 📌 CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 📌 CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters. 📌 CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs. 📌 CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 📌 CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 📌 CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 📌 CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities. 📌 CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 📌 CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun I.



Anchor Standards *continued*

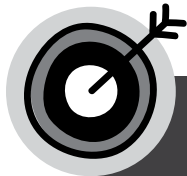
Language
continued

- 📖 **CCSS.ELA-LITERACY.L.K.2.B** Recognize and name end punctuation.
- 📖 **CCSS.ELA-LITERACY.L.K.2.C** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- 📖 **CCSS.ELA-LITERACY.L.K.2.D** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 📖 **CCSS.ELA-LITERACY.L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- 📖 **CCSS.ELA-LITERACY.L.K.4.A** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- 📖 **CCSS.ELA-LITERACY.L.K.4.B** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- 📖 **CCSS.ELA-LITERACY.L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- 📖 **CCSS.ELA-LITERACY.L.K.5.A** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- 📖 **CCSS.ELA-LITERACY.L.K.5.B** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- 📖 **CCSS.ELA-LITERACY.L.K.5.C** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- 📖 **CCSS.ELA-LITERACY.L.K.5.D** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- 📖 **CCSS.ELA-LITERACY.L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



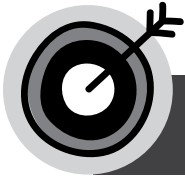
Social Studies Standards

<p>STRAND : History</p>	<p>Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience</p> <p>K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions. 1. Identify the customs, celebrations, and holidays of various cultures in New Mexico.</p> <p>K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures. 1. Demonstrate an awareness of community leaders</p> <p>K-4 Benchmark I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries. 1. Identify the local, state, and national symbols (e.g., flag, bird, song).</p>
<p>STRAND : Geography</p>	<p>Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</p> <p>K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments. 1. Define relative location of items in the physical environment in terms of over, under, near, far, up, and down. 2. Define personal direction of front, back, left, and right.</p> <p>K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present 1. Identify family customs and traditions and explain their importance.</p> <p>K-4 Benchmark II-D: Understand how physical processes shape the Earth’s surface patterns and biosystems. 1. Describe the Earth’s physical characteristics.</p>



Social Studies Standards continued

<p>STRAND : Geography</p>	<p>K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p> <ol style="list-style-type: none"> 1. Identify classroom population <p>K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.</p> <ol style="list-style-type: none"> 1. Identify natural resources.
<p>STRAND : Civics and Government</p>	<p>Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p> <p>K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.</p> <ol style="list-style-type: none"> 1. Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials). <p>K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.</p> <ol style="list-style-type: none"> 1. Recognize and name symbols and activities of the United States, New Mexico, and tribes, to include: <ol style="list-style-type: none"> a. United States symbols to include the flag, bald eagle, monuments b. New Mexico symbols to include the flag, Smokey Bear, State Bird, chili c. tribal symbols and activities to include Feast Days, pottery, arts, storytelling. <p>K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States.</p> <ol style="list-style-type: none"> 1. Describe and provide examples of fairness. <p>K-4 Benchmark III- D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.</p> <ol style="list-style-type: none"> 1. Describe what is meant by citizenship. 2. Explain what is meant by “good citizenship,” to include: <ol style="list-style-type: none"> a. taking turns and sharing b. taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others.



Social Studies Standards *continued*

STRAND :
Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).

1. Understand that basic human needs are met in many ways.

K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.

1. Understand the concept of product (something produced by human, mechanical, or natural process).

2. Understand the importance of jobs

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn who they are as native children, so that in the long-run, on their own, they will be able to introduce themselves to the elders and community in their native language.

We want our students to learn to listen, speak, read, and write, so that in the long-run, on their own, they will be able to create a world around them that takes all human experiences into account while rooting themselves in their identity, community, and culture.

We want our students to learn about themselves, their culture, and the world around them through Core Values and Native Literature, so that in the long-run, on their own, they will be able to be a strong and confident Native American student and member of their community.





Performance Assessment

[Use GRASPS](#)

Assessments for units 1-5: Teachers can choose from the 3 options per unit.

Goal:	Students will create pieces to put in their portfolios that demonstrate an understanding of their identity, the wonders of nature, their community, and the natural wonders of the world.
Role:	Students will take on the role of a teacher. Students will introduce themselves in their native language and welcome their guests. They will display their work and talk about why it is special to them.
Audience:	Your audience will be peers and community members (staff, parents) from your school.
Scenario:	As a student, every day is an opportunity to be open to learning and adapting to new information, and taking that new information to showcase understanding and mastery.
Product:	Students will create a portfolio of 5 of your best pieces of work
Standards:	See page 9

Reading Responses:

Reading worksheet responses that teachers can use for each lesson:

- [Vocabulary Web](#)
- [Story Elements](#)
- [Retelling stories](#)

Origin:

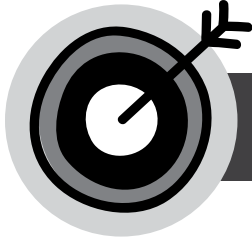
[Document that has the origin of the author, literature, and/or characters.](#)

Vocabulary:

[List of vocabulary](#)

SCOPE + SEQUENCE





UNIT 1: Self Identity and Core Values

Core Texts:

- ***Bowwow Powwow*** by Nicola I. Campbell (Okanagon, First Nations)
- ***Jingle Dancer*** by Cynthia Leitich Smith (Muscogee)
- ***Fry Bread*** by Kevin Noble Maillard (Seminole Nation)
- ***Hungry Johnny*** by Cheryl Minnema (Ojibwe)
- ***Kunu's Basket*** by Lee DeCora Francis (Penobscot Indian Nation)
- ***The First blade of Sweet Grass*** by Gabriel Frey and Suzanne Greenlaw (Wabanaki)
- ***Swift Fox All Along*** by Rebecca Thomas (Mi'kmaq, Mi'kmaw)
- ***You Hold Me Up*** by Monique Gray Smith (Mi'kmaq, Mi'kmaw)
- ***The War Shirt*** by Bently Spang (Northern Cheyenne)
- ***First Laugh, Welcome Baby!*** by Nancy Bo Flood and Rose Ann Tahe (Navajo Nation)

Essential Questions:

- Who am I and what makes me unique?
- What is my story and where do I come from?
- How can we be responsible individuals?
- How can we be responsible family members and members of a group?
- How can we show respect to self, others and nature?
- How do our traditions make us who we are? (farming, dancing, hunting, food etc.)
- What is my role within our classroom?
- How do I show respect and community to my classmates?



Performance Assessment

[Use GRASPS](#)

There are two other assessments created for this unit, if you wish to choose another assessment the [slide link is provided here.](#)

Goal: Students will show how they represent their identity and community through dance, art, singing, or presentation about their family

Role: Students will be the presenter showing their peers what they learned from an elder in their community.

Audience: Classroom peers, parents, and/or community

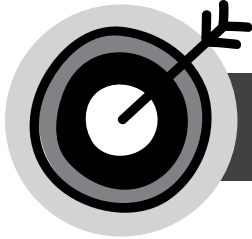
Scenario: Students will pick one way they want to represent themselves. Some students dance powwow, some students sing, some students are an artist, and some love to share information about their family.

Product: A dance, song, drawing/painting, or presentation

Standards: [SL.K.4](#) I can use details when I tell about people, places, and things.

Key Equity Term(s):

- Culture
- Ethnicity
- Diversity
- Race



UNIT 2: Wonders of Nature

Core Texts:

- ***Rabbit's Snow Dance*** by James Bruchac and Joseph Bruchac (Iroquois)
- ***Native American Animal Stories*** by Joseph Bruchac (Choctaw)
- ***Molly of Denali: Berry Itchy Day*** by Teri Sloat (Alaskan)
- ***Berry Magic*** by Teri Sloat (Alaskan)
- ***Birdsong*** by Julie Flett (Cree)
- ***The Great Race of the Birds and Animals*** by Paul Goble (Passamaquoddy)
- ***Thanks to the Animals*** by Allen J. Sockabasin (Northern Cheyenne)
- ***Antelope Woman: An Apache Folktale*** by Michael Lacapa (Apache)

Essential Questions:

- Are there animals that can improve our way of life?
- What can humans do to help protect the animals?
- Why is it our responsibility as humans to protect the animals?
- What are the patterns we see with animals and weather?



Performance Assessment

 [Use GRASPS](#)

There are two other assessments created for this unit, if you wish to choose another assessment the  [slide link is provided here.](#)

Goal: Students will become an expert on one animal and present five important facts about the animal.

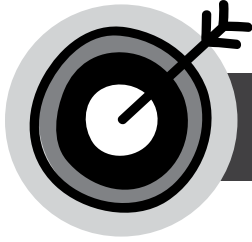
Role: Students will be an animal expert on one of the animals they draw. There will be five animals (brown bear, eagle, salmon, turtle, and bumblebee), students will be assigned an animal using the wheel of names.

Audience: Classroom peers, parents, and/or community

Scenario: Students will work together with their animal group, each student will pick one fact about the animal and search for information on that fact.

Product: Students will present as a group, but each student will need to vocally share the information they found fascinating to them and why.

Standards:  [L.K.5](#): I can tell how words are used in real-life.



UNIT 3: My Community

Core Texts:

- ***Shaped by her hands: Potter Maria Martinez*** by Barbara Gonzales (San Ildefonso Pueblo)
- ***Grandfather Story Teller*** by Pablita Velarde (Santa Clara Pueblo)
- ***Go Show the World*** by Wab Kinew (Native American Heroes)
- ***The Hoop Dancer's*** by Teddy Anderson (Tlingit)
- ***Yetsa's Sweater*** by Sylvia Olsen (Coastal Salish)
- ***Turquoise Boy: A Navajo Legend*** by Terri Cohlen (Navajo)

Essential Questions:

- How can you use language to empower yourself and your community?
- What can we learn from our community?
- What are ways in which you interact with others in your community?
- What can communities learn from natural systems to improve our common future?

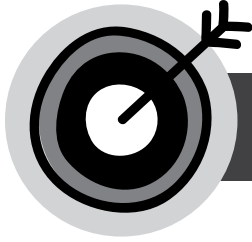


Performance Assessment

Use GRASPS

There are two other assessments created for this unit, if you wish to choose another assessment the [slide link is provided here.](#)

Goal:	Students will describe how the community helpers/leaders use their language and culture to help their community members.
Role:	Students will be the presenter
Audience:	Classroom peers, parents, and/or community
Scenario:	Students will go out in the community with their parents and interview a community leader. How does the leader help community members? How fluent is the community leader in your language? How and why did the community leader choose their career in leadership?
Product:	Students will invite the community leader to the classroom, introduce them, and visitors will talk to students about their role.
Standards:	<p> L.K.6 - I can use the new words I learn in different ways to show that I know what they mean.</p> <p> SL.K.4 - I can use details when I tell about people, places, and things.</p>



UNIT 4: Natural Wonders of the World (Plants)

Core Texts:

- ***Celebrate My Hopi Corn*** by Anita Poleahla (Hopi)
- ***Watch Over Our Water*** by Lisa Bullard (Inspired by Indigenous led movements)
- ***We Are Water Protectors*** by Carole Lindstrom (Standing Sioux Tribe/ Ojibwe Tribe)
- ***Johnny's Pheasant*** by Cheryl Minnema (Ojibwe)
- ***Nibi Emosaawdang/The Water Walker*** by Joanne Robertson (Ojibwe)
- ***Giving Thanks: A Native American Good Morning Message*** by Chief Jake Swamp (Mohawk)
- ***When The Shadbush Blooms*** by Carla Messinger, with Susan Katz (Lenni Lenape)
- ***The Earth Made New - Plains Indian Stories of Creation*** by Paul Goble (Plains Indian)

Essential Questions:

- What is already happening in our community to preserve culture and natural resources?
- Why is your community unique and special?
- What can people do to make a positive impact within their community?
- How can we protect the Natural Wonders of the World?
- How are we all connected?
- How have the needs of people been affected by oppression and/or privilege?



Performance Assessment

 [Use GRASPS](#)

There are two other assessments created for this unit, if you wish to choose another assessment the  [slide link is provided here.](#)


Goal: Students will visit one place in their community that is helping Mother Earth and her resources.

Role: Students will be the presenter

Audience: Classmates, parents, and/or community members

Scenario: Students find one place in their community that is helping to protect or keep Mother Earth. If there are none in the community, what would the student want their community to help with?

Product: Presentation about one protector of the Earth or a plan to start a service.

Standards:  [W.K.8](#) - I can use what I know and have read about to answer questions.