

# NATIVE LITERATURE PROGRAM DESIGN

11/12<sup>th</sup> GRADE



**UNIT 4**

Synthesis



UNIT 4

Synthesis

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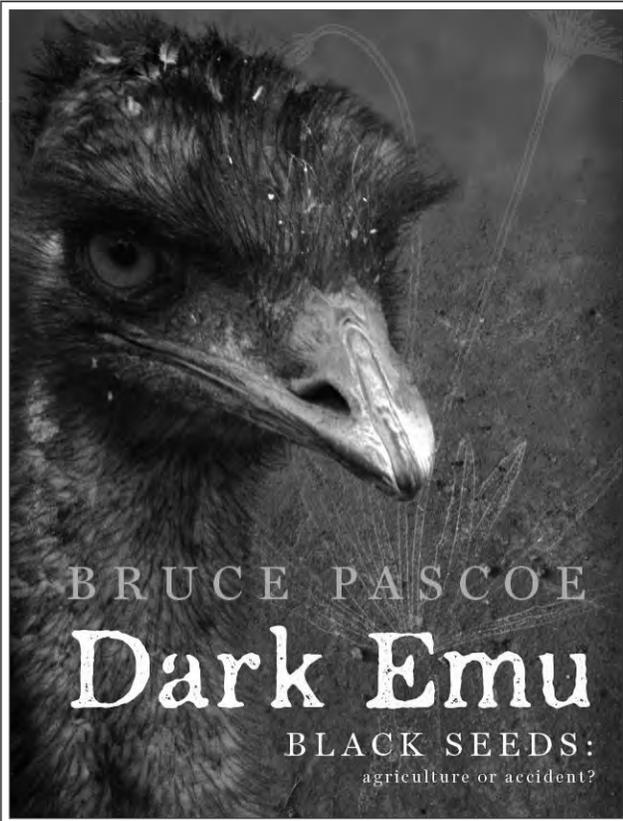
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**Core Texts:**



***Dark Emu***

by Bruce Pascoe

**Genre:** Non-fiction; History

**Story Origin:** Aboriginal

**Grade level:** 9 - 12

**Lexile Level:** 1320L

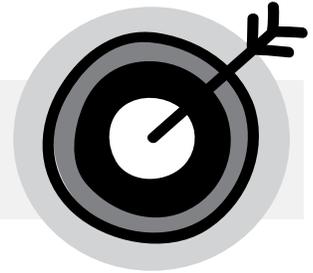
**Unit Supporting Texts - Non-Fiction:**

- [!\[\]\(1e63609ed98a835f4eb8c01936fe5abe\_img.jpg\) A real history of Aboriginal Australians, the first agriculturalists, Bruce Pascoe](#)
- [!\[\]\(894ed1eaf67f827f170900945f995ae3\_img.jpg\) Cornell Notes: C.H.O.R.E. Chart](#)
- [!\[\]\(667a6241441d64e420cc3455b8ca30eb\_img.jpg\) Summary of Expectations Template](#)
- [!\[\]\(cb9705be8985eff5e7983ed16a9ace3c\_img.jpg\) Applying Ginsberg Principles to Teaching](#)
- [!\[\]\(2d8aaf897f4e34419eb074187b95c3bc\_img.jpg\) Native-Land.ca](#)
- [!\[\]\(a38e8b85e539eeea59c2ea413004a32d\_img.jpg\) United Nations Declaration on the Rights of Indigenous Peoples](#)

## UNIT 4 - DESIRED RESULTS

### BIG IDEAS

### Indigeneity and Conservation



#### Essential Questions

(based on yearlong Big Idea)

- How does writing shape our understanding of the relationship between Indigeneity and conservation of the natural environment?

#### Enduring Understandings

(based on yearlong Big Ideas)

- Writing shapes how we perceive the relationship between Indigeneity and conservation of the natural environment.
- Writing from the perspective of settler colonialists tends to minimize the importance of Indigenous knowledge for supporting conservation.
- Writing can also integrate Indigenous knowledge into solutions for contemporary conservation problems.

#### Key Equity Terms:

- Settler colonialism
- Cultural racism



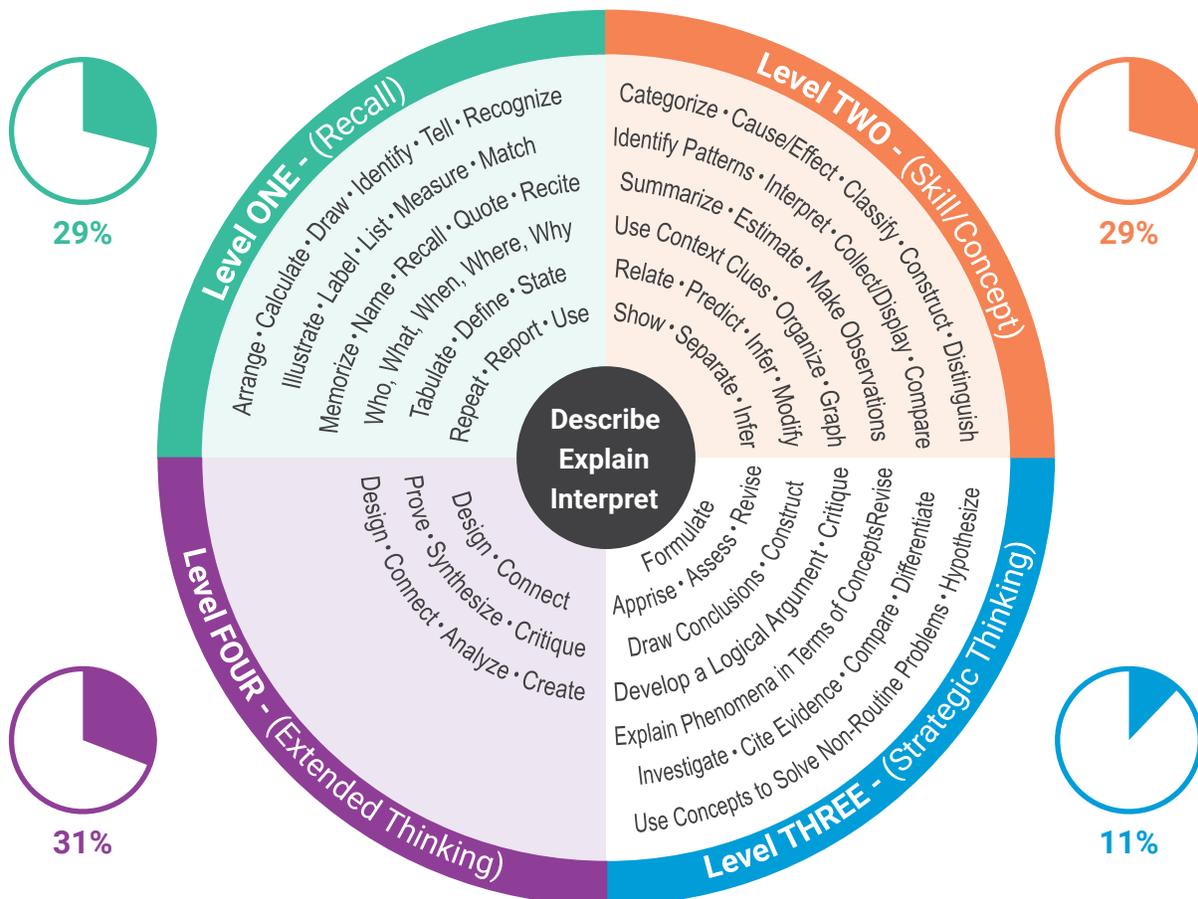
### UNIT Depth of Knowledge (DOK) Levels

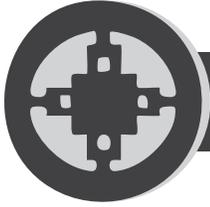
Research overwhelmingly shows a strong positive correlation between student engagement and academic success, retention, and overall student well-being. In the spring of 2025, NISN conducted an audit of the Native Lit curriculum for both Depth of Knowledge (DOK) and Universal Design for Learning (UDL) 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](http://udlguidelines.cast.org)



### UDL Guidelines

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

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 <b>Welcoming Interests &amp; Identities</b>	Design Options for <b>Perception</b>	Design Options for <b>Interaction</b>
<b>Access</b>	Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.1, 15.2, 16	Lessons: 1, 4, 5, 6*, 9, 12, 15.1*, 15.2	Lessons: 1, 4, 5, 8, 10, 11, 12, 13, 15.1
	Design Options for <b>Sustaining Effort &amp; Persistence</b>	Design Options for <b>Language &amp; Symbols</b>	Design Options for <b>Expression &amp; Communication</b>
<b>Support</b>	Lessons: 1, 3, 4, 5, 6, 8, 10, 11, 12, 14, 15.1, 15.2	Lessons: 2, 3, 4, 5, 6, 10, 13	Lessons: 1, 2, 4, 5, 6, 8, 10, 11, 12, 14, 15.1, 15.2
	Design Options for <b>Emotional Capacity</b>	Design Options for <b>Building Knowledge</b>	Design Options for <b>Strategy Development</b>
<b>Executive Function</b>	Lessons: 1, 4, 5, 6, 7, 8*, 11, 12, 15.1, 16	Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.1	Lessons: 6*, 8*, 16



#### 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

## UNIT 4 - ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn to integrate information from a variety of Indigenous sources and perspectives, so that in the long-run, on their own, they will be able to collaborate to solve complex conservation problems.

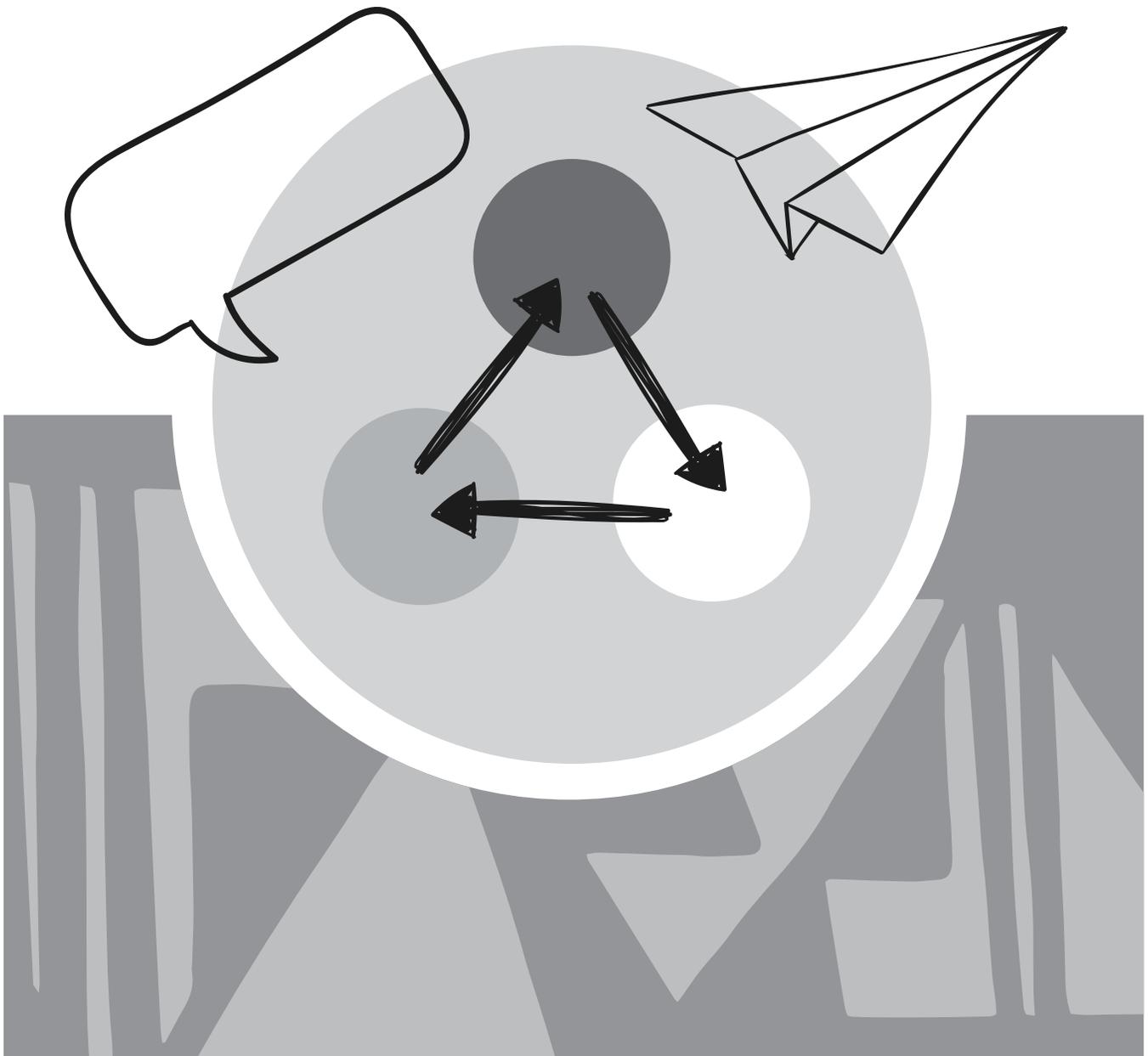


### Performance Assessment

**USE GRASPS**

<b>Goal:</b>	Collaborate with your classmates to bring together research from multiple sources to inform a community conservation partner about an important issue.
<b>Role:</b>	Indigenous scholar.
<b>Audience:</b>	Community partner.
<b>Scenario:</b>	<p>As a community of Indigenous scholars, your words can make an impact. You will work with your teacher and classmates to partner with a local conservation community group.</p> <p>You will work with the group to identify an issue to research. Then, you will work with your classmates to research the issue from multiple perspectives. You should consider multiple sources of information: publicly available information, photos and videos, interviews with community members, and legal documents or research reports.</p>
<b>Product:</b>	1,000-1,500 word report which synthesizes evidence from multiple sources that represent a variety of perspectives in response to a community issue.
<b>Standards:</b>	<a href="#">See Appendix page 43</a>

# UNIT 4 - SCOPE + SEQUENCE



### LESSON 1: UNDRIP

**Topical EQ:** What is UNDRIP?

## Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:** What are some important human rights? (Students can respond on a digital/physical whiteboard.)

### Mini-lesson:

1. T: Let's look at this list of rights. Many of the rights that you named are the rights of individuals, like the right to vote, but they've also been recognized as belonging to groups over time.
2. T: In 2007, the United Nations adopted the UN Declaration of the Rights of Indigenous Peoples. Today, we're going to examine the UNDRIP to understand the rights of Indigenous peoples—as individuals, and importantly, as cultural groups—around the world.
3. T: Let's start by reading the introduction to the [UNDRIP in the adolescent guide \(p. 5-10\)](#). (Distribute printed/digital copies and read aloud with the class).
4. Discuss:
  - a. How does the declaration define Indigenous peoples?
  - b. What's the relationship between indigeneity, land, and colonialism?
5. There are 46 rights outlined in the declaration. Today we're going to read and illustrate the rights to create a display for our classroom wall. I'll assign each of you an article number. I'd like you to read about the right in the article and then create an illustration of that right. You can also include a 1-3 word description and include the article number on your illustration.
6. Model illustrating a right from one of the declaration versions. Teacher's note: Use the adolescent-friendly summaries in the guide or access the [official declaration](#) to encourage students to practice with legal vocabulary.

### Workshop:

1. Assign articles to individuals or pairs for illustration.
2. Support students in drafting the brief summaries and illustrations.

**Closing:** Ask students to briefly describe their rights before hanging the illustration in the classroom display.

**Homework Extension:** Students can choose one right and draft a reflection on the extent to which their Indigenous rights are/have been respected in the contemporary moment or historically.

LESSON 1: *continued*

 **Key Equity Term:** Indigeneity

## Anchor Standards:

<p><b>Reading:</b> <b>Informational</b></p>	<p> <b>CCSS.ELA-LITERACY.RI.11-12.3</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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## Embedded Assessment(s)

Indigenous Right Illustration: Students will draft illustrations and 1-3 word descriptions of an Indigenous right described in the UNDRIP.

**LESSON 2:** Introduction to Dark Emu

**Topical EQ:** For what purposes did Bruce Pascoe write *Dark Emu*?

**Lesson Narrative:**

**Suggested Timeframe:** 1 45-minute lesson

**AIM:** In your own words, define the term Indigenous. What relationship does it have to land? What relationship does it have with colonialism?

**Mini-lesson:**

1. T: For the next few weeks, we're going to be reading from Bruce Pascoe's *Dark Emu*, a book about the history of aboriginal Australia when European settlers first arrived. Does anyone know what the term aboriginal means? It's synonymous with Indigenous, but often used to describe the Indigenous peoples of Australia.
2. Before we read the book, let's watch a TED Talk by the author to see what connections we can make to the UNDRIP. Option 1: As we watch, we'll annotate the video (use Hypothesis browser extension). We'll add notes and descriptions where we see connections to the rights we summarized yesterday. Option 2: As we watch, we'll create a t-chart to connect UNDRIP rights with Pascoe's argument.  [Link](#) (Turn on closed captions.)
3. Pause to model example at 1:00. Connect indigenous farming of grain and tubers to UNDRIP article to Article 31 "flora and fauna" and Article 26 "right to land traditionally owned, occupied, and used". Discuss: what kinds of evidence is Pascoe using?
4. Pause to model example at 1:45. What Article might you connect his description of storing grain to? (Article 20: "right to secure subsistence and development.") Discuss: whose voices and experiences does Pascoe center?

**Workshop:**

1. Pause again at 5:00.
  - a. What examples have students found?
  - b. What argument is Pascoe making?
2. Discuss:
  - a. What audience is Pascoe speaking to? How do you know?
  - b. Why might he make this choice for his audience?
  - c. Why might proving that Indigenous people were using the land to farm, etc. be important today?

**Closing:** Exit ticket: Write a reflection on how you might recommend Pascoe adapt his argument for a primarily aboriginal or Indigenous audience.

### LESSON 2: *continued*

**Homework Extension:** Students can rewrite a 1-minute section of Pascoe’s TED Talk for an Indigenous audience.

 **Key Equity Term:** Indigenous

## Anchor Standards:

<b>Writing</b>	 <b>CCSS.ELA-LITERACY.W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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## Embedded Assessment(s)

Argument Adaption: Students can consider argument and audience by making recommendations for revision to address an Indigenous audience.

## LESSON 3: Aquaculture Integrating Multiple Sources

**Topical EQ:** How does Pascoe integrate multiple sources of information to describe a landscape?

### Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:**

1. Yesterday, we watched Bruce Pascoe's TED Talk to learn about his book, *Dark Emu*. He explained how he uses historical documents, written by white settlers, to describe how Aboriginal Australians farmed and shaped the land before the colonists arrived.
2. Today, we'll read parts of a chapter called, Aquaculture. Let's use our knowledge of word parts to make a guess about the meaning of the word. (Aqua= water, culture as in agriculture, might mean growing and harvesting food from water.)
3. Today, we're thinking about how authors use sources of information because later in the unit we'll be sharing some of our own research that also draws from multiple sources.

**Mini-lesson:**

1. Read aloud and model annotating p. 68-72, noting how Pascoe integrates multiple sources of information.
  - a. Jesse Hammond historical document p. 69; note how some descriptions are paraphrased from other scholars while this is a long direct quote.
  - b. Recounting Yuin beliefs, p. 71, note how source is in a single-sentence paragraph.
  - c. Discuss: What is the effect on the reader of setting apart Robinson's description (the source) and the Yuin's practices? Why might Pascoe make this choice?

**Workshop:**

1. Students finish reading through p. 77. They should annotate at least 4 other sources, labeling the type of source included and analyzing how Pascoe integrated the source.
2. Discuss:
  - a. What types of sources did students identify?
  - b. What effective choices did Pascoe make in integrating those sources? How were those choices effective?
  - c. Are there any suggestions you have for integrating the source types in different ways?
  - d. What is Pascoe arguing about aquaculture?

**Closing:** Exit ticket: Which sources of information did you find most reliable? Why?

## Anchor Standards:

<p>Reading: Informational</p>	<p> <b>CCSS.ELA-LITERACY.RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>
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## Embedded Assessment(s)

Source Integration Annotations: Students should share their best annotation of a source type and analysis.

**LESSON 4: Identifying the Problem**

**Topical EQ:** What's the purpose?

**Lesson Narrative:**

**Suggested Timeframe:** 1 45-minute lesson

**AIM:** Quick write: How might making Pascoe's argument about historical practices connect with the present-day UNDRIP?

Yesterday, we began reading "Aquaculture" and learned about some ways Aboriginal Australians shaped the land and water to fish in their communities. Today, we'll read more of his chapter with the goal of identifying his purpose for writing. Often, a writer's purpose is connected to a problem. Just as with stories, problems in arguments are often presented as conflicts between opposing viewpoints. So, to understand his purpose and evaluate his writing choices related to that purpose, we can start by looking for a problem he's addressing.

**Mini-lesson:**

1. Let's read together to find how Pascoe describes the problem central to his chapter. This will help us later in the unit when we're describing a problem for our own research reports.
2. Let's start reading together. Read the first paragraph of "Lake Condah and the Western District" on p. 77. Note the surprise in citing an "escaped convict." Discuss:
  - a. What does this description tell us about the source? (He is likely a white settler, sent to Australia for crimes committed in England.)
  - b. Why might Pascoe note that Buckley was an escaped convict? (He doesn't fit with the status quo of the settler government.)
3. Continue reading through the end of p. 78. Note again the juxtaposition of long direct quotes and paraphrases of Morieson documents. Discuss:
  - a. Why might the second paragraph on p. 78 paraphrase Morieson? (Summarizing across many documents).
4. Continue reading on p. 79, noting the contemporary description in contrast to the older settler's description.
5. Pause to discuss the shift in tone in 2nd paragraph on p. 79. Discuss:
  - a. Who do these first two sentences describe? (Morieson)
  - b. How does this paragraph shift the tone? (Here, we have colloquial language "leave sleeping dogs lie" and metaphors "whose minds unpick the seams.")
  - c. Why might Pascoe be drawing attention to individual white settlers who differ from the official government perspectives?
6. Draw a concept map on the board for students with the central problem: white settlers do not recognize the ways that aboriginals shaped the land and water for fishing.

### LESSON 4: *continued*

#### Workshop:

1. Students will continue reading and annotating through p. 83, focusing on how Pascoe makes an argument about the problem he's trying to address.
2. Then, students work in small groups to add to a concept map of the aspects of the problem Pascoe describes.

#### Closing: Discuss

- a. What problems in point of view do these individuals highlight?
- b. How does using multiple sources help Pascoe to meet his writing purpose?

**Homework Extension:** Read and annotate *Dark Emu* pp. 83-90. How do the sources Pascoe uses compare to those earlier in the chapter?

 **Key Equity Term:** Settler colonialism

## Anchor Standards:

<b>Reading: Informational</b>	 <b>CCSS.ELA-LITERACY.RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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## Embedded Assessment(s)

Problem concept map: Students will draw a concept map with the central problem in this chapter and 3-4 aspects of the problem using evidence from the text.

### LESSON 5: Integrating Indigenous Perspectives

**Topical EQ:** How does Pascoe integrate Indigenous perspectives in “Aquaculture”?

## Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:**

1. Make a list of the kinds of sources Pascoe has used in “Aquaculture.” Then, work with a partner to share lists and rank them by how often Pascoe uses that type of source.
2. Earlier this week, we identified the major problem Pascoe draws attention to in “Aquaculture.” Let’s summarize that problem together.
3. We also discussed the many types of sources Pascoe used to illustrate that problem. What did you notice about those sources when you ranked your lists with your partners? (Students might notice that many of the sources were from settler colonists.)

**Mini-lesson:**

1. Today, we’ll read the last few pages of “Aquaculture.” We’ll continue to think about how Pascoe uses multiple sources to describe problems, but we’ll also consider how he uses Indigenous perspectives to describe potential solutions. This will help us when we begin our own research projects in a few weeks to think about what we can learn about caring for the environment from our own Indigenous communities.

**Workshop:**

1. Let’s set up a graphic organizer to help us analyze these ideas. I’ll make a 4-column chart and add the labels: problem, solution, evidence, and type of source.
2. Let’s begin reading together on p. 90 and see what strategies we can add to our chart.
3. Stop after 2nd paragraph on p. 91. Discuss:
  - a. What were these last two paragraphs about? Can we fill in any of the columns from these examples? (solution: diving for abalone, evidence: skeletal remains, type of source: settler medical/archaeological)
  - b. Has Pascoe explicitly stated a problem? What problem could we infer?
4. Read next paragraph and ask students to complete another row in the chart with partners
5. Ask students to finish reading and annotating the chapter, identifying at least 3 more examples of integrating Indigenous sources (e.g., Mutton Fish, Aboriginal recipe, canoe photo). Students should complete the problem-solution-evidence chart.

### LESSON 5: *continued*

**Closing:** Discuss:

1. How did the integration of settler colonists and Indigenous perspectives change as the chapter developed?
2. Why might Pascoe have chosen to organize the chapter in this way? How might this choice affect readers with different identities?
3. How might you choose to organize multiple perspectives in your own research? Why?

 **Key Equity Term:** Indigeneity

## Anchor Standards:

<p><b>Reading: Informational</b></p>	<p> <b>CCSS.ELA-LITERACY.RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
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## Embedded Assessment(s)

Problem-Solution-Evidence Chart: Students will independently identify at least 3 examples of indigenous sources used to describe problems and solutions from “Aquaculture.”

### LESSON 6: Evidence and Purpose

**Topical EQ:** How might different sources of evidence be more or less effective for a writer's purpose?

## Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:**

1. Journal: Water is an important element in many Indigenous cultures. What other elements are significant in your culture?
2. Last week, we read Bruce Pascoe's chapter, "Aguaculture." We learned about the many ways that Aborigines shaped and continue to shape the land and water for fishing. We also analyzed the many kinds of sources he incorporated into his chapter. This week we'll read and evaluate a new chapter, "Fire." We'll learn more about how Aborigines care for the land and we'll think about how the evidence he uses may be effective for different purposes and audiences, including both Indigenous peoples and settlers.

**Mini-lesson:**

1. Let's begin by reading the first two paragraphs together on p. 161. Discuss:
  - a. What kind of evidence is he using here?
2. Notice how the second paragraph is only a short, simple sentence. This grabs my attention as a reader and makes me wonder what it used to be like. Let's read the next paragraph together to see if it tells us how it used to be and gives us a hint about his writing purpose. Discuss:
  - a. What are some ways that Pascoe is using contrast here to make his argument?
  - b. Based on this first page, what might his purpose be?
  - c. What kind of evidence would you expect to find in this chapter, given this purpose?
3. Let's read the next paragraph and consider how effective his evidence is, given his purpose. Discuss:
  - a. Note that he writes "Palynologists Singh and Kershaw have evidence," but doesn't specify what kind. What makes this convincing? (They have an impressive job title). What could make this more convincing? (Naming the specific kind of evidence they have.)
  - b. Note too that he acknowledges a counterargument, "most archaeologists believe...". Does he offer enough evidence to counter what most in the field believe?
4. Let's read and annotate the next page, underlining the evidence he uses in support of his purpose. Put a + or - sign next to each annotation to mark how effective you think the evidence is for his purpose.
5. Discuss:
  - a. What are some examples of evidence on p. 162 that you found convincing? Why?
  - b. What are some areas where the evidence might be made more convincing? What would you want to know?

### LESSON 6: *continued*

#### Workshop:

1. Imagine you have been asked to give Bruce Pascoe feedback on his chapter draft. You want to help him meet his writing purposes using appropriate evidence. Read and annotate through page 165, marking the evidence he uses and labeling each with a plus or minus. When you finish reading, circle the strongest evidence and draw a box around the weakest evidence for his purpose.
2. After reading, assign students to small groups and ask them to share the strongest and weakest evidence they identified. Then, ask them to draft a short letter addressed to Bruce Pascoe where they describe and synthesize his strengths and areas for improvement.

#### Closing:

1. Ask groups to share the feedback they would give Pascoe.
2. When you begin doing and reporting your own research, what strategies can you borrow from Pascoe?

Exit ticket: Bruce Pascoe first published this book shortly after the UNDRIP was adopted. Which of the articles might be used to support his argument? How do you know?

## Anchor Standards:

<b>Writing</b>	 <b>CCSS.ELA-LITERACY.W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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## Embedded Assessment(s)

Author Feedback: Students craft feedback letters to Pascoe describing how he most convincingly used evidence to support his purpose and offer suggestions for improvement.

## LESSON 7: Sources of Evidence and Audience

**Topical EQ:** How might different sources of evidence be more or less effective for varying audiences?

### Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:**

1. Journal: Who do you believe Pascoe writes *Dark Emu* for? Why?
2. Yesterday, we discussed using different sources and types of evidence to support a writing purpose. When we write, we have a purpose, but we also address an audience. Today, we'll consider how effective different sources of evidence might be for different audiences, both Indigenous and settlers, and both experts and lay people.

**Mini-lesson:**

1. Let's read the first few paragraphs together on p. 171. Discuss:
  - a. What kind of evidence is Pascoe using here?
  - b. What do we know about Tonkin who he quotes? Would you consider him an expert? Why or why not?
  - c. Who might be most convinced by Tonkin's reflection on fire? Who might not be convinced?
  - d. How might different audiences respond to Tonkin's term for people of color? Does it matter who is using the term?
2. Continue reading together through page 172. Discuss:
  - a. We see again in a quote other instances of offensive terms for people of color. How might these sections be rewritten to include the key evidence without racist terms?
  - b. Which evidence, the historical evidence or the economic theory, do you find most convincing? What audiences might find each more convincing?

**Workshop:**

After a wildfire, you are writing a short description of how Aboriginals use fire to maintain the land for an article in your local newspaper. This description will be part of a larger article that describes Indigenous practices for preventing dangerous wildfires. Select evidence from Pascoe's "Fire" and draft a paragraph that incorporates at least two sources of evidence from his chapter.

**Closing:** Have students share their drafts with partners or in small groups to discuss the different types of evidence they chose and how they used that evidence for their local audience.

**Homework Extension:** Annotate your paragraph to note how you used writerly strategies to address your local audience.

## Anchor Standards:

<b>Writing</b>	 <b>CCSS.ELA-LITERACY.W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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## Embedded Assessment(s)

Annotated Description of Aboriginal Fire Practices: Students will draft a description of Aboriginal uses of fire using at least two pieces of evidence from Pascoe's chapter. Then, they will annotate the description to note the strategies they used to be persuasive to their local audience.

## LESSON 8: Evaluating Source Evidence

**Topical EQ:** What strategies for using source evidence can we borrow from Pascoe's *Dark Emu*?

### Lesson Narrative:

**Suggested Timeframe:** 3 45-minute lessons

**AIM:**

1. Journal: How did Pascoe cite his sources? How is this different from how you've cited sources in your research essays? Why might he cite his sources this way?
2. Ask students to share how Pascoe cited sources. Students might note that he uses first and last names, describes professions or qualifications, and uses endnotes and a bibliography for longer citations.
3. You may have noticed that Pascoe uses endnote citations in his book. This is common for historical research and in many academic books. This is in contrast to research articles which are more likely to use in-text citation styles. In books, endnotes are more common, in part, because they are less expensive to produce. You can make lots of edits to pages and endnotes without having to redesign the pages if you use endnotes. Also, endnotes can be less distracting for readers who want the information, not the source.
4. But, as scholars, endnotes make it somewhat harder for us to evaluate the sources cited. Today, we're going to investigate some of the sources that Pascoe cites to evaluate how well they support his purpose for specific audiences.

**Mini-lesson:**

1. Let's turn to p. 164 for an example that begins with "Governor Phillip observed..." Here we can see Pascoe paraphrasing someone and at the end of the sentence a superscript 2. Let's find the note at the back of the book that matches.
2. We'll turn to the back where we can see the acknowledgements, picture credits, bibliography, and if we keep turning we'll find the notes. Notice how they're organized by chapter and numbered. We'll need to find Chapter 5: Fire, it starts on p. 261. Then we can look for the number 2. This tells us that he's quoting from a source writing not by Governor Phillip, but by Gammage whose work was published in 2011 and the quote is from p. 338. Discuss:
  - a. If you look at the 3rd note for Chapter 5, we see the abbreviation *ibid*. Does anyone know what that means? It's short for the Latin word *ibidem* which means "in the same place." It means the third note is from the same source as the note above, but from p. 242.
  - b. What source would note 6 in Chapter 5 be from?
  - c. Why might Pascoe use these footnotes instead of citing Gammage in the text?

### LESSON 8: *continued*

#### Mini-lesson: continued

3. Now that we know the source name, we can turn back to the bibliography that is organized alphabetically to learn more about the source. Let's find the Gammage entry. (See page 244). From this entry, we can see that Pascoe is citing a talk given at ANU, the Australian National University, more than 20 years ago. Discuss:
- What are the strengths of citing this source? (academic, from well-known institution)
  - What are the limits of the source? (lectures aren't often published, so it might be difficult to check Pascoe's accurate use of the source)
  - What other information might you want to evaluate how well Pascoe uses this source in his chapter?
  - Who might be convinced by this evidence? Who might be skeptical? How do you know?

#### Workshop:

##### Day 1

- Today we're going to work in small groups to identify one piece of evidence from a source that Pascoe uses and evaluate how effectively he integrates that evidence for his purpose. We'll also consider how a specific audience might respond to the evidence. Our ultimate goal is to reflect on the strategies we might use when we write our own research reports later in this unit.
- After choosing a piece of evidence from "Aquaculture" or "Fire" to evaluate, your group will research the source to identify the strengths and limitations. You'll also consider Pascoe's writerly strategies for integrating the source—paraphrasing, quoting, etc.
- Then, you'll create a digital slide to share with the class in a 3-minute presentation that summarizes your evaluation of his source evidence. You'll name his writing purpose and describe how at least one specific audience might respond to that evidence.

##### Day 2

- Give students 10 minutes to practice their oral presentations.
- Begin presentations. While other groups are presenting, students should take notes in a two-column chart: strategies to borrow from Pascoe/strategies I would use differently.

##### Day 3

- Finish presentations and notetaking.
- Group process reflections:
  - What roles did you take to prepare the slide and give the group presentation?
  - What ideas did you contribute to your group work?
  - What new ideas did you learn or compromises did you make with your group?

**Closing:** Note to self: Students should write a brief note to themselves, when reporting research, what writerly strategies will you use to integrate evidence.

## Anchor Standards:

<b>Writing</b>	 <b>CCSS.ELA-LITERACY.W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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## Embedded Assessment(s)

Source Evaluation Presentation Reflection: After presenting their evaluation of a source used in Pascoe's *Dark Emu*, students will reflect on strategies they will use when crafting research arguments later in the unit.

### LESSON 9: Relationship to Research Site

**Topical EQ:** What are our relationships to our research site and how does that shape our shared knowledge and goals?

## Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:**

1. Using photos/video/text, briefly introduce students to a local conservation site. Explain that in the coming weeks, they will partner with a local conservation organization to do research and make recommendations related to the site.
2. Before we begin our partnership with the local conservation organization, we're going to take some time to learn about our relationship to the site. We'll think about how our peoples have related to the site historically and how we've related to the site during our lifetime. We'll also consider how these relationships with the site shape our knowledge of the land. Later, we'll think about what we'd like to know about the site before we begin our partnership.

**Mini-lesson:**

1. Journal: Reflect on your relationship to the site. Is this part of your people's traditional lands (whether recognized by the government or not)? What are your first and second-hand experiences with the site?
2. Introduce students to Padlet or other idea board digital or physical tool (i.e., FigJam or other digital whiteboard). Ask students to share their relationship to the site on the idea board.  
Discuss:
  - a. What are our relationships with the site? Are some of us Indigenous to the area? Are we settlers? Did our families arrive as part of a diaspora?
  - b. What responsibilities do these relationships to the land and peoples carry?
3. Create a new section/page on the idea board. Define first-hand knowledge as knowledge gained from directly participating in an activity. Define second-hand knowledge as knowledge gained from others' experiences: stories, reading, news, websites, etc. Ask students to share what they already know about the site from first- or second-hand experience. Discuss:
  - a. What is some of our shared knowledge about the site?
  - b. Are there any examples of where our knowledge of the site conflicts or differs? Why might this be?

### LESSON 9: *continued*

#### Workshop:

1. Create a new section/page on the idea board. Ask students to work in small groups to brainstorm information that they would like to know about the site, based on the current group knowledge. Questions might be general questions, or might ask for elaboration on knowledge already shared. Ask students to add the questions to the idea board as they brainstorm.
2. Discuss:
  - a. What are some of our shared questions about the site?
  - b. Which of these ideas might be most essential for all of us to understand before beginning our partnership with the conversation organization?

**Closing:** Exit ticket: How does your relationship with the site shape your knowledge of the location and what you would like to learn? How does your relationship with others in the class shape what you would like to learn?

 **Key Equity Term:** Indigenous, Settler, Diaspora

## Anchor Standards:

<p><b>Speaking and Listening</b></p>	<p> <b>CCSS.ELA-LITERACY.SL.11-12.2</b></p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
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## Embedded Assessment(s)

Idea Board: Students will contribute to shared lists of their relationships to the site, what they know about the site, and what they would like to learn about the site.

### LESSON 10: Research Site Background

**Topical EQ:** What publicly available information can help us to answer our questions about the research site?

## Lesson Narrative:

**Suggested Timeframe:** 4 45-minute lessons

**AIM:**

1. Yesterday, we completed three columns in our Idea Board. We reflected on the ways our relationship to our research site shaped both what we know and what we want to know. Before we meet with our community partners, we're going to do some background research to answer some of our questions and learn more about the site. We'll use this research to create an annotated bibliography to complete the L-Learned column. Then, we'll share this document with our community partners to help them prepare for our visit.
2. Google form: Which question are you most interested in answering?

**Mini-lesson:**

Day 1

1. Model researching answers to one question using a search engine and keywords. Discuss how to choose more reliable sites: government sources, news reports, local organizations, and other sources.
2. Choose one site and review the source for information related to the question. Model taking notes (in Google Docs or using the Hypothesis browser extension for annotation).
3. Model drafting a one-paragraph summary of the source that includes the answer to the question, and assessment of the strengths and limitations of the source, and the likely intended audience.
4. Demonstrate how to create an MLA-style citation of the source. Consider using  [EasyBib®: Free MLA Citation & Bibliography Generator](#). Add the summary and bibliography entry to a new idea board labeled "Learned".

**Workshop:**

Day 2

1. Assign students to small groups. Groups will research, summarize and generate a bibliography entry using the same question as Day 1 with a different source.
2. Discuss:
  - a. Which of our sources seem most reliable? Why?
  - b. Do all of the sources provide the same answer to our question?
  - c. Why might there be differences in the answers?

### LESSON 10: *continued*

#### Workshop: continued

##### Day 3

1. Assign students to small groups based on student interests in questions of their choice and class needs.
2. Students work together to research answers to the question. Each group should evaluate potential sources together, reflecting on the strengths and limitations of each.
3. Groups should choose one source and work together to craft a summary and MLA bibliography entry.
4. Groups should then exchange entries with another group for editing and proofreading before posting to the idea board.

##### Day 4

1. Each student should choose at least one additional source from the question in Day 3 to evaluate, write a summary, and generate a bibliography entry.
2. Individuals should exchange summaries and bibliography entries with a classmate for editing and proofreading before posting to the idea board.
3. Extension: Students can select additional sources or questions to research and add to the idea board.

#### Closing:

1. Invite students to review the completed idea board.
2. Exit ticket: What questions about our research site do you still have that our partner organization or future research might answer? (The instructor can add these to the want to know column or a separate section.)

## Anchor Standards:

<p><b>Writing</b></p>	<p> <b>CCSS.ELA-LITERACY.W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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## Embedded Assessment(s)

“Bibliography Entry: Each student will write a summary and an MLA bibliography entry related to a class-generated question about the research site.

## LESSON 11: Making a Research Plan

**Topical EQ:** How will we ally with a local community group to research and support conservation efforts at our research site?

### Lesson Narrative:

**Suggested Timeframe:** 3+ 45-minute lessons

**AIM:** Last week, we reflected on our relationship with the conversation and conducted some background research. This week we'll meet our conservation partners and learn more about the site and how we can support their work with research.

**Mini-lesson:**

**Note:** *Teachers should work with the conservation partners to plan a meeting with students. This meeting might take place on-site or in the classroom, depending on partner needs and student transportation options. Consult the Ginsberg Center for Community Partnerships resources for guidance on creating mutually respectful and sustaining academic-community partnerships ([Applying Ginsberg Principles to Teaching.pdf](#)). Outcomes for the initial meeting between teacher and community partner should include setting initial goals for the project and jointly determining research questions.*

*If an on-site visit is feasible, encourage students to take photos or videos of the site and natural phenomena for later study.*

Day 1

1. Partners might prefer to use the Idea Board chart to plan a presentation with students or prefer to engage in discussion. Goals for the visit might include introducing students to the problem(s) the conservation group addresses, the site, and how student research can support conservation efforts.
2. Encourage students to take notes during the discussion/presentation. Students might take notes individually or contribute to a shared Google Doc.

**Workshop:**

Day 2

1. Now that we've had the opportunity to meet with our research partners, we're going to create a research plan to share with them for feedback. Let's review our notes from our meeting.
2. First, let's work together to determine what problem we're working together to address. Let's highlight in our notes information related to the problem.
3. Free write: In your own words, what problem are we trying to address?
4. In small groups, work together to write a 1-paragraph problem statement using the group ideas.
5. As a whole class, synthesize drafts from each group to create consensus around the problem under study.

### LESSON 11: *continued*

#### Workshop:

##### Day 3

1. Journal: What information do we need to address the problem we identified yesterday?
2. Assign students to small groups to generate 1-2 research questions to guide the project. Groups should also refer to meeting notes to incorporate community partner questions.
3. Have student groups share questions. Work as a group to prioritize and revise research questions. Consider limiting total research questions for immediate project to 3 or 4.
4. Share draft of problem statement and research questions with students for shared revision and proofreading.
5. Send revised and edited draft to community group for feedback.

##### Day 4 (*if needed*)

1. If necessary, work with students to revise the problem statement and research questions based on community partner feedback.

**Closing:** Reflection: Partnering with community groups and research teams requires active listening and careful consideration of diverse perspectives. Write a reflection on this process:

- a. In the last two weeks, what have you learned about the research site from your classmates, your research, and our community partners?
- b. What differing perspectives are you aware of related to the problem and research site?
- c. How well did you feel your experiences and values were taken into consideration as we tried to reach consensus on the problem and research questions?
- d. How did you work to understand the experiences and values of others with differing opinions as we tried to reach consensus on the problem and research questions?
- e. In the collaborative work, what kinds of roles did you take on? How effective were you in those roles?
- f. In future collaborations, what kinds of roles would you like to take on? What skills will you need to develop?

**Homework Extension:** Write a short thank you note to the community partners for sharing their project and time to include with the problem statement and research question drafts.

 **Key Equity Term:** Ally

## Anchor Standards:

<p><b>Speaking and Listening</b></p>	<p> <b>CCSS.ELA-LITERACY.SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
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## Embedded Assessment(s)

Reflection: Students will reflect on the process of collaborating with classmates and the community group to reach consensus on the problem and research questions that will guide the project.

**LESSON 12: Integrating Community Perspectives - 1**

**Topical EQ:** How can I gather community perspectives on the conservation problem?

**Lesson Narrative:**

**Suggested Timeframe:** 2 45-minute lessons

**AIM:**

1. Journal: Make a list of peoples and groups who have relationships with the conservation problem/area.
2. Last week, we met with our community partners to learn about their conservation work and to identify a problem our research might help solve. This required collaboration—with our partners, and with our classmates. This work also required us to build consensus among many different individuals.
3. To solve conservation problems, we also need to learn about the experiences and beliefs of many different people who are related to the land—who have a stake in what happens to it. Our goal this week is to gather information from other people about the land and the conservation problem through interviews. We'll work together to identify people and groups we should interview, decide what questions to ask them, and practice our interviewing skills.
4. Let's share our lists of peoples and groups we might want to interview and see if we can identify additional stakeholders or potential allies as we share our first ideas. (Have students create a shared list on chart paper or a digital idea board).

**Mini-lesson:**

Day 1

1. Let's start by reviewing our problem statement research questions. (Display and read aloud). To help us with this project, it's important to understand community perspectives on the problem and their views about potential solutions.
2. Now, I want to share a few tips for writing good interview questions.
  - a. Ask open-ended questions. Start with words like how, why, when, where, or ask individuals to describe their beliefs and experiences.
  - b. Give students a model of an open-ended question related to the project.
  - c. Give students a closed question related to the project and discuss how to make it open-ended.
3. Assign students to small groups to draft potential interview-questions. Ask students to organize the potential interview questions by research question in Google Docs.
4. Discuss:
  - a. Which questions are similar?
    - i. How can we group them together or revise them for our question list?
    - ii. Would some make good follow-up questions if an interviewee is struggling to talk in detail?
  - b. Do we have enough questions to help us learn about each research question? If not, what might we add?

### LESSON 12: *continued*

#### Mini-lesson:

##### Day 1 (continued)

5. Here are some more tips for writing interview questions.
  - a. Start with easy questions to make sure the interviewee is comfortable.
  - b. Save difficult or potentially embarrassing questions for later in the interview when you have established a relationship with the interviewee.
  - c. Consider your audience. If you will be interviewing young people, for example, is your vocabulary appropriate?

##### Day 2

1. Here are some tips for effectively conducting an interview.
  - a. Try to schedule the interview in advance so that your interviewee has time to talk with you. Tell them what you'll be asking about and about how long the interview should take
  - b. Choose a location or method where you can hear each other well. In most cases, it may be best to avoid email or text interviews because they can make follow-up questions and establishing relationships more difficult.
  - c. Ask your interviewee if they would like to be named in the research or remain anonymous. If they'd like to be anonymous, invite them to choose a pseudonym.
  - d. Ask your interviewee if you can record the session and take notes.
  - e. Let the interviewee know that it's okay not to answer every question before you start.

#### Workshop:

1. Let's practice our interview questions with each other. This will help us to check our wording and give us a chance to revise our questions.
  - a. Place students with partners and ask them to take turns interviewing each other. Students should practice recording and taking notes as if it were a real interview. Students should also practice asking follow up questions to elicit more detail.
2. Discuss:
  - a. What were the easiest parts of the interview?
  - b. What parts of the interview were challenging?
  - c. What suggestions do you have for revising the interview questions based on the practice session?

**Closing:** Make plans for conducting interviews. Students might be able to conduct interviews at home or in their neighborhoods. Ask them to brainstorm potential interviewees. With student safety in mind, the teacher might also consider setting up phone calls or web meetings with community members during class.

 **Key Equity Term:** Ally

## Anchor Standards:

<p>Writing</p>	<p> <b>CCSS.ELA-LITERACY.W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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## LESSON 13: Integrating Community Perspectives - 2

**Topical EQ:** How can we summarize community perspectives on the conservation problem?

### Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:** Earlier in this unit, we studied Bruce Pascoe’s *Dark Emu*. In his research, he used paraphrasing and long quotes to share the perspectives of many people—from documents and interviews. Now that we’ve conducted our own interviews to understand community perspectives, we’ll work to summarize and synthesize those responses to help us plan the next stage of our research.

#### Mini-lesson:

1. Let’s start by looking again at some of the ways we can integrate the perspectives of others into our writing. Let’s return to “Fire” in Pascoe’s *Dark Emu*, p. 174-175. Here we can see how he reports Gammage’s research in three ways.
  - a. First, he includes a long quote (p. 174) about how fire was used. This long quote is indented, without quotation marks after an introductory phrase that ends in a colon. This formatting, used in MLA style for quotes longer than 40 words, let’s us know we’re getting a large chunk of someone else’s words.
  - b. In the next paragraph, starting with “He argues,” Pascoe paraphrases Gammage’s argument.
  - c. Then on page 175, in the second full paragraph, he notes, “as Gammage refers to them, ‘templates.’” So, we can also integrate partial quotes of a word or a short phrase into sentences.
2. Here’s an excerpt from one of our interviews. (Describe the context). I’d like you to work with a partner to try all three ways of reporting the perspective: long quote, paraphrase, and partial quote.
3. Discuss:
  - a. What are the strengths and limitations of each style of reporting others’ perspectives?

#### Workshop:

1. Students should draft summaries of their interviewee responses related to each research question using long quotes, paraphrase, and partial quotes as necessary.

**Closing:** Students should exchange summaries with a partner for feedback and editing.

 **Key Equity Term:** Indigeneity

**LESSON 13:** *continued*

## Anchor Standards:

Language	 <b>CCSS.ELA-LITERACY.L.11-12.3.A</b> Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
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## Embedded Assessment(s)

Interview summaries: Students will summarize their interviewee responses, using long quotes, paraphrases, and partial quotes as appropriate.

## LESSON 14: Integrating Community Perspectives - 3

**Topical EQ:** How can we synthesize community perspectives on the conservation problem?

### Lesson Narrative:

**Suggested Timeframe:** 2 45-minute lessons

**AIM:** Yesterday, we summarized our interviews using long quotes, paraphrases, and partial quotes. Today, we'll work to synthesize, or bring together, what we've learned from all of the interviews we've conducted.

#### Mini-lesson:

1. Let's practice together reviewing one set of interview response summaries from Lesson 13. (Distribute summaries of 3-4 responses to students).
2. We can start by reading through all of the responses, thinking about what some of them have in common. Model making annotations about similarities in the margins of the summaries.
3. Model drafting a summary of a shared belief. You might explain, to draft our summary, we can start by describing what the interviewees believe in common. If only some of our interviewees share a belief, it may be helpful to name the number or percent.
4. Now, let's reread our individual summaries to see if there are other views that we could incorporate into our draft. We might use transition words like "however" or "on the other hand," to help our readers move from one idea to the next.
5. Let's read one more time, to ask ourselves if there are any significant words, phrases, or quotes that would help to illustrate the community member ideas.

#### Workshop:

Day 1

1. Assign students to small groups and provide them with all responses for part of a research question. Ask students to synthesize the responses, identifying common beliefs, acknowledging contrasting opinions, and using quotes to illustrate key ideas.

Day 2

1. As a class, review and sort the small group summaries into similar themes.
2. Each student will write a summary synthesizing community perspectives on the conservation problem.
3. Ask students to share the theme summaries with a classmate for feedback and revision.

#### Closing:

1. Compile all research question summaries and theme summaries into a single Google document. Encourage students to review and suggest edits using the annotation tools.
2. Discuss revisions to finalize the community perspectives research.

## Anchor Standards:

<p>Writing</p>	<p> <b>CCSS.ELA-LITERACY.W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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## Embedded Assessment(s)

Research question theme summaries: After collaborating to synthesize responses to each research question, each student will write a summary of a class-identified theme in the community perspectives to contribute to the collective report.

### LESSON 15.1: Making Recommendations

**Topical EQ:** Based on the research, what recommendations do I have for our community partners?

## Lesson Narrative:

**Suggested Timeframe:** 4 45-minute lessons

*Teacher's Note: If time permits, you might also ask students to conduct secondary research using academic articles, reports and/or legal documents before making recommendations. If so, we recommend partnering with a school or community librarian to help students locate potential resources. Then, as a class or in small groups, students can write annotated bibliography entries and follow the protocols described in the previous lessons to synthesize the information related to each of the research questions and key themes.*

**AIM:** Over the last few weeks, we've done research to understand community perspectives related to the conservation problem. We've worked to synthesize those responses to report to our community partners. Our next step is to use those diverse perspectives to begin making recommendations for our partners. To do so, we'll need to discuss and reach consensus on what those recommendations might be.

### Mini-lesson:

Day 1

1. First, let's take a few minutes to reread our report draft, the problem statement, background information, and our research. As we read on our own copies, we can make notes about potential solutions—either from the research or own new ideas as we read.
2. Now, let's break into small groups to generate a list of potential solutions. Be sure every person has a chance to speak and record all possible solutions at this time. Once your group has shared individual ideas, see if you can generate new solutions together.
3. Let's share all of the ideas and create a running list together. We'll go around the room and each group can share one new idea. We'll keep circling around until we're out of ideas. Our goal at this point is to generate a long list of potential solutions.

### Workshop:

1. In democratic societies, people have the right to debate and vote to make decisions. We're going to use those principles to guide our recommendation process. Let's start by pausing for reflection
2. Individual Assessment: Write an argument in response to the questions below:
  - a. Which recommendation(s) do you think is best?
  - b. How would that recommendation align with the rights described in UNDRIP?
  - c. How would the recommendation best conserve the land and environment?
  - d. How would the recommendation best meet the needs of local community members?
  - e. What are the limitations of the recommendation?

### LESSON 15.1: *continued*

#### Workshop: continued

##### Day 2

1. Today we'll have a community meeting. Let's arrange ourselves into a circle. Each person will have an opportunity to speak for the recommendation they think is best and share their rationale. For our meeting today, we'll each have one turn to talk. When it's your turn to speak, you can share your recommendation or ask a question for the group to consider. After everyone has spoken, each person will have one more opportunity to speak. Afterward, we'll vote on the recommendations to share with our community partners.
2. After the community meeting, allow students to vote on the recommendations using Google Forms.
3. Share the voting results with the class.

##### Day 3

1. Model writing a recommendation for sharing with the community partners. The recommendation should include connections to UNDRIP, how it would help to conserve the environment, how it would meet the needs of local community members, and the limitations of the recommendation.
2. Assign students to small groups to draft the remaining selected recommendations for sharing with the community partners.

#### Closing:

##### Day 4

1. Have the student groups present their recommendation paragraphs to the class for revision.
2. Discuss:
  - a. In what order should we present the recommendations?
  - b. How can we acknowledge where the recommendations might conflict or where there are multiple options?

**Anchor Standards:** [See Appendix page 44](#)

## Embedded Assessment(s)

Recommendation paragraphs: Students will draft individual and in small groups recommendation paragraphs that draw from the synthesized research to connect to UNDRIP, share local perspectives, offer conservation salutations, and acknowledge limitations.

### LESSON 15.2: Finalizing the Report

**Topical EQ:** How can we present a professionally designed report to our community members?

## Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:** For the last few weeks, we've been researching and gathering information for our report to our community partners. Now, we need to compile our work into a single, professional document to share.

**Mini-lesson:**

1. Using Google documents, show students how to create headers and subheaders and select a single font and spacing style for the report.

**Workshop:**

1. Assign report sections, including a bibliography, to students and have them compile the final document using appropriate headers and subheaders.
2. Students can add relevant photos and videos from the site visit, if applicable.
3. Ask students to proofread their section and add transitions between sections.
4. All students should read the full report, using the suggestions feature and comments to proofread the report.

**Closing:**

1. Discuss options for titling the report.
2. Add student names as report authors to the title page.

## Anchor Standards:

**Writing**

 **CCSS.ELA-LITERACY.W.11-12.6**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## Embedded Assessment(s)

Compiled section: Each student is responsible for compiling, formatting, and proofreading (with suggestions from classmates) one section of the final report to community members.

### LESSON 16: Reflective Letter

**Topical EQ:** How effectively did I contribute to the research and recommendations for our community partners?

## Lesson Narrative:

**Suggested Timeframe:** 1 45-minute lesson

**AIM:** Throughout this unit, we have collaborated with our community partners, community members, and our classmates to research a conservation issue and make recommendations to the community.

Accountability was key to our success. Sometimes that accountability was external—deadlines from the teacher or expectations of the community partners. But internal accountability is also important. Internal accountability is where you commit yourself to the work. Today we'll reflect on our accountability—to what extent did we do our share to work together and contribute to the project? What might we want to do differently in the future as individuals and members of a community?

#### Mini-lesson:

1. Share any feedback received from the community partners.
2. Review the questions for the reflective letter assignment, noting the addition of the question related to the student-created rubric criteria (see below).

#### Workshop:

Students write a reflective letter addressed to the classroom community. Reflective letters should address the questions below:

1. How successful was the group in completing the project? What evidence do you have that supports your answer?
2. What is your most important learning as a result of this project?
3. What was your most significant contribution to the project? What made it significant?
4. What part of the project was most challenging for you? Why?
5. How did your own experiences and perspective shape your interactions with the community partners, community members, and my classmates?
6. How has this project inspired new potential areas to support your own growth as you think about how to solve complex problems in your own community?

**Closing:** Invite students to share 1-2 sentences from any part of their reflection.

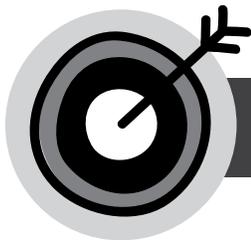
 **Key Equity Term:** Accountability

## Anchor Standards:

<b>Writing</b>	 <b>CCSS.ELA-LITERACY.W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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## Embedded Assessment(s)

Reflective Cover Letter: Students will write a reflective cover letter addressed to their classroom community that addresses successes and opportunities for growth, their collaboration process, and long-term goals.



## 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><b>Reading: Informational</b></p>	<p> <b>CCSS.ELA-LITERACY.RI.11-12.3</b></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p><b>Writing</b></p>	<p> <b>CCSS.ELA-LITERACY.W.11-12.8</b></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p><b>Speaking and Listening</b></p>	<p> <b>CCSS.ELA-LITERACY.SL.11-12.2</b></p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
<p><b>Language</b></p>	<p> <b>CCSS.ELA-LITERACY.L.11-12.3.A</b></p> <p>Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>



### Designers Positionality Statement

**EMILY BEENEN** is a white, cisgender woman from the Midwest who has been teaching at the Native American Community Academy for 15 years. She chose to apply to this particular school because she wanted to be a part of an educational system that was progressive and student focused. Her position is that of a white ally that advocates for the mission and vision of the school, which is to provide culturally appropriate curriculum that privileges the voices of Indigenous people, to prepare students with the critical skills needed for the rigor and expectation of higher education (while acknowledging the institutionalized racism of this system) and to create an environment that supports students' holistic wellness.

**MICHELLE SPROUSE** is a white, cisgender, heterosexual woman from the Midwest. She began her teaching career on the Navajo Nation in 2004 and later taught for nine years at the Native American Community Academy in Albuquerque, New Mexico. She is currently a doctoral candidate at the University of Michigan where she studies English and Education. Michelle seeks ways for her students to develop literacy skills as they actively participate in on-going public conversations.

Emily and Michelle draw on their experiences as women in a patriarchal society to develop empathy for others in marginalized positions while recognizing that their white privilege shapes their world views and teaching. Both value reading and teaching diverse literatures to better understand and address the needs of their students and their communities.

The curricular framework of this course is based on the AP Language & Composition Course; however, the designers seek to center the voices of historically marginalized people rather than a traditional Western Canon as texts worthy of rigorous study. While the skills addressed in this curriculum would prepare students for the AP Language & Composition exam, the designers' primary goal is to cultivate the reading and writing skills for college success and realizing social justice.

The designers want to acknowledge the paradoxical tension that cannot be fully resolved; we are promoting and advocating for a culturally appropriate curriculum that is aligned to the standards and assessments of an inherently racist educational system. We are attempting to operate from a place that is strengths-based and values the contributions students can make to undermine oppressive systems and create a new world order.

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*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.*