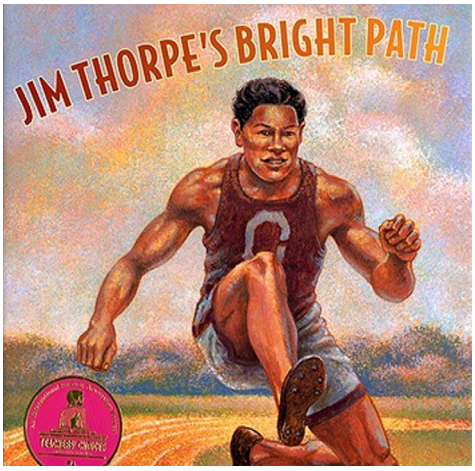
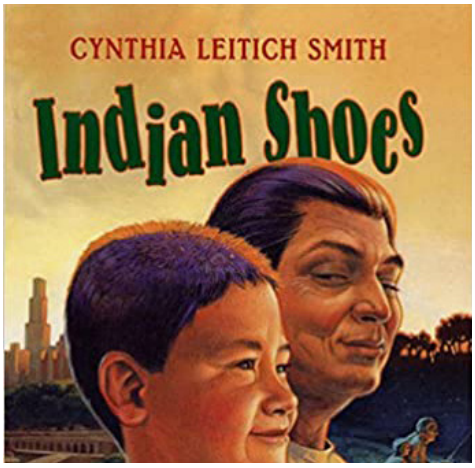
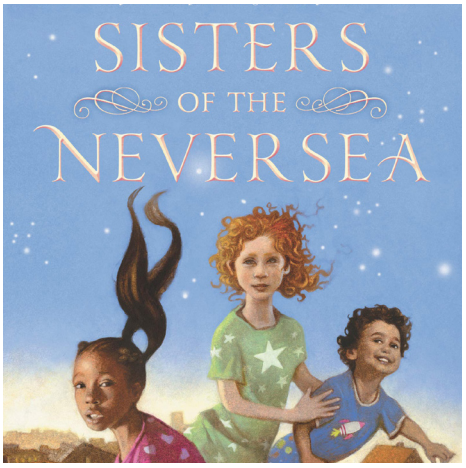
NATIVE LITERATURE
PROGRAM DESIGN

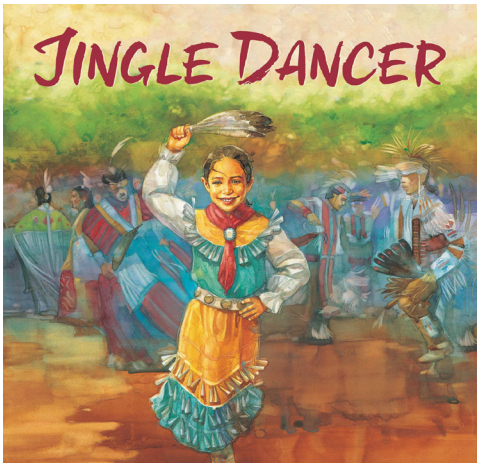
3RD GRADE

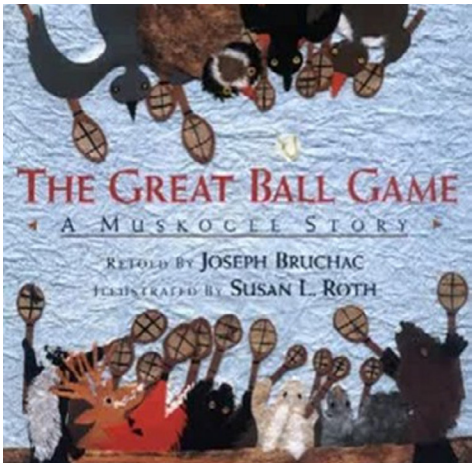


UNIT 1 Community









UNIT 1 Community

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Designers: Ko'o Barbara and Diane Chavarria, Kha'p'o Community School

NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer's curriculum for financial profit.

Core Texts:

Biographies: (Reading Information)

- ***Jim Thorpe's Bright Path***
  by Joseph Bruchac (Sac and Fox Nation and Potawatomi Tribe)
- ***Shaped By Her Hands: Potter Maria Martinez***
  by Anna Harber Freeman (San Ildefonso Pueblo, New Mexico)
- ***Tales of the Mighty Code Talkers***
  by Lee Francis IV, Roy Boney Jr., (Choctaw, Cherokee, and Navajo)

Novel Study: (Reading Literature)

- ***Indian Shoes*** by Cynthia L. Smith (Cherokee-Seminole)
- ***Jingle Dancer*** by Cynthia L. Smith (Muscogee Creek)

Poetry/Short Stories:

- ***Ancestor Approved***
  by Cynthia L. Smith (Nulhegan Abenaki Nation, Cherokee, Upper Skagit, Onondaga, Anishinaabe/Metis, Dine, Turtle Mountain Band of Ojibwe, Ohkay Owinge, Cree Nation, Wichita and Affiliated Tribes, Lakota, Choctaw, Apache)

Unit Supporting Texts:

Read Aloud/Oral History:

- **Biographies** (Reading Informational)
  - ***Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present*** by Adrienne Keene and Ciara Sana
  - ***Native Women of Courage (Native Trailblazers, 1)*** by Kelly Fournel
  - ***Native Athletes in Action ! (Native Trailblazers, 6)*** by Vincent Schilling

Novel Study:

- ***The Great Ball Game: A Muskogee Story*** retold by Joseph Bruchac
- ***Sisters of the Neversea*** by Cynthia Leitich Smith

Poetry/Short Stories:

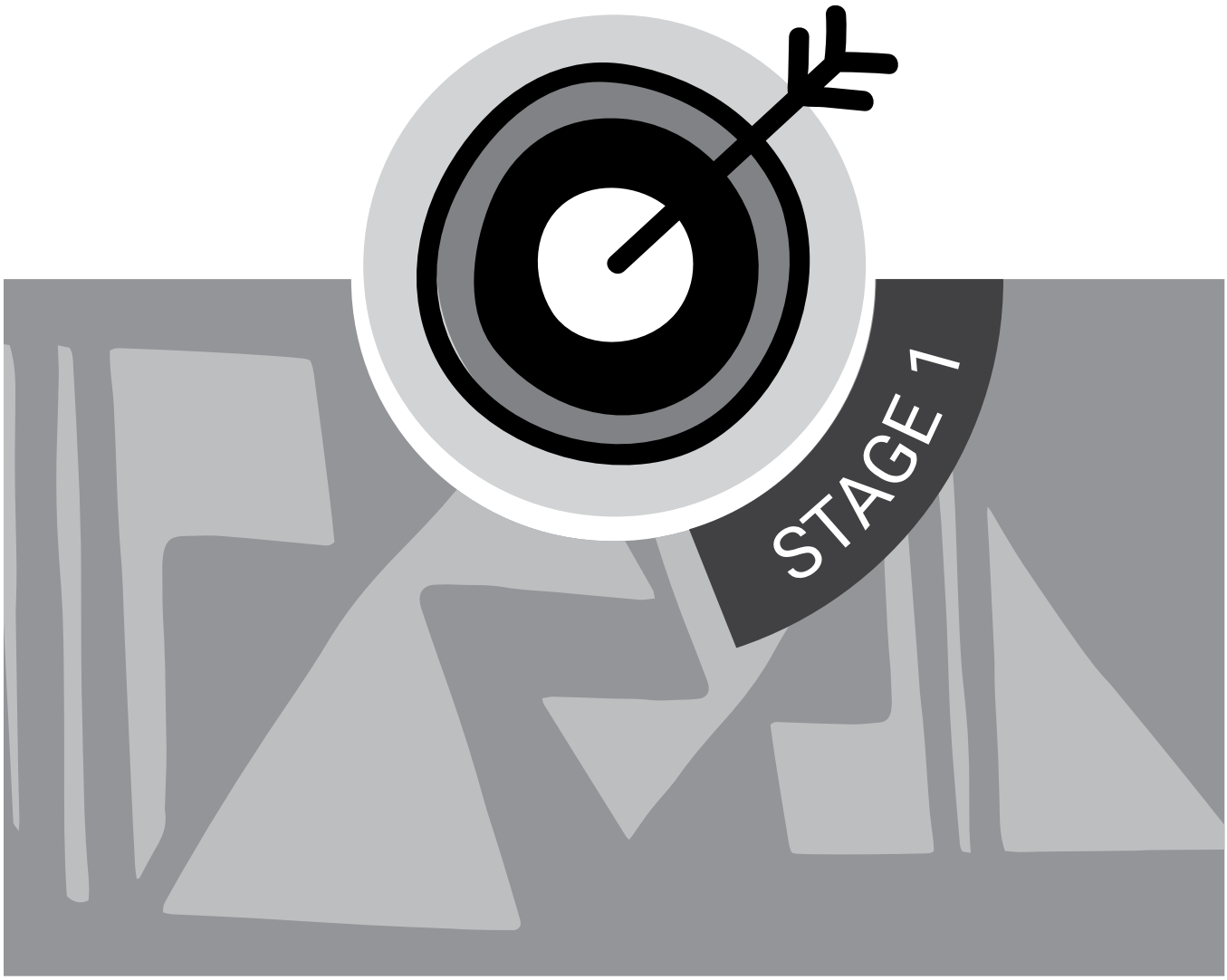
- ***Look Both Ways: A Tale Told in Ten Blocks*** by Jason Reynolds

DESIRED RESULTS

REFERENCES

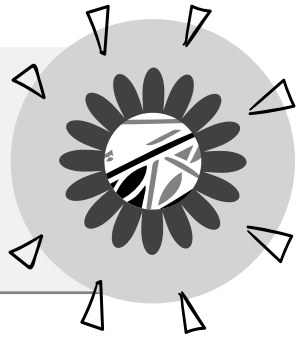
Finding Big Ideas and Assessment Evidence @ NISN video

Building EQs and EUs @ NISN video

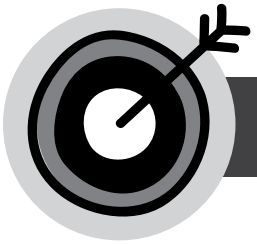


BIG IDEAS

- **Identity**
- **Relationships**
- **Intergenerational Learning**
- **Core Values**



Essential Questions (based on yearlong Big Idea)	Enduring Understandings (based on yearlong Big Ideas)
• How does my community help shape my identity? • How does reading and writing indigenous/Native text help define my identity? • How does reading and writing indigenous/Native text empower me to express myself, incorporate core values, and connect my intergenerational learning?	Identity is built upon ones' connection to self and place, and the core values passed on from generation to generation.



Anchor Standards

REFERENCE: English Language Arts Anchor Standards

Reading Literature	**Key Ideas and Details:** **CCSS.ELA-LITERACY.RL.3.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **CCSS.ELA-LITERACY.RL.3.2**: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **Craft and Structure:** **CCSS.ELA-LITERACY.RL.3.5**: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **Integration of Knowledge and Idea:** **CCSS.ELA-LITERACY.RL.3.7**: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) **CCSS.ELA-LITERACY.RL.3.9**: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
Reading Informational	**Key Ideas and Details:** **CCSS.ELA-LITERACY.RI.3.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **CCSS.ELA-LITERACY.RI.3.2**: Determine the main idea of a text; recount the key details and explain how they support the main idea. **CCSS.ELA-LITERACY.RI.3.3**: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Anchor Standards *(continued)*

Reading Informational *contunied*	**Craft and Structure:** **CCSS.ELA-LITERACY.RI.3.5**: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **Integration of Knowledge and Idea:** **CCSS.ELA-LITERACY.RI.3.7**: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **CCSS.ELA-LITERACY.RL.3.8**: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Writing	**Text Types and Purposes:** **CCSS.ELA-LITERACY.W.3.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons. **CCSS.ELA-LITERACY.W.3.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Research to Build and Present Knowledge:** **CCSS.ELA-LITERACY.W.3.7**: Conduct short research projects that build knowledge about a topic. **CCSS.ELA-LITERACY.W.3.8**: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

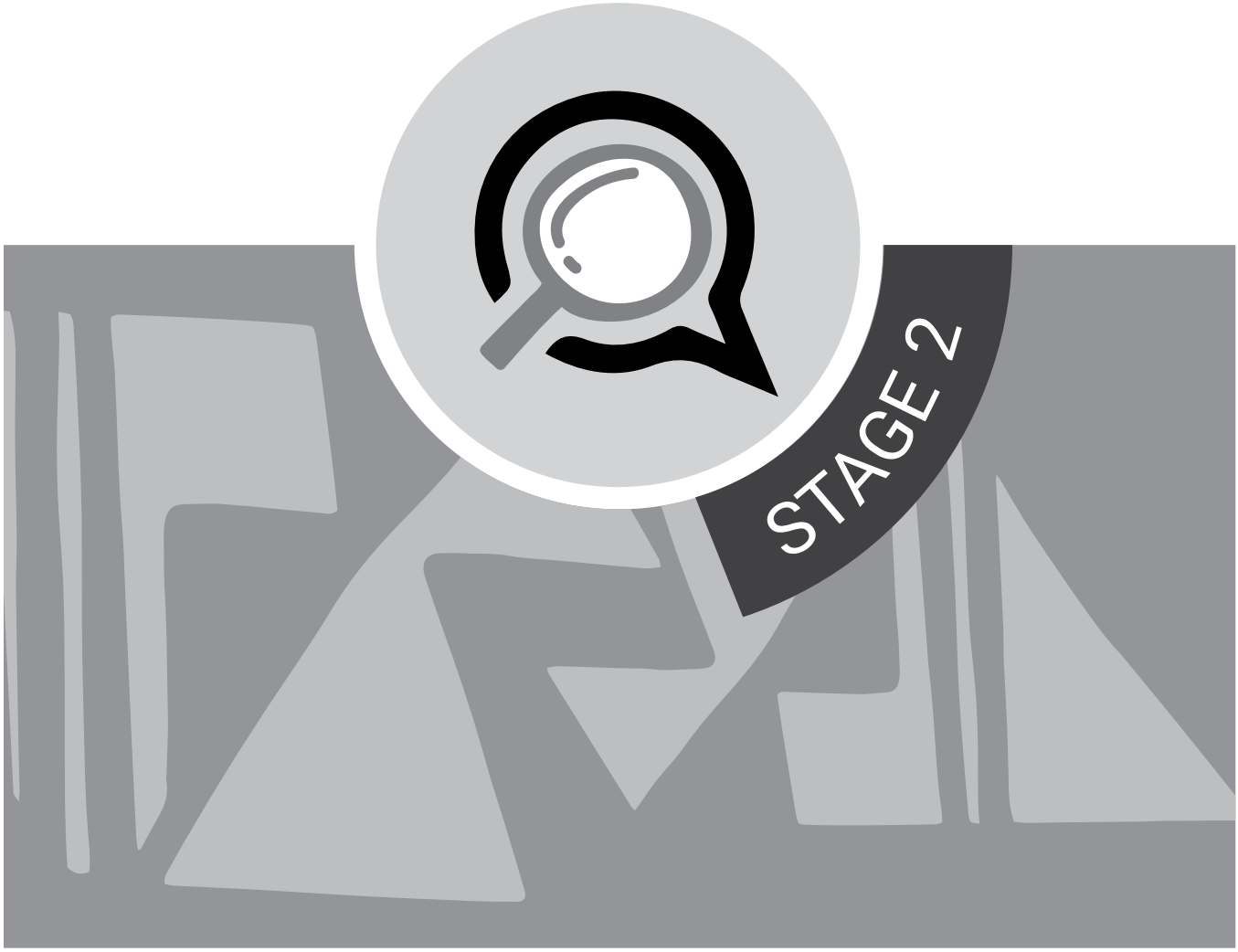
Anchor Standards *(continued)*

Speaking and Listening	**Comprehension and Collaboration:** **CCSS.ELA-LITERACY.SL.3.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **Presentation of Knowledge and Ideas:** **CCSS.ELA-LITERACY.SL.3.4**: Conduct short research projects that build knowledge about a topic.
Language	**Conventions of Standard English:** **CCSS.ELA-LITERACY.L.3.1**: Conduct short research projects that build knowledge about a topic. **CCSS.ELA-LITERACY.L.3.2**: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn the importance of community and core values, so that in the long-run, on their own, they will be able to model, and teach lessons learned through intergenerational learning.



Performance Assessment

Use GRASPS

Goal:	The goal is to Interview and present a role model of your community.
Role:	You are a local news reporter in your community and creating a series entitled “Role Models of Your Community” (Format: Class Book or Video)
Audience:	The target audiences are students of K-2 classrooms.
Scenario:	You need to teach students about the many valuable role models within your community that demonstrate important core values.
Product:	◦ A Classroom Booklet Our Community Role Models or Creation of TV Series (Video Recording: Our Community Role Models) ◦ **Community Role Model Biography Project Steps -** Google Slides (Biography Project Letter) ◦ **Biography Project -** Google Slides (Biography Project Template) ◦ **Biography Project Rubric** (next page)
Standards:	**W.3.2**: Informative/Explanatory **SL.3.1.B** **SL.3.1.C** **SL.3.1.D** **L.3.1:** Grammar **L.3.2:** Conventions

Biography Rubic for: _____ Date: _____

What am I being graded on?	4 Exceeds requirements!!!	3 Awesome job!!	2 Good job!	1 Needs Work
Content	Includes all of person's significant life events and has many supporting details.	Includes most of person's significant life events (at least 3) and has some supporting details.	Missing some significant life events and has few supporting details.	Missed many of the person's life events and has very few details.
Research	Person's life is well researched and developed with facts and details.	Person's life is supported with facts and details.	Person's life does not seem well-researched.	Very few clear facts about the person's life.
Organization	Related information about the person is grouped together in paragraphs. Paragraphs have topic sentences.	Most related information about the person is grouped together. At least one topic sentence	Some related information about the person is grouped together, but some is out of order. No clear topic sentences.	Lacks organization and structure. No Topic sentences.
Style	Interesting, keeps readers attention. Complete sentences with varied length.	Has some interesting sentences of varied length.	Sentences sound the same and have similar length.	Some sentences incomplete and are very basic, repetitive.
Originality	Clearly described in own words the person's life, accomplishments and contributions.	Clearly described in own words the person's life and accomplishments.	Described with some own words the person's life.	Describes the person's life but seems like someone else's writing style.
Word Choice	Consistently uses a variety of descriptive words.	Uses some descriptive words.	Very few descriptive words.	Very basic, general word choice.
Creativity	Included pictures and added extras to make report special.	Included picture. Added extra information to make report unique.	Included picture but added no other details.	Missing picture.
Conventions **Overall Neatness**	Very professional. Two or fewer spelling or grammar errors. Typed paper with indented paragraphs.	Three to four spelling or grammar errors. Paper typed with indented paragraphs. Very neat and professional.	Three to six spelling or grammar errors. Paper typed but not all paragraphs are indented.	Needs editing. Over six spelling or grammar errors. Paper typed but difficult to see paragraphs.
Daily Work Ethic **Following Directions** **Writing Process**	Almost always on task. Followed most steps of the writing process with rough draft, editing, and final draft.	Sometimes on task. Followed some steps of the writing process with rough draft, editing, and final draft.	Sometimes on task. Followed some steps of the writing process with rough draft, editing, and final draft.	Needed to focus more on project. Need frequent help with the writing process.

Total: ___/36 points

Performance Assessment *(continued)*

Use GRASPS

Goal:	The goal is to incorporate characteristics of a community into the creation of your own community (model), and provide textual evidence of examples from Unit 1 literature for writing components.
Role:	You are an engineer creating your own community model that you will present to architects and local community members.
Audience:	The target audiences are students of K-2 classrooms.
Scenario:	You will be presenting your model and written component to other architects and community members.
Product:	◦ **Unit 1: What is a community?** **Design Your Own Community** ◦ **Model/Expository/Analytical Writing:** Students will create their own community (Model) and identify the following: a. What makes a community a community? What are the characteristics of a community? b. Provide a description about your community. Include details about the geography, people, core values, diversity and equity within the community. c. Provide examples from the texts to describe how your community has similar characteristics of a community by identifying common characteristics, and citing textual evidence examples from the stories read. ◦ **Choose at least three of the following texts to provide textual evidence:** *Indian Shoes* by Cynthia L. Smith • *Jingle Dancer* by Cynthia L. Smith *Jim Thorpe's Bright Path* by Joseph Bruchac • *Shaped By Her Hands: Potter Maria Martinez* by Anna Harber Freeman • *Tales of the Mighty Code Talkers* by Lee Francis IV, Roy Boney Jr. • *Ancestor Approved* by Cynthia L. Smith
Standards:	**RI.3.1** **RI.3.2**: Key Ideas and Details, **W.3.1** Opinion

Assessment Goals for English Language

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

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

Can-Do-Name-Chart Language Proficiency Levels

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

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

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

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

- Discourse Focus (0rganization, cohesion, or density of language): **Cohesion of Language**
- Sentence (grammatical complexity)
- Word, Phrase (precision of language)

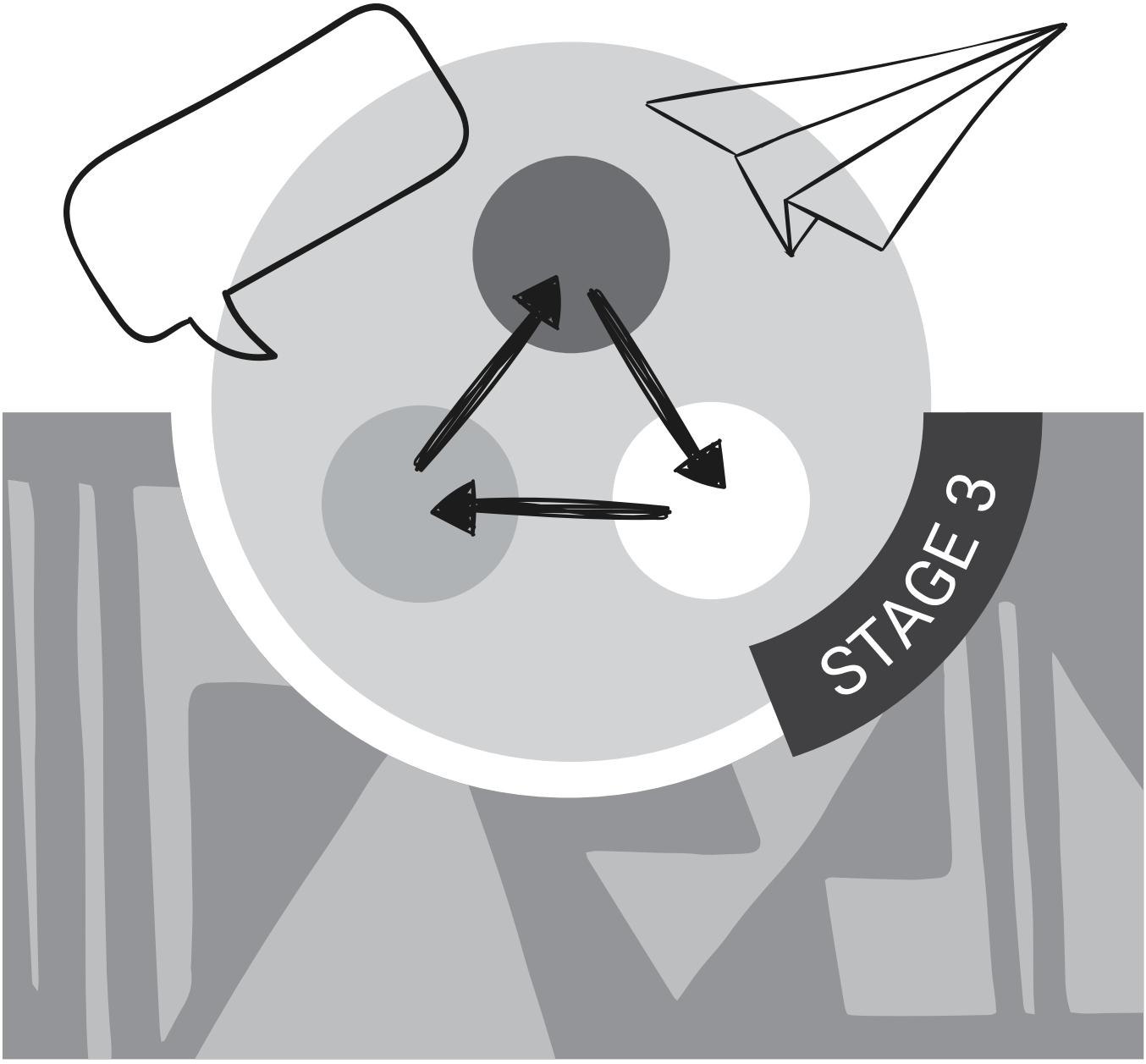
Expressive Communication Mode (Speaking, Writing, and Representing): **Writing**

- Discourse Focus (0rganization, cohesion, or density of language): **Organization of Language**
- Sentence (grammatical complexity)
- Word, Phrase (precision of language)

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

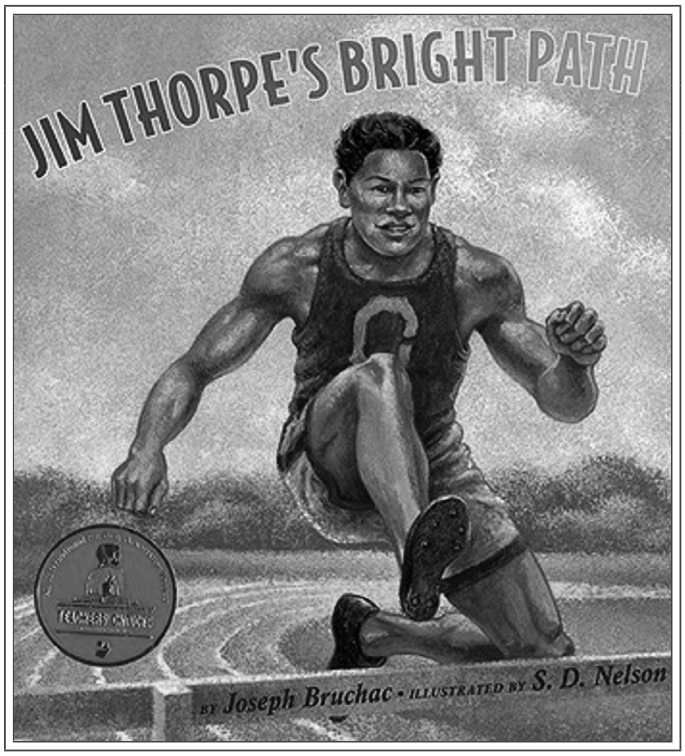
Language Proficiency Level	Students	Language Proficiency Level Criteria **Assessment Verb: Inform** by: Writing & Speaking	**Goals:** 1) create a timeline of yourself and your Core Values 2) present to the classroom community and families
		Able to Do	**Next Proficiency Level**
Level **1** **Entering**			
Level **2** **Emerging**	Writing Scores: Student A (2.3) Student B (2.4) Student C (2.2)	**Discourse: Cohesion of Language** *Connect ideas across a whole text through* • few frequently used cohesive devices, (repetition is mostly used or predictable frames) **SENTENCE Grammatical complexity** *Extend or enhance meanings through* • sentence fragments **WORD, PHRASE Precision of language** *Create precise meanings through everyday, cross-disciplinary, and technical language with* • few frequently used words and phrases with emerging precision	**Discourse: Cohesion of Language** *Connect ideas across a whole text through* • some frequently used cohesive devices (demonstratives) **SENTENCE Grammatical complexity** *Extend or enhance meanings through* • sentence fragments and emerging use of simple sentences **WORD, PHRASE Precision of language** *Create precise meanings through everyday, cross-disciplinary, and technical language with* • some frequently used words and phrases with some precision
Level **3** **Developing**	Speaking Scores: Student A (3.0) Student B (3.4) Student C (3.2)	**Discourse: Cohesion of Language** *Connect ideas across a whole text through* • some frequently used cohesive devices (demonstratives) **SENTENCE Grammatical complexity** *Extend or enhance meanings through* • sentence fragments and emerging use of simple sentences **WORD, PHRASE Precision of language** *Create precise meanings through everyday, cross-disciplinary, and technical language with* • some frequently used words and phrases with some precision	**Discourse: Cohesion of Language** *Connect ideas across a whole text through* • some formulaic cohesive devices (pronoun referencing) **SENTENCE Grammatical complexity** *Extend or enhance meanings through* • simple sentences **WORD, PHRASE Precision of language** *Create precise meanings through everyday, cross-disciplinary, and technical language with* • a small repertoire of words and phrases with developing precision (best friend, the red ball)
Level **4** **Expanding**			
Level **5** **Bridging**			
Level **6** **Reaching**			

SCOPE + SEQUENCE



Lesson 1 - Biography

Core Text:



Jim Thorpe's Bright Path

by Joseph Bruchac

Genre:	Biography (Nonfiction)
Story Origin:	Sac and Fox Nation and Potawatomi Tribe

Reading Interest Level:	Grades K-3
Lexile:	AD870L
Guided Reading Level:	T
ATOS Rdg Level:	5.6

Reading Response Notebook

Lesson Narrative:

Jim Thorpe's Bright Path is a moving biography of Jim Thorpe, beginning with his birth in Oklahoma on the Sac and Fox Indian Reservation and ending with his success as a football player and athlete at Carlisle Indian School. His biography teaches students the importance of perseverance and determination. In 1830, the Indian Removal Act forced the migration of eastern Indians to land west of the Mississippi River. This Indian Territory included what is now the state of Oklahoma. Subsequent federal policy and government programs focused on assimilating Indians into the ways of white people. Indian children were sent to boarding schools where they could not practice their customs or speak their native languages.

Core Values:

- **Perseverance**
- **Determination**

Key Equity Term(s):

- **Racism**
- **Assimilation**

LESSON 1 - Biography

Lesson plan: *(Jim Thorpe's Bright Path)*

PRE READING DISCUSSION QUESTIONS:

- What is a biography?
- Why are biographies of interest to readers?
- What biographies have you read?
- What are some problems you have faced? How did you resolve them?
- What is excellence? What things do you excel at? Why do you think you excel at them?
- Have you ever been away from your family for more than a few hours? How did you feel? What do you think it would be like to go to a boarding school away from home at age six?

Activity:

- Students read *Jim Thorpe's Bright Path*

- **Complete Graphic Organizer:** Elements of a Biography

AFTER READING

- **Reading Response Notebook**

- **Discussion Questions:** Encourage students to refer back to the book to support their responses.
  - What does the author mean when he writes "The sun was in Hiram Thorpe's heart..."?
  - How did Jim get his second name? What do you think it means? Explain.
  - Does anyone call you by a special name? What is it? How does it make you feel?
  - How did Jim feel about his twin brother Charlie? How did Jim show his feelings? Provide textual evidence.
  - What were some of the skills that Pa taught the boys? Why were these important to the Sac and Fox people?
  - Why did Pa think it was so important to get an education? Do you agree or disagree with Pa? Explain.
  - How did Jim feel about his first school? Why? What caused him to run away from this school?
  - How did Jim get recruited for the Carlisle School?
  - Why did Jim stay on at Carlisle even after his father died?
  - How would you describe Jim Thorpe? What were his strongest characteristics? What were the weakest characteristics?
  - How does this book affect your thinking about prejudice and the way people are sometimes treated by others? Provide examples from the text.

LESSON 1 - Biography

Anchor Standards:

Reading: Literature	**RL.3.1** Key Ideas and Details **RL.3.4** Craft and Structure
Writing:	**W.3.1** Opinion **W.3.2** Informative Explanatory
Speaking and Listening:	**SL.3.1.B** **SL.3.1.C** **SL.3.1.D** Engage effectively in a range of collaborative discussions
Language:	**L.3.1** Grammar **L.3.2** Conventions

Embedded Assessment:

- ***Jim Thorpe Bright Path*** **Reading Response Notebook**

LESSON 1 - Biography

English Language Development Connections:

Grades 2-3 ELD Standards

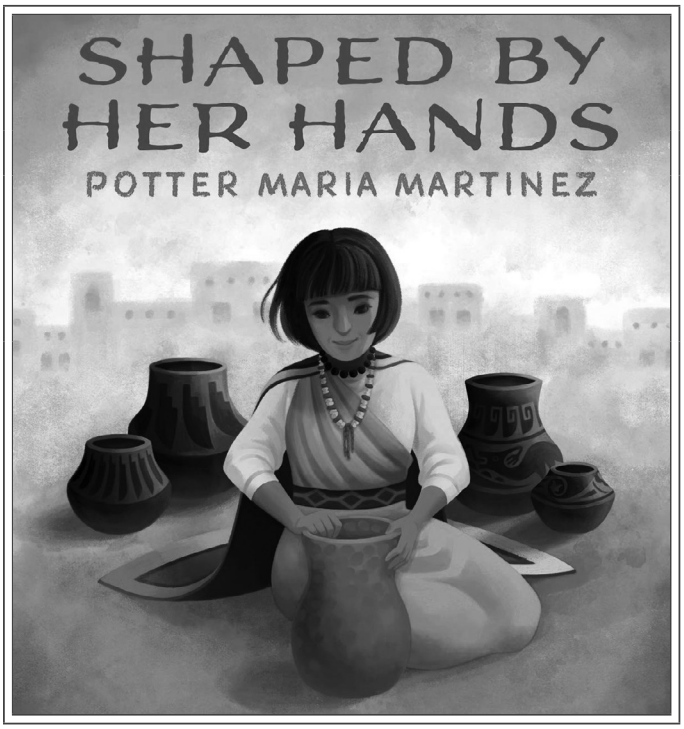
Domain Focus:	Reading & Writing
Key Language Use:	Explain

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language expectations, use differentiated questioning to check for understanding of task, provide visually-supported key words and their meaning.
Speaking:	**Use sticks and spoons,** type strategies to provide equity of voice, model language and expected language functions (how they should be using language) for explaining, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, provide sentence frames using explaining functions like: ◦ The author means _____ because _____. ◦ I think excellence means _____ because _____.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures.
Writing:	Use chart of language cues for explaining, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).

Lesson 2 - Biography

Core Text:



Shaped By Her Hands: Potter Maria Martinez

by Ann Harber Freeman

Genre:	Biography (Nonfiction)
Story Origin:	San Ildefonso Pueblo, NM

Reading Interest Level:	Grades K-3
Lexile:	AD970
Guided Reading Level:	O
ATOS Rdg Level:	4.6

Reading Response Notebook

Lesson Narrative:

The most renowned Native American Indian potter of her time, Maria Povika Martinez learned pottery as a child under the guiding hands of her aunt. She grew up to discover a new firing technique that turned her pots black and shiny, and made them—and Maria—famous. This inspiring story of family and creativity illuminates how Maria's belief in sharing her love of clay brought success and joy from her New Mexico Pueblo to people all across the country.

Core Values:

- **Respect**
- **Compassion**
- **Community**
- **Responsibility**
- **Generosity**

Key Equity Term(s):

- **Culture**
- **Racial and Ethnic Identity**

Lesson plan: *(Shaped By Her Hands)*

PRE READING VOCABULARY ACTIVITY:

- **Assess Prior Knowledge Vocabulary Skills:** This book uses many terms that relate to Pueblo culture and pottery making. Use this chart to list these words and their definitions to help build familiarity and deepen knowledge while reading. **Vocabulary Skills GO**

Activity:

- Students read *Shaped by Her Hands*

- **During Reading:**
  - **Timeline Maria Martinez Graphic Organizer:** Timeline Activity
  - **Maria Martinez Biography GO:** Elements of a Biography
  - **Comparing Women of Persistence GO**

AFTER READING

- **Reading Response Notebook**

- **Discussion Questions:** Encourage students to refer back to the book to support their responses.
  - Maria was surrounded by what when she grew up? Where did she live?
  - What did her parents do?
  - What did Maria do while her parents were in the fields?
  - Which Pueblo is Maria from?
  - Who did Maria learn how to make pottery from?
  - Why do you think Maria was so interested in pottery at such a young age?
  - Based on what you read, why did Maria's first pots crack after drying in the sun?
  - Why did Nicolasa feel it was important to share the importance of sharing clay knowledge with Maria?
  - How did Maria become such a skilled pottery maker?
  - Why was archaeologist Edgar Lee Hewett so interested in speaking to Maria?
  - How was Maria able to create such a dark black color on her pot?
  - How did Edgar Hewett help Maria become such a world renowned pottery maker?
  - How did Maria react after her husband Julian's death? Did she stop making pottery?
  - What was the author's purpose for writing this book? Was it to inform, entertain or persuade the audience?
  - Create your own question: What questions would you ask the author if you could?
  - What are two core values represented in this book. Provide 3-4 examples of textual evidence to support your reasoning for each core value.

LESSON 2 - Biography

Anchor Standards:

Reading: Literature	**RL.3.1** Key Ideas and Details **RL.3.4** Craft and Structure
Writing:	**W.3.1** Opinion **W.3.2** Informative Explanatory
Speaking and Listening:	**SL.3.1.B** **SL.3.1.C** **SL.3.1.D** Engage effectively in a range of collaborative discussions
Language:	**L.3.1** Grammar **L.3.2** Conventions

Embedded Assessment:

***Shaped By Her Hands* Reading Response Notebook**

LESSON 2 - Biography

English Language Development Connections:

Grades 2-3 ELD Standards

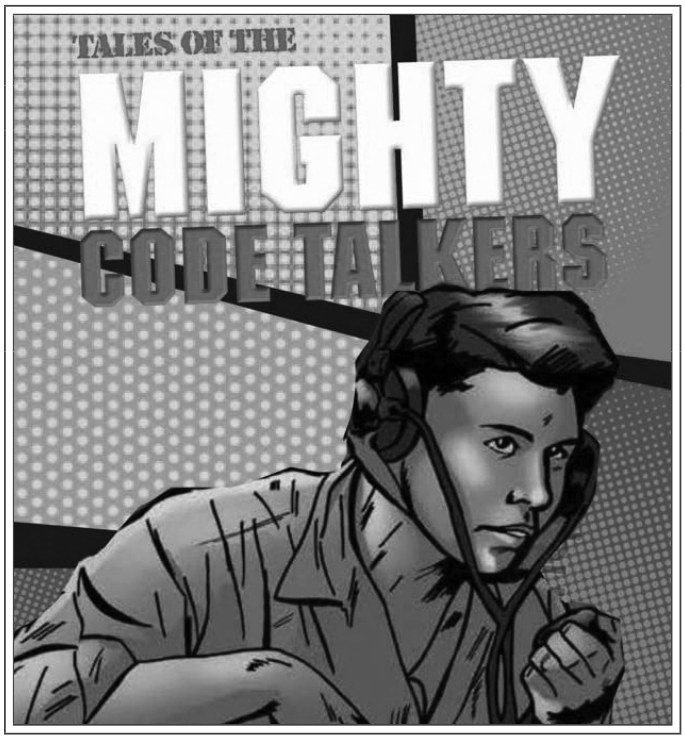
Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language expectations, use differentiated questioning to check for understanding of task, provide visually-supported key words and their meaning.
Speaking:	**Use sticks and spoons,** type strategies to provide equity of voice, model language and expected language functions (how they should be using language) for explaining and informing, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, provide sentence frames using explaining and informing functions like: ◦ _____ is an important event for Maria Martinez because _____. ◦ Maria Tallchief showed persistence by _____. Provide/review chart of language cues for compare and contrast, provide sentence frames using comparing & contrasting functions like: ◦ Maria Martinez and Maria Tallchief are similar because _____ and _____. ◦ They are different because Maria Martinez _____ and Maria Tallchief _____.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain the use of the three different graphic organizers being specific with language use and expectations, provide chart of vocab words with sketches/pictures, provide chart that models using timelines and comparative language.
Writing:	Use chart of language cues for explaining, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal), review chart that models using timelines and comparative language to check for understanding and to support writing.

Lesson 3 - Biography

Core Text:



Tales of the Mighty Code Talkers

Lee Francis IV, Roy Boney Jr.

Genre:	Graphic Novel/Nonfiction/ Biography
Story Origin:	Choctaw Nation, Cherokee Nation, and Navajo Nation

Reading Interest Level:	Grades 3-4
Lexile:	GN630L
Guided Reading Level:	Y
ATOS Rdg Level:	n/a

Reading Response Notebook

Lesson Narrative:

Tales of the Mighty Code Talkers detail the deep emotions of leaving one's homeland to fight in a war far away, the comfort and benefit in finding those who speak their native language, and the pride in knowing you served your country while honoring your people. A high percentage of Native Americans serve in the U.S. military and bring special talents that have aided their fighting units during wartime, including the famed code talkers of World War I.

Core Values:

- **Community**
- **Compassion**
- **Respect**
- **Perseverance**
- **Responsibility**

Key Equity Term(s):

- **Culture**
- **Racial and Ethnic Identity**

Lesson plan:
(Tales of the Mighty Code Talkers)

PRE READING ACTIVITY:

- **Assess Prior Knowledge:** Characteristics of a Graphic Novel.
- Lessons - using Graphic Novel Resource Templates:
  - **Introduction to Graphic Novels Lessons Outline**
  - **Graphic Novels Resources for instruction**
  - **Who were the Code Talkers? Video**
  - **Secrets of the Code Talkers | The Warrior Tradition Video**
  - **Complete 321 Graphic Organizer**

PRE READING DISCUSSION QUESTIONS:

- Who were the Code Talkers?
- How did native language have a critical role in war?
- Why is it important to learn your native language(s)?

Anchor Standards:

Reading: Literature	**RL.3.1** **RL.3.3** **RL.3.7** **RL.3.9**

Embedded Assessment:

***Tales of the Mighty Code Talkers* Reading Response Notebook**

English Language Development Connections:

Grades 2-3 ELD Standards

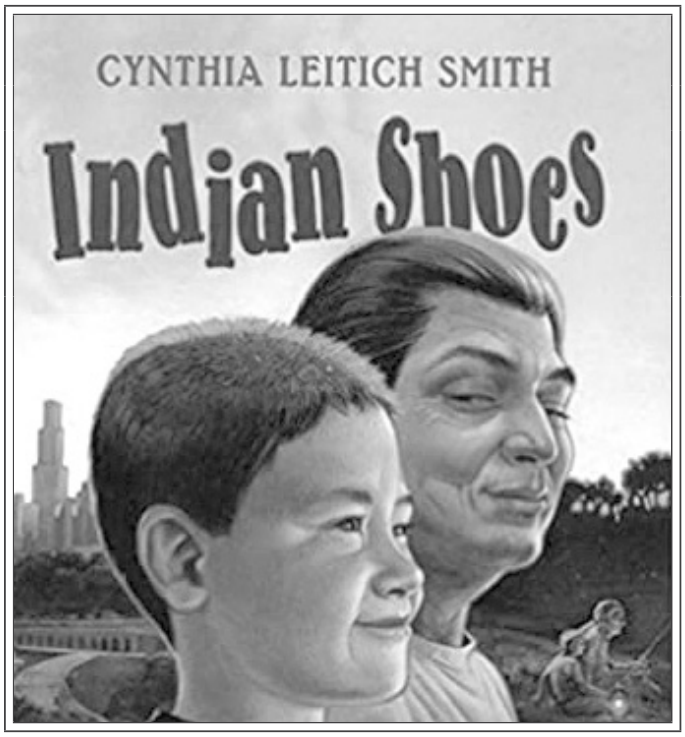
Domain Focus:	Reading & Writing
Key Language Use:	Explain

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language expectations, use differentiated questioning to check for understanding of task, provide visually-supported key words and their meaning.
Speaking:	**Use sticks and spoons,** type strategies to provide equity of voice, model language and expected language functions (how they should be using language) for explaining, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, provide sentence frames using explaining functions, provide chart for elements of graphic novels.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures.
Writing:	Use chart of language cues for explaining, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).

Lesson 4

Core Text:



Indian Shoes
by Cynthia L. Smith

Genre:	Realistic Fiction
Story Origin:	Cherokee-Seminole

Reading Interest Level:	Grades 2-5
Lexile:	20L
Guided Reading Level:	O
ATOS Rdg Level:	5.2

Reading Response Notebook

Lesson Narrative:

Ray Halfmoon and his Grampa Halfmoon, who has raised him since his parents were killed in an accident, are very close. They both love baseball, animals, and Indian Shoes.They shop, fish, solve problems together and support one another.
This short story collection, is a heartwarming glimpse into the life of Ray, a Seminole-Cherokee boy, who loves the life he and his Grampa share in Chicago, and sometimes Oklahoma. Ray and Grampa have a warm and loving intergenerational bond.

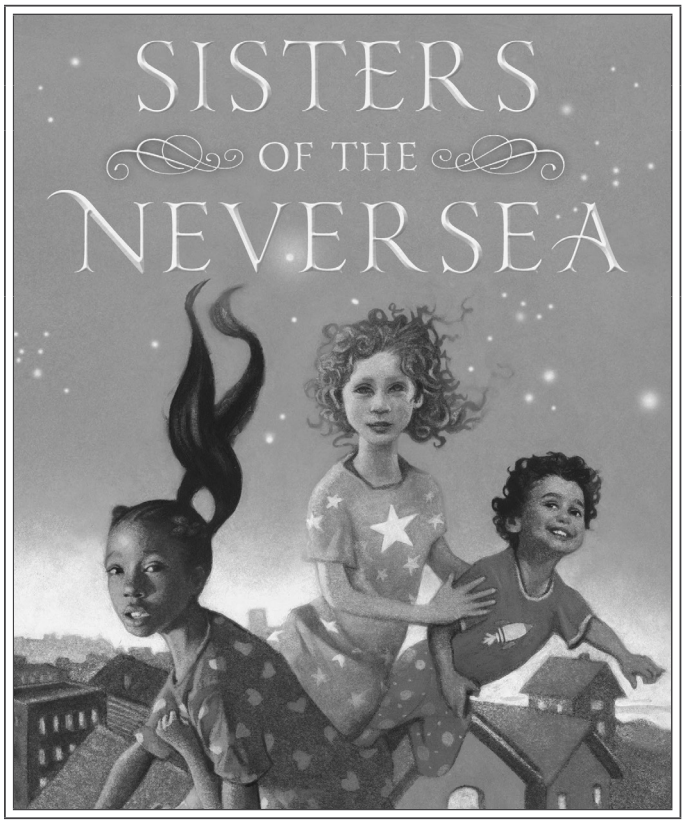
Core Values:

- **Community**
- **Compassion**
- **Perseverance**
- **Respect**

Key Equity Term(s):

- **Culture**
- **Racial and Ethnic Identity**

Supporting Text:



Sisters of the Neversea

by Cynthia L. Smith

Genre:	Fiction/Folklore
Story Origin:	Muscogee Creek

Reading Interest Level:	Grades 3-7
Lexile:	GN630L
Guided Reading Level:	Y
ATOS Rdg Level:	n/a

Lesson plan: *(Indian Shoes)*

PRE READING ACTIVITY MAKING CONNECTIONS:

- Draw a picture of your favorite shoes, or a pair of shoes that you would love to have. Describe and share.
- Draw a picture of your favorite thing to do with a grandparent or other adult caregiver/relative. (For example, cook dinner, go fishing, dance, go shopping etc.) Discuss and share.

LESSON 4

Lesson plan: *(Indian Shoes)*

DISCUSSION QUESTIONS:

- In “Indian Shoes” what textual evidence shows that Ray’s Grandfather is homesick? Where is he from?
- In “‘Don’t Forget The Pants!’”, what are the ideas that Ray and Grampa talk about in trying to figure out what to do about their problem?
- In “Guess Who’s Coming To Dinner?”, what are all the things that go wrong?
- In “The Accident,” what objects are mentioned that played a big role in one of the earlier stories?
- In “Team Colors,” what experience does Grampa have in cutting hair?
- In “Night Fishing,” whom do Ray and Grampa remember together at the lake?
- What do all of these stories have in common?
- What hints in the stories relate to Ray and Grampa’s Native heritage?
- What makes a short story collection different than a novel?
- Which story was your favorite and why?
- What are the core values that are represented in the stories? Provide textual evidence to support your reasoning.

EXTENSION ACTIVITY: Read *Sisters of the Neversea*

- **Discussion questions:**
  - The idea of kinship, or a family connection, is central to Native cultures. Relatives respect, care for, and support one another. How can you connect this to the Roberts-Darling family?
  - Wendy and Lily travel through different environments on Neverland, an island surrounded by Neversea. Why is the forest important in this story? Are all species important for keeping nature in balance? What do you think will happen to the baby tiger cub in the future?
  - Many stories include obstacles and opposing forces. In the beginning, Wendy and Lily seem at odds, but once they reunite on the island, they resolve their differences. How do they accomplish this? How can people resolve conflicts peacefully?
  - Elders have an important role in our lives, as stated in an excerpt from page 170: “Michael heard stories of generations past and present from Aunt Lillian and other leaders around kitchen tables, and sometimes they all went together to community events with storytellers, too.” Choose an elder from the story (Aunt Lillian; Clifford, the last Native elder on the island, etc.) and explain why they are significant to the story.
  - Which character do you think achieved the most growth in a positive way? Explain why.
  - Why do you think the author chose third person omniscient point of view to write this story? How does this point of view help tell an engaging tale?
  - What core values are taught in this story? Explain using textual evidence.
  - Compare/Contrast to Indian Shoes

LESSON 4

Embedded Assessment:

Indian Shoes Reading Response Notebook

Anchor Standards:

Reading: Literature	RL.3.1 RL.3.5 RL.3.9
Speaking and Listening:	SL.3.1.B SL.3.1.C SL.3.1.D Engage effectively in a range of collaborative discussions
Language:	L.3.1 Grammar L.3.2 Conventions

English Language Development Connections:

Grades 2-3 ELD Standards

Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

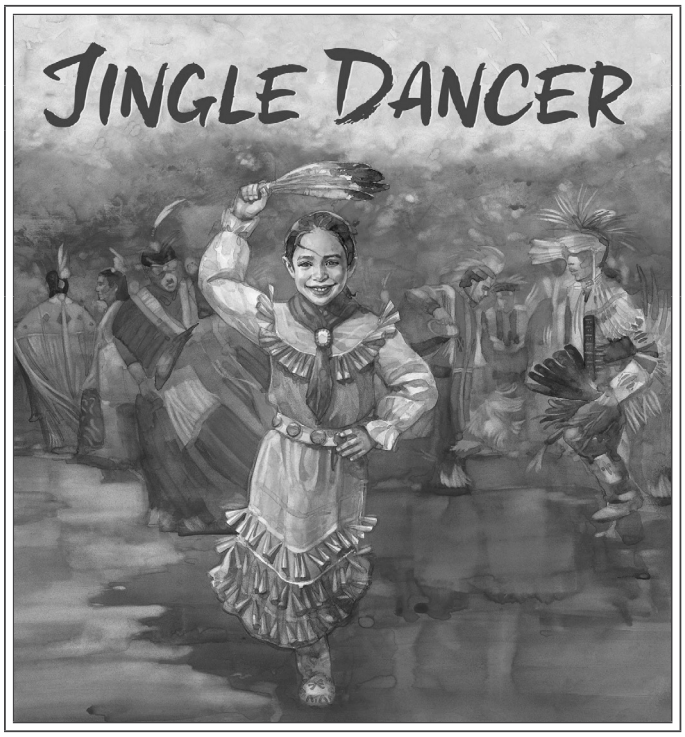
Listening:	Provide preview and review of language expectations, use differentiated questioning to check for understanding of task, provide visually-supported key words and their meaning.

English Language Development Connections: *(continued)*

Speaking:	**Use sticks and spoons,** type strategies to provide equity of voice, model language and expected language functions (how they should be using language) for explaining and informing, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, provide sentence frames using explaining and informing functions, provide/review chart of language cues for showing text evidence.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain the readers' response notebook being specific with language use and expectations, provide chart of vocab words with sketches/pictures, provide chart that models using timelines and comparative language.
Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal), review chart that models showing text evidence to check for understanding and to support writing.

Lesson 5

Core Text:



Jingle Dancer
by Cynthia L. Smith

Genre:	Realistic Fiction
Story Origin:	Muscogee Creek

Reading Interest Level:	P-3
Lexile:	650L
Guided Reading Level:	M
ATOS Rdg Level:	3.7

Reading Response Notebook

Lesson Narrative:

Jenna, a contemporary Muscogee (Creek) girl in Oklahoma, wants to honor a family tradition by jingle dancing at the next powwow. Jenna wants to follow in the footsteps of generations of women in her family and dance at the next powwow. The story describes how she has to figure out how to make her dress sing with enough jingles.

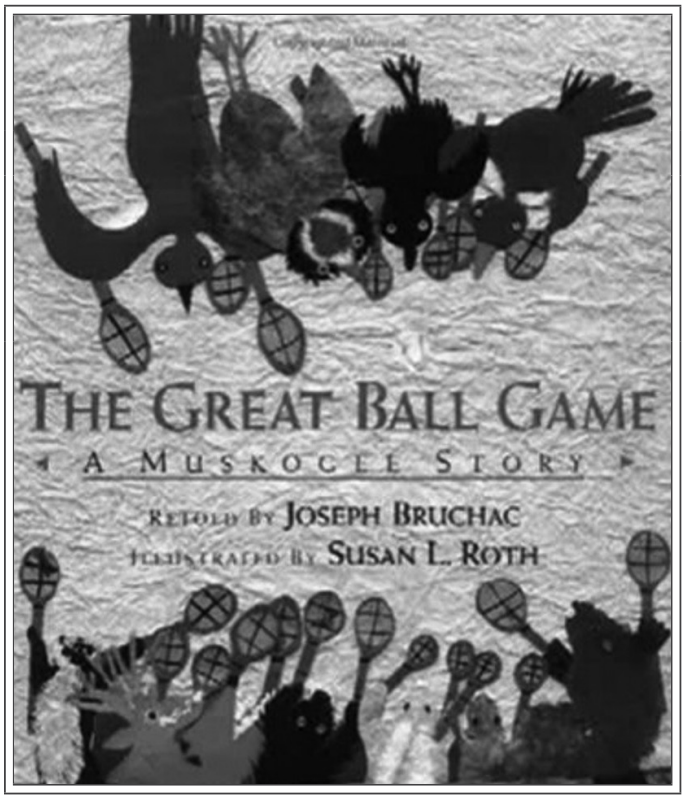
Core Values:

- **Perseverance**
- **Respect**
- **Responsibility**
- **Community**

Key Equity Term(s):

- **Culture**
- **Racial and Ethnic Identity**

Supporting Text:



The Great Ball Game: A Muskogee Story

retold by Joseph Bruchac

Genre:	Fiction/Folklore
Story Origin:	Muscogee Creek

Reading Interest Level:	Grades K-3
Lexile:	520L
Guided Reading Level:	n/a
ATOS Rdg Level:	3.1

Lesson plan: *(Jingle Dancer)*

PRE READING ACTIVITY MAKING CONNECTIONS:

- Draw and describe your own experience of dancing in the pueblo or your community.
- Draw and describe your own experience going to a pow wow. Have you seen jingle dancers?
- Describe what you recall? Feel?
- What is a Pow Wow? Watch the following videos:
  - **National Geographic Experience America's Largest Pow Wow**
  - **PowWow Experience Documentary**

Lesson plan: *(Jingle Dancer)*

PRE READING ACTIVITY MAKING CONNECTIONS:

- **Imagine going to the PowWow.** How would you feel? What did you learn?
  - What is a powwow?
  - What is a tradition? Do you have traditions in your families? What are they?
  - What does regalia mean? Emphasize that regalia is not a costume. Talk about other people who wear special clothes on meaningful occasions like priests or brides in their wedding dresses.

DISCUSSION QUESTIONS:

- How did Mrs. Scott, Grandma Wolfe, Great-aunt Sis and Cousin Elizabeth help Jenna make her dress?
- How did Jenna show her respect for these women?
- Did Jingle Dancer take place today or a long time ago?
- Explain what a jingle does.
- Identify the characters who help Jenna prepare for the powwow.
- Describe what happens in the story in your own words.
- Retell why each person can't dance at the powwow.
- What can you learn from the way Jenna solved her problem?
- Imagine you were going to jingle dance. What things would you have to learn before that would be possible?
- What events are important in your family each year? In what ways do you prepare for them?
- What do you suppose happens after the powwow?
- Which scene of the book is your favorite? Why?
- What are the core values that are represented in the stories? Provide textual evidence to support your reasoning.

EXTENSION ACTIVITY:

- **Read *The Great Ball Game: A Muskogee Story***
  - In *Jingle Dancer*, who tells Jenna the Story of Bat?
  - What is the theme of the story?
  - What does Jenna have in common with Bat?

LESSON 5

Embedded Assessment:

Jingle Dancer Reading Response Notebook

Anchor Standards:

Reading: Literature	RL.3.1 RL.3.5 RL.3.9
Speaking and Listening:	SL.3.1.B SL.3.1.C SL.3.1.D Engage effectively in a range of collaborative discussions
Language:	L.3.1 Grammar L.3.2 Conventions

English Language Development Connections:

Grades 2-3 ELD Standards

Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

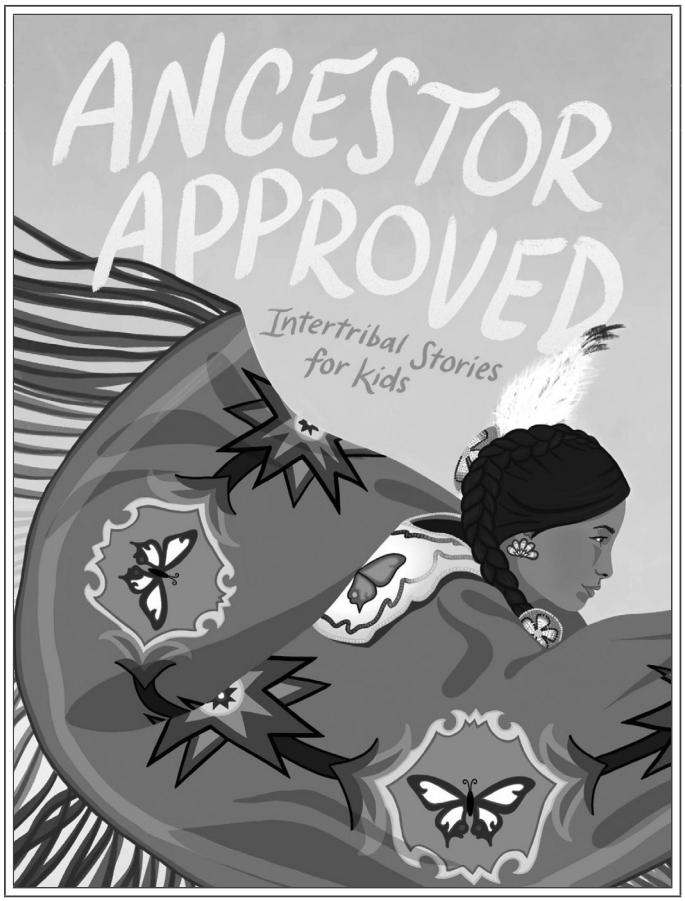
Listening:	Provide preview and review of language expectations, use differentiated questioning to check for understanding of task, provide visually-supported key words and their meaning.

English Language Development Connections: *(continued)*

Speaking:	**Use sticks and spoons,** type strategies to provide equity of voice, model language and expected language functions (how they should be using language) for explaining and informing, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, provide sentence frames using explaining and informing functions, provide/review chart of language cues for showing text evidence.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain the readers' response notebook being specific with language use and expectations, provide chart of vocab words with sketches/pictures, provide chart that models using timelines and comparative language.
Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal), review chart that models showing text evidence to check for understanding and to support writing.

Lesson 6

Core Text:



Ancestor Approved

by Cynthia L. Smith

Genre:	Fiction/Short Stories
Story Origin:	Nulhegan Abenaki Nation, Cherokee, Upper Skagit, Onondaga, Anishinaabe/ Metis, Dine, Turtle Mountain Band of Ojibwe, Ohkay Owinge, Cree Nation, Wichita and Affiliated Tribes, Lakota, Choctaw, Apache

Reading Interest Level:	Grades 3-7
Lexile:	n/a
Guided Reading Level:	n/a
ATOS Rdg Level:	5.0

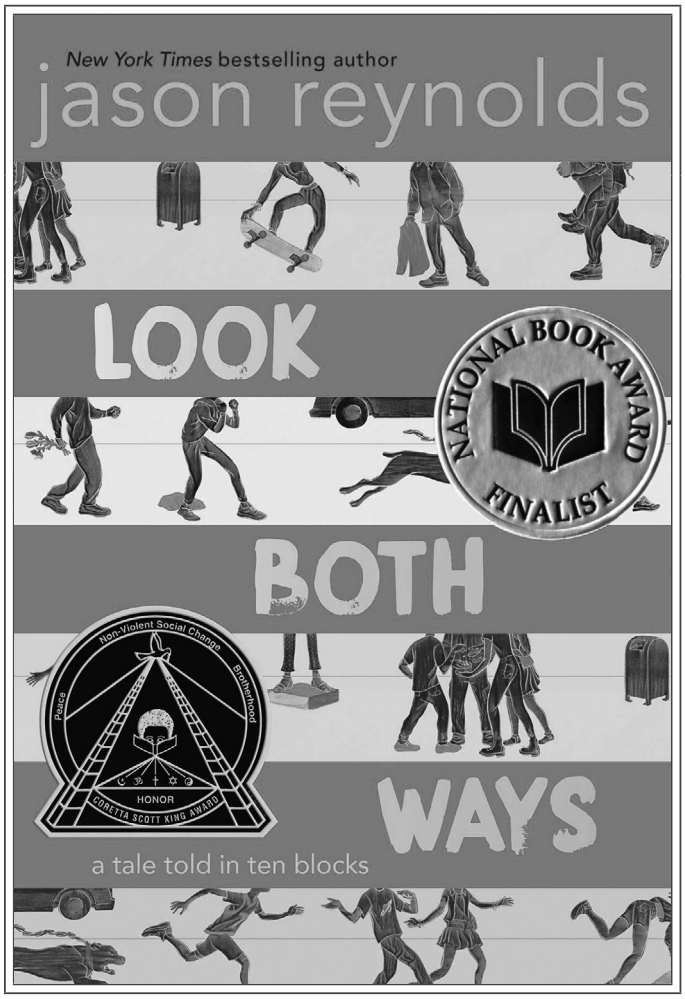
Lesson Narrative:

A collection of intersecting stories and poems set at a powwow that bursts with hope, joy, resilience, the strength of community, and Native pride. Featuring stories and poems by: Joseph Bruchac, Art Coulson, Christine Day, Eric Gansworth, Carole Lindstrom, Dawn Quigley, Rebecca Roanhorse, David A. Robertson, Andrea L. Rogers, Kim Rogers, Cynthia Leitich Smith, Monique Gray Smith, Traci Sorell, Tim Tingle, Erika T. Wurth, and Brian Young.

Core Values:

- **Respect**
- **Community**
- **Compassion**
- **Perseverance**
- **Generosity**
- **Responsibility**

Supporting Text:



Look Both Ways: A Tale Told in Ten Blocks

by Jason Reynolds

Genre:	Realistic Fiction/Short Stories

Reading Interest Level:	Grades 5-9
Lexile:	750L
Guided Reading Level:	Y
ATOS Rdg Level:	4.8

Literature Narrative:

This is a story that takes place in one day from ten different perspectives. In the ten blocks around the school as it lets out one day, we meet kids and learn who are they when there are no adults listening in. The book shows we are all connected, and through even the smallest interactions we are all in community together.

Anchor Standards:

Reading: Literature	RL.3.1 RL.3.5 RL.3.9
Speaking and Listening:	SL.3.1.B SL.3.1.C SL.3.1.D Engage effectively in a range of collaborative discussions
Language:	L.3.1 Grammar L.3.2 Conventions

LESSON 6

Lesson plan: *(Ancestor Approved)*

QUESTIONS FOR DISCUSSION OR REFLECTIVE WRITING:

- Do you enjoy short stories?
- What are some common themes you noticed throughout the poems and stories in this book?
- Did you have a favorite story in this collection, or any that particularly stood out to you? What was it about this story that caught your attention?
- Have you read any of the authors whose works were in this collection? Did this collection inspire you to pick up their other works?
- Why do you think it's important to read stories and books by Indigenous authors?
- The first lines of a book hook the reader. In this book, the first section is a poem. How does this poem intrigue you and make you want to read on?
- You'll notice the stories have a common thread— relationships. Choose one short story and describe the relationship between the characters. Why do you think building relationships with others is important? Why should people respect their Elders?
- Which one of the short stories lingered most in your mind? Why did the story appeal to you? Name a memorable character and explain why you chose them.
- According to the foreword to the book, the contributors coordinated their efforts to create this anthology. How do you think the team of authors organized the book Ancestor Approved? What are two overall themes of this collection of poems and stories?
- Read the last poem in the book. Why do you think the book begins and ends with a poem? How are the poems connected to a theme about sharing cultures and traditions?
- Reflect on what you learned while reading these stories. How can you connect new knowledge to your own life, family, and/or community?
- Choose 2 core values. What short story or poem in Ancestor Approved demonstrates each core value. Explain by providing textual evidence to support your reasoning.

Activities:

- **I Am Poem (Identity)**
- **We Are Proud to Be - Class Poem Template**

Lesson plan: *(Ancestor Approved)*

EXTENSION ACTIVITIES: Read *Look Both Ways: A Tale Told In Ten Blocks*

- Which one is your favorite story and why?
- Which is your favorite character (or duo/group) and why?
- Show the epigraph after the final story. What does it mean?

"A foot leaves, a foot lands, and our longing gives it momentum from rest to rest."
- Garnette Cadogan

- Where do you see yourself represented in these stories and characters?
- We keep hearing about the school bus falling out of the sky. Talk about the different examples and what it means to you.
- Use art materials to represent a feeling or moment from the story that shows people in community together.
- Write a paragraph about what community means to you and include a description of what your role is in making a community work.

Activities:

- **Compare/Contrast to *Ancestors Approved:***
  - *Ancestor Approved* takes place over the course of a weekend, while *Look Both Ways* takes place over the course of a single afternoon.
  - *Ancestor Approved* features contemporary Native tweens and teens attending a powwow, while *Look Both Ways* focuses on Black tweens within a ten block radius from their middle school.
  - *Ancestor Approved* is written by eighteen writers, *Look Both Ways* by just one.
  - Each offers readers an interconnected set of stories in which we learn more about each character as we see them in new stories and situations.

- **Compare and contrast the following story elements of all texts:**
  - **Characters/Character Traits** (Analyze the ways that the characters have a shifting point of view and relationships within the stories)
  - Theme of Each Story (Textual Evidence) **Digital Ready Doc**

English Language Development Connections:

Grades 2-3 ELD Standards

Domain Focus:	Reading & Writing
Key Language Use:	Explain

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language expectations, use differentiated questioning to check for understanding of task, provide visually-supported key words and their meaning.
Speaking:	**Use sticks and spoons,** type strategies to provide equity of voice, model language and expected language functions (how they should be using language) for explaining and informing, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, provide sentence frames using explaining and informing functions, provide/review chart of language cues for showing text evidence.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain the readers' response notebook being specific with language use and expectations, provide chart of vocab words with sketches/pictures, provide chart that models using timelines and comparative language
Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal), review chart that models showing text evidence to check for understanding and to support writing.