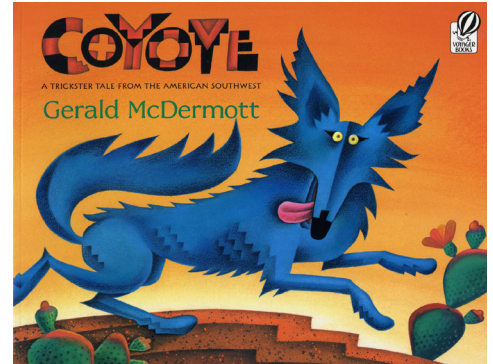
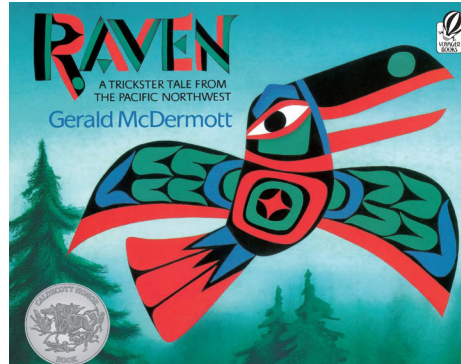
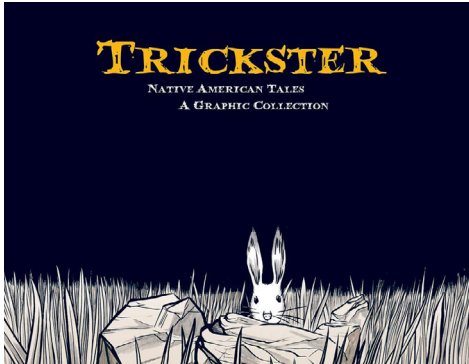


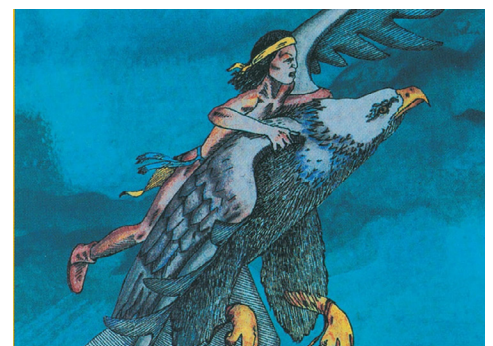
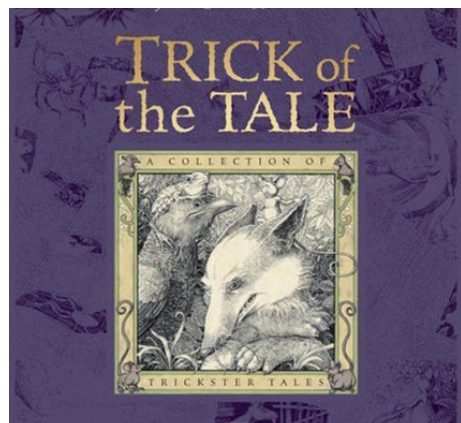
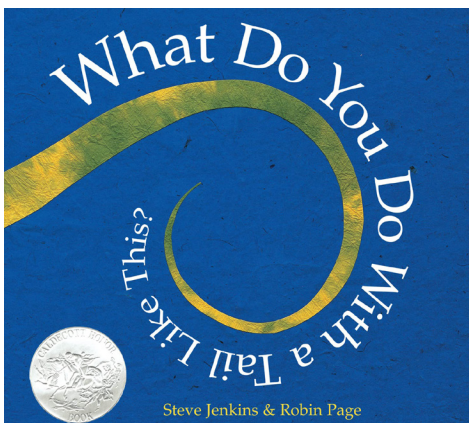
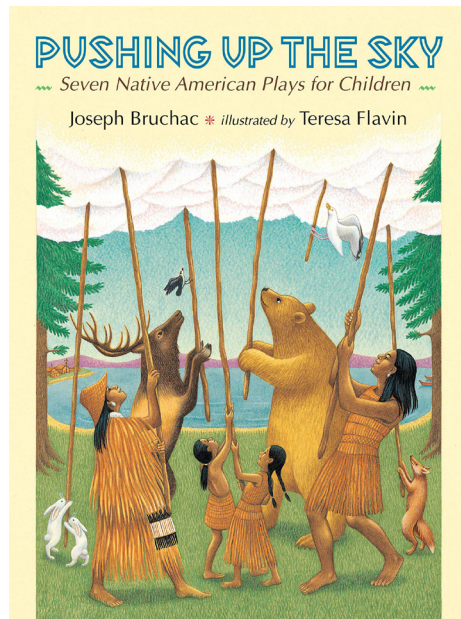
NATIVE LITERATURE PROGRAM DESIGN

3RD GRADE



UNIT 2

Our Environment and Identity



UNIT 2

Our Environment and Identity

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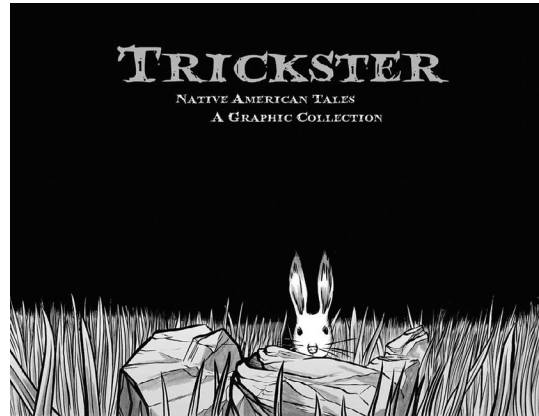
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Designers: Ko’o Barbara and Diane Chavarria, Kha’p’o Community School

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 Text:



Trickster: Native American Tales: A Graphic Collection

by Matt Dembicki

(Graphic Novel: 21 stories, told by 23 Native Americans from Alaska to Nebraska, from Maine to South Carolina, from Hawaii to New York to New Mexico. The tribes represented include Cherokee, Navajo, Pueblo, Blackfoot and Choctaw)

1. *Coyote and the Pebbles* by Dayton Edmonds and Micah Farritor
2. *Raven the Trickster* by John Active and Jason Copland
3. *Azban and the Crayfish* by James Bruchac, Joseph Bruchac, and Matt Dembicki
4. *Trickster and the Great Chief* by David Smith and Jerry Carr
5. *Horned Toad Lady and Coyote* by Eldrena Douma and Roy Boney Jr.
6. *Rabbit and the Tug-of-War* by Michael Thompson and Jacob Arrenfeltz
7. *Moshup's Bridge* by Jonathan Perry, Chris Piers, and Scott White
8. *Rabbit's Choctaw Tail Tale* by Tim Tingle and Pat Lewis
9. *The Wolf and the Mink* by Elaine Grinnell and Michelle Silva
10. *The Dangerous Beaver* by Mary Eyley and Jim8ball
11. *Giddy up, Wolfie* by Greg Rodgers and Mike Short
12. *How the Alligator Got His Brown, Scaly Skin* by Joyce Bear and Megan Baehr
13. *The Yehasuri, the Little Wild Indians* by Beckee Garris and Andrew Cohen
14. *Waynaboozhoo and the Geese* by Dan Jones and Michael J. Auger
15. *When Coyote Decided to Get Married* by Eirik Thorsgard and Rand Arrington
16. *Puapualenalena, Wizard Dog of Waipi'o Valley* by Thomas C. Cummings Jr. and Paul Zdepski
17. *Ishjinki and Buzzard* by Jimm Goodtracks and Dimi Macheras
18. *The Bear Who Stole the Chinook* by Jack Gladstone and Evan Keeling
19. *How Wildcat Caught a Turkey* by Joseph Stands With Many and Jon Sperry
20. *Espun and Grandfather* by John Bear Mitchell and Andy Bennett
21. *Mai and the Cliff-Dwelling Birds* by Sunny Dooley and J. Chris Campbell

Unit Supporting Texts:

Graphic Novels: _____

- ***Mr. Big: A Tale of Pond Life***
by Carol Dembicki and Matt Dembicki

Readers' Theaters: _____

- ***Pushing Up the Sky Seven Native American Plays For Children***
by Joseph Bruchac (Abenaki, Ojibway, Cherokee, Cheyenne, Snohomish, Tlingit, and Zuni)

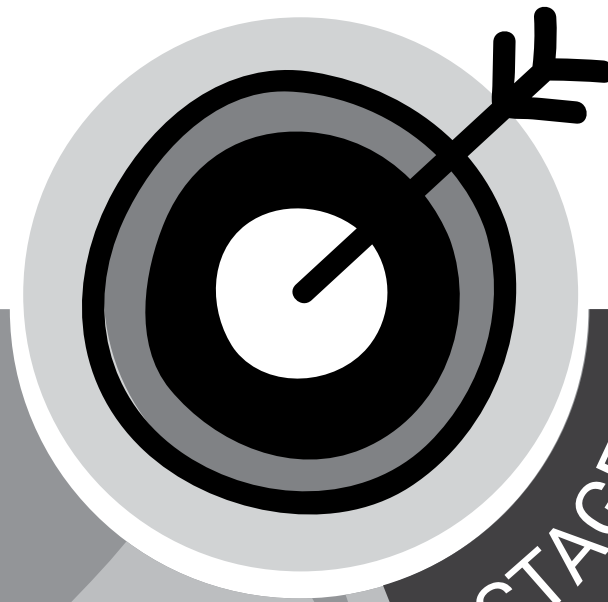
Read Alouds: _____

- ***Trick of the Tale: A Collection of Trickster Tales***
by John and Caitlin Matthews: a multicultural array of Trickster stories from around the world. (from African to Inuit to European, Tibetan to Native American to Japanese.)
- ***Coyote: A Trickster Tale from the American Southwest***
by Gerald McDermott (Zuni)
- ***Raven: A Trickster Tale from the Pacific Northwest***
by Gerald McDermott (Pacific Northwest)
- ***Anansi the Spider: A Tale from the Ashanti***
by Gerald McDermott (Ashanti Tribe, Africa)
- ***What Do You Do With a Tail Like This***
by Steve Jenkins & Robin Page
- ***Native American Animal Stories***
by Joseph Bruchac (Mohawk, Papago Indians, Hopi, Yaqui, Haida and other cultures.)
- ***Thanks to the Animals***
by Allen Sockabasin (Passamaquoddy)

DESIRED RESULTS

REFERENCES

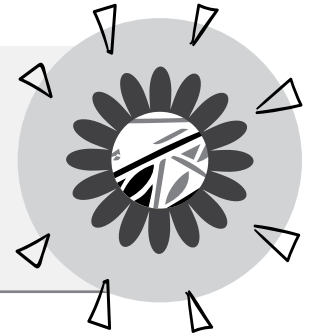
- ▶ [Finding Big Ideas and Assessment Evidence @ NISN video](#)
- ▶ [Building EQs and EUs @ NISN video](#)



STAGE 1

BIG IDEAS

- Identity
- Relationships
- Intergenerational Learning
- Core Values



Essential Questions

(based on yearlong Big Idea)

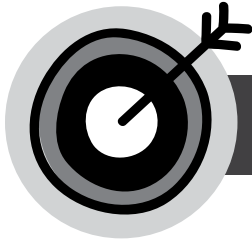
- How does our environment shape identity?

Enduring Understandings

(based on yearlong Big Ideas)

Our environment including the people, animals and our connection to the natural resources help shape who we are as individuals.





Anchor Standards

REFERENCE: [English Language Arts Anchor Standards](#)

| | |
|--------------------------------------|--|
| <p>Reading Literature</p> | <p>Key Ideas and Details:</p> <ul style="list-style-type: none"> 📖 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. 📖 CCSS.ELA-LITERACY.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events <p>Craft and Structure:</p> <ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 📖 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. 📖 CCSS.ELA-LITERACY.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. <p>Integration of Knowledge and Idea:</p> <ul style="list-style-type: none"> 📖 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) |
|--------------------------------------|--|



Anchor Standards *(continued)*

| | |
|--------------------------------------|--|
| <p>Writing</p> | <p>Text Types and Purposes:</p> <ul style="list-style-type: none"> 📖 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. 📖 CCSS.ELA-LITERACY.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <p>Research to Build and Present Knowledge:</p> <ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.W.3.7: Conduct short research projects that build knowledge about a topic. |
| <p>Speaking and Listening</p> | <p>Comprehension and Collaboration:</p> <ul style="list-style-type: none"> 📖 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. <p>Presentation of Knowledge and Ideas:</p> <ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.SL.3.4: Conduct short research projects that build knowledge about a topic. |
| <p>Language</p> | <p>Conventions of Standard English:</p> <ul style="list-style-type: none"> 📖 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: Students learn that storytelling is a performance art that also transmits knowledge about cultures and life. Through reading different stories from various cultures, students are able to compare and contrast similar themes, topics, and patterns of events. Students learn that despite different cultures and backgrounds, people share common stories. These universal messages help build character and community and preserve cultures. The goal is to create your own animal graphic novel story through the creation of a classroom booklet, and create a group play that teaches a theme and incorporates core values.

Role: As a young graphic novelist and playwright, you will be sharing your animal graphic novel story and acting out your group's animal play as part of your school's ComicCon presentations.

Audience: Grade K-6 students, community members, and local graphic novelists and playwright artists.

Scenario: You need to create an animal theme, class a graphic novel and group play to present that teaches a theme, and incorporates core values.

Product: Class Animal Graphic Novel and Animal Theme Play Presentation as part of School-Wide Comic Con event including students and local artists.

- [Graphic Novel Template](#)
- [Writing a Graphic Novel Rubric](#)
- [Play Review Assignment Rubric](#)

Standards: [RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
([RL.3.3](#), [RL.3.4](#), [RL.3.6](#), [RL.3.7](#), [RL.3.9](#), [SL.3.1](#), [SL.3.3](#), [SL.3.6](#))

[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.
([RL.3.3](#), [RL.3.4](#), [RL.3.5](#), [RL.3.6](#), [RL.3.7](#), [RL.3.9](#), [SL.3.1](#))

[W.3.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
([W.3.4](#), [W.3.5](#), [W.3.6](#), [W.3.9](#), [W.3.10](#), [L.3.1](#), [L.3.2](#), [L.3.3](#), [SL.3.4](#))

SCOPE + SEQUENCE



Lesson 1 - Background Knowledge: Graphic Novels

Review Unit Texts

Lesson Question:

How do graphic novels tell a story?

Lesson Narrative:

Students will acquire background knowledge on graphic novels.

Vocabulary:

- **Panel:** a single drawing that makes up part of the comic strip and contains one segment of action.
- **Gutter:** the space in between panels that represents a change in time or location.
- **Caption:** tells the reader the location, time, date, or gives voice to a narrator; it is usually a different color or a shape.
- **Dialogue Balloon:** shows what is being said out loud.
- **Thought Balloon:** shows the character's thoughts as opposed to words.



Anchor Standards:




| | |
|-------------------------|---|
| Reading: Literature | RL.3.1 RL.3.2 RL.3.5 RL.3.7 |
| Reading: Informational | RI.3.1 RI.3.2 RI.3.5 |
| Writing: | W.3.1 W.3.2 W.3.3 |
| Speaking and Listening: | SL.3.1 SL.3.4 |
| Language: | L.3.1 L.3.2 |

LESSON 1 - Background Knowledge



Lesson Plan/Embedded Assessment(s):

Background Knowledge:

-  [What is a graphic novel?](#)
-  [A Guide to Using Graphic Novels with Children and Teens](#)
-  [TEDxDartmouth 2011 - Michael Chaney: How to Read a Graphic Novel](#)

Characteristics of a Graphic Novel:

-  [Introduction to Graphic Novels Lessons Outline](#)
-  [Graphic Novel Resource Templates](#)

Discussion Questions:

- Can you find all the elements that make up graphic novels: panels, word balloons, sound effects, motion lines, narration, and background colors? If you take out any one of these, what do you lose? Can you still understand the story?
- How do you read a graphic novel? Do you look at the images and words together, panel by panel? Do you read all the text on the page and then go back and look at the pictures? Do you look at the pictures first and then go back and read the words? There's no right way to read a graphic novel, and many readers go through them differently. Compare how you read an assigned graphic novel with how your neighbor does, and see if how you read it is different or the same.
- Graphic novels use both words and images. Pick a page or a sequence from a graphic novel and think through what you learn from just the words. Then think about what you learn from just the images. Are they telling you the same information, or are they giving you different information? How do they work together?
- Expressions and gestures are important to how we understand characters. Can you find an example of a particular expression or movement that you think shows a significant character trait?
- Literary devices frequently featured in graphic novels include point of view, flashbacks, foreshadowing, and metaphor. Choose a graphic novel and see if you can find examples of a traditional literary device within its pages.

LESSON 1 - Background Knowledge



Lesson Plan/Embedded Assessment(s): *continued*

Hands-On Activities:

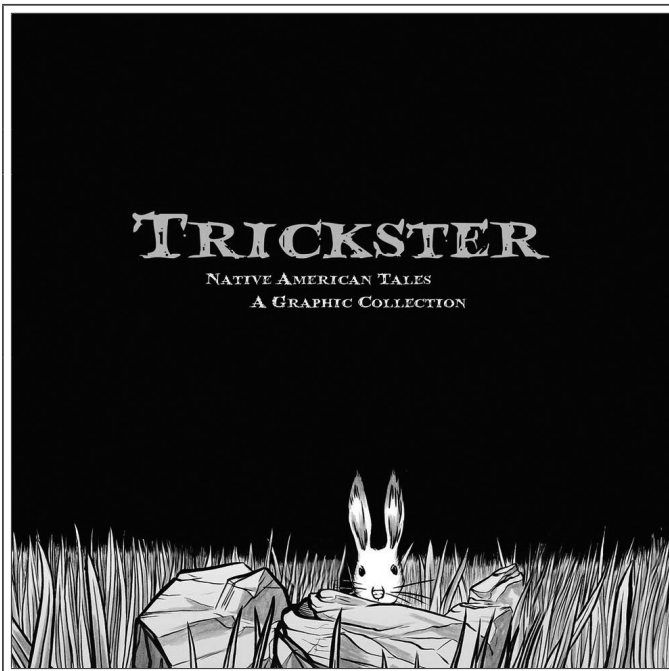
- **Highlight the visuals:** Hand out examples of comic sequences with the text removed and have students fill in what they think the characters might be saying. See what they can gather from the visual context, and finally reveal the actual panels with text to see how everyone's brainstormed ideas compare to what the author intended.

- **Mix it up:** Give each student, or group of students, a selection of panels featuring around ten different scenes or images, each on their own sheet of paper. Have each group move the images around, like tiles in a word game, to create a story out of six of the given panels. Once they've recorded their created story, ask them to swap out one image with one not yet used. What is the story now?

- **Onomatopoeia:** Introduce the concept of onomatopoeia using the sound effects from graphic novel panels as examples. Hand out pages from graphic novels that use onomatopoeia, and have the students create their own three- to four-panel comic strips using similar words.

Lesson 2 - Respect

Core Text:



Trickster: Native American Tales: A Graphic Collection

by Matt Dembicki

| | |
|----------------------|---|
| Genre: | Graphic Novel |
| Story Origin: | Cherokee, Navajo, Pueblo, Blackfoot and Choctaw |

| | |
|--------------------------------|-------------|
| Reading Interest Level: | Grades 3-12 |
| Lexile: | HL730L |
| Guided Reading Level: | n/a |
| ATOS Rdg Level: | n/a |

- [📖 Reading Response Notebook](#)

Lesson Narrative:

Trickster: Native American Tales: A Graphic Collection by Matt Dembicki includes 24 comic artists paired with 24 Native storytellers of various tribes. This collection highlights how all cultures have tales of the trickster – a crafty creature or being who uses cunning to get food, steal precious possessions, or simply cause mischief. He disrupts the order of things, often humiliating others and sometimes himself. In Native American traditions, the trickster takes many forms, from coyote or rabbit to raccoon or raven. Ranging from serious and dramatic to funny and sometimes downright fiendish, these tales bring tricksters back into popular culture.

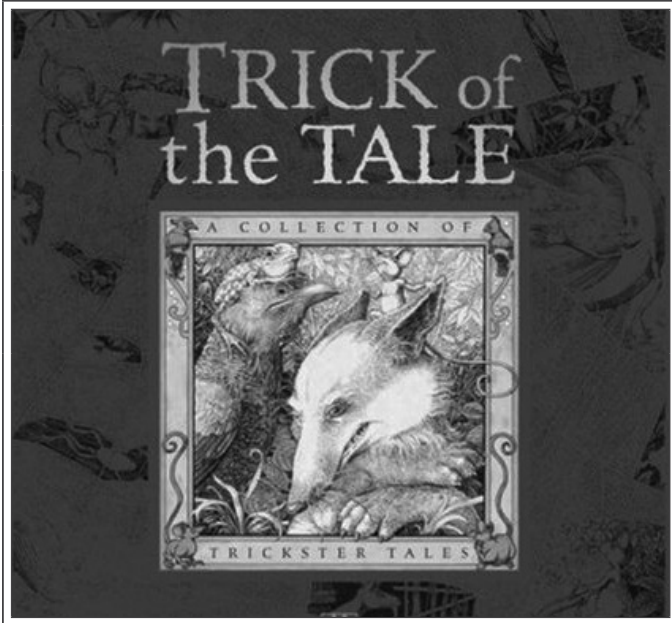
Core Values:

- **Respect**

- 📖 **Key Equity Term(s):**
- **Culture**

LESSON 2 - Respect

Supporting Texts: *continued*

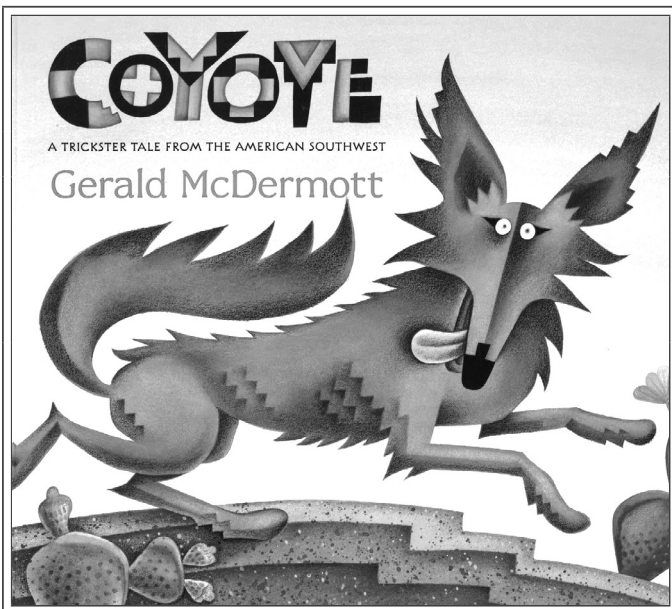


Trick of the Tale: A Collection of Trickster Tales

by John and Caitlin Matthews

| | |
|----------------------|---|
| Genre: | Fiction |
| Story Origin: | Cherokee, Navajo, Pueblo, Blackfoot and Choctaw |

| | |
|--------------------------------|---------------|
| Reading Interest Level: | Middle Grades |
| Lexile: | n/a |
| Guided Reading Level: | n/a |
| ATOS Rdg Level: | 3.0 |



Coyote: A Trickster Tale from the American Southwest

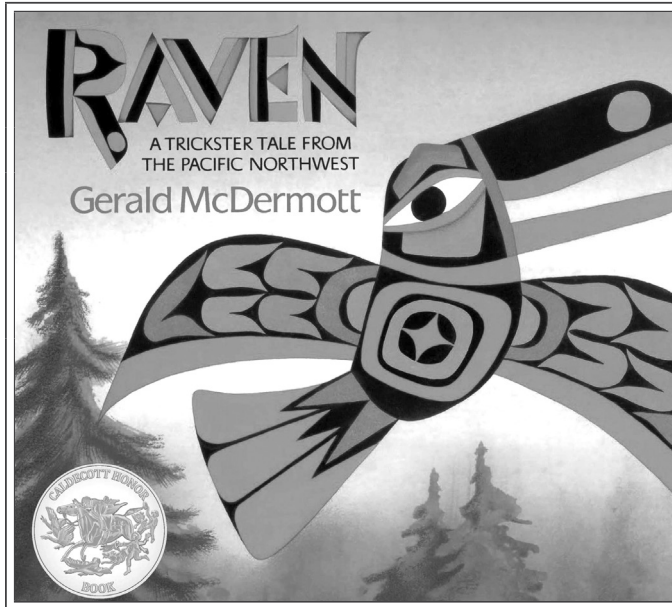
by Gerald McDermott

| | |
|----------------------|---------|
| Genre: | Fiction |
| Story Origin: | Zuni |

| | |
|--------------------------------|------------|
| Reading Interest Level: | Grades K-3 |
| Lexile: | 460L |
| Guided Reading Level: | M |
| ATOS Rdg Level: | 2.6 |

LESSON 2 - Respect

Supporting Texts: *continued*

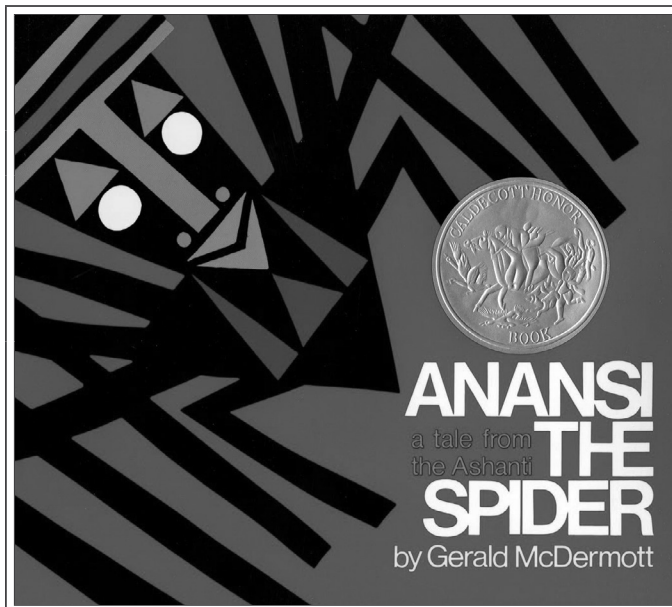


Raven: A Trickster Tale from the Pacific Northwest

by Gerald McDermott

| | |
|---------------|-------------------|
| Genre: | Fiction |
| Story Origin: | Pacific Northwest |

| | |
|-------------------------|------------|
| Reading Interest Level: | Grades K-3 |
| Lexile: | AD380L |
| Guided Reading Level: | K |
| ATOS Rdg Level: | 2.5 |



Anansi the Spider: A Tale from the Ashanti

by Gerlad McDermott

| | |
|---------------|------------------------|
| Genre: | Fiction |
| Story Origin: | Ashanti Tribe (Africa) |

| | |
|-------------------------|------------|
| Reading Interest Level: | Grades K-3 |
| Lexile: | AD430L |
| Guided Reading Level: | L |
| ATOS Rdg Level: | 2.8 |

LESSON 2 - Respect



Lesson Plan/Embedded Assessment(s):

- [Trickster Tales Reading Response Notebook](#)

TEACHING/DISCUSSION (Background Knowledge) - Traditional Oral Storytelling:

- [Source: NM PBS Storytelling - Oral Traditions](#)

Storytelling:

- Students talk about what makes a good story, look at the oral tradition of storytelling, and compare and contrast stories from two different cultural traditions.
 - Define storytelling. Create a T-chart with the following headings: “Storytelling is...” and “Storytelling is not....”

Trickster: Native American Tales: A Graphic Collection:

- **Plot, Themes, and Values Related:**
 - Chart and discuss the themes and the morals of each story. You may want to break the class into groups, each given a story to analyze, discuss, and present.
 - Divide the stories according to their location (i.e., desert states, forest, mountains, island, water, Eastern states, etc.). Evaluate how location influences the story’s plot and values.
 - Have students discuss how each story makes them feel. Discuss the power of sad versus funny stories and the values they relate.
- **Critical Reading and Making Inferences**
 - In each of the stories, the Trickster is a human, raccoon, alligator, coyote, wolf, dog, raven bear, rabbit, or beaver. What traits are found in all of the Tricksters and what traits pertain to the type of creature they are?
 - In some of the stories, the Trickster is called, “Rabbit” or “Coyote” or whatever animal form the Trickster takes. In others, the character has a specific name (such as “Azban, the Man-Eater” or “Paupualenalena, the Wizard Dog of Waipi’O Valley). Discuss how the name may or may not influence the story.
 - There are four stories about Rabbit the Trickster (“Rabbit and the Tug of War;” “Rabbit’s Choctaw Tail Tale;” “Giddy Up, Wolfie;” and “How Wildcat Caught a Turkey”). Have students compare and contrast Rabbit’s character in each story. What appear to be universal traits and what traits seem to be unique to each particular story? Compare and contrast the stories, discussing traits and themes that overlap versus traits and themes unique to that story.

LESSON 2 - Respect



Lesson Plan/Embedded Assessment(s):

Trickster: Native American Tales: A Graphic Collection:

- **Critical Reading and Making Inferences** (*continued*)
 - There are several stories about Coyote the Trickster (“Coyote and the Pebbles;” “Horned Toad Lady and Coyote;” and “When Coyote Got Married”). Have students compare and contrast Coyote’s character in each story and the way he is portrayed (his color, his size, etc.). What appear to be universal traits and what traits seem to be unique to each particular story? Compare and contrast the stories, discussing traits and themes that overlap versus traits and themes unique to that story.
 - There are two stories about Raccoon the Trickster (“Azban and the Crayfish” and “Espun and Grandfather”). Have students compare and contrast Raccoon’s character in each story and the way he is portrayed (his color, his size, etc.). What appear to be universal traits and what traits seem to be unique to each particular story? Compare and contrast the stories, discussing traits and themes that overlap versus traits and themes unique to that story.
- **Language, Literature, and Language Usage**
 - As each story is told by a different author, evaluate and discuss how the storytelling changes from story to story. Evaluate, for example, the use of simile, metaphor, and hyperbole in each of the stories. How do literary devices help the telling of the story?
 - Discuss how the stories’ titles promote the story’s theme or its characters. Discuss which titles appear to be more or less successful in setting the story’s tone or theme.
 - In *Giddy Up, Wolfie*, when Chockfi invites Rabbit into her cave for dinner (p. 115) she says, “Come on in... scrumptious.” Discuss how Rabbit and Chockfi interpret “scrumptious” differently.
 - **Modes of Storytelling and Visual Literacy**
 - In graphic novels, images are used to relay messages with and without accompanying text, adding additional dimension to the story. *Trickster*, being an anthology, offers a wonderful opportunity to see how color, formatting and design play a unique role in storytelling. For example:
 - The stories come from different regions in the United States. How does the color reflect the locale of each story?
 - How does the choice of color in each story reflect its mood and its theme?
 - Compare and contrast the different styles used by each of the artists. For example some are realistically drawn, some are cartoons, etc. How does the format reflect the tone, theme, and/or location of the story? How does it reflect the characters’ dispositions?
 - Some stories use simple panel and page design and others incorporate more sophisticated choices in panel arrangement and page design. Discuss how these differences influence and affect the storytelling.

LESSON 2 - Respect



Lesson Plan/Embedded Assessment(s):

EXTENSION ACTIVITY:

- **Compare/Contrast:** Choose one or more of the following other texts to compare/contrast stories of *Trickster: Native American Tales: A Graphic Collection* by Matt Dembicki to:
 - *Trick of the Tale: A Collection of Trickster Tales* by John and Caitlin Matthews
 - *Coyote: A Trickster Tale from the American Southwest* by Gerald McDermott
 - *Raven: A Trickster Tale from the Pacific Northwest* by Gerald McDermott
 - *Anansi the Spider: A Tale from the Ashanti* by Gerald McDermott

Venn Diagram for Story Elements to Compare/Contrast Texts:

- [🔗 Compare & Contrast Story Elements - Venn Diagram](#)
- [🔗 Analyzing \(Rating\) Trickster Tales](#)

Writing:

- Begin planning/writing your own trickster tale as part of class graphic novel collection of animal stories.
- [🔗 Trickster Plan Writing Template](#)
- [🔗 Comic Strip/Graphic Novel Template](#)



Anchor Standards:

| | |
|-------------------------|--|
| Reading: Literature | 🔗 RL.3.1 🔗 RL.3.2 🔗 RL.3.3 🔗 RL.3.5 🔗 RL.3.7 |
| Reading: Informational | 🔗 RI.3.1 🔗 RI.3.2 🔗 RI.3.3 🔗 RI.3.7 |
| Writing: | 🔗 W.3.1 🔗 W.3.2 🔗 W.3.3 🔗 W.3.7 |
| Speaking and Listening: | 🔗 SL.3.1 🔗 SL.3.4 |
| Language: | 🔗 L.3.1 🔗 L.3.2 |

Lesson 3

Core Text:



Mr. Big: A Tale of Pond Life

by Carol Dembicki and Matt Dembicki

Genre: Graphic Novel

Reading Interest Level: Ages 8-10

Lexile: n/a

Guided Reading Level: n/a

ATOS Rdg Level: n/a

Core Values:

- Respect
- Perseverance
- Community

Lesson Vocabulary:

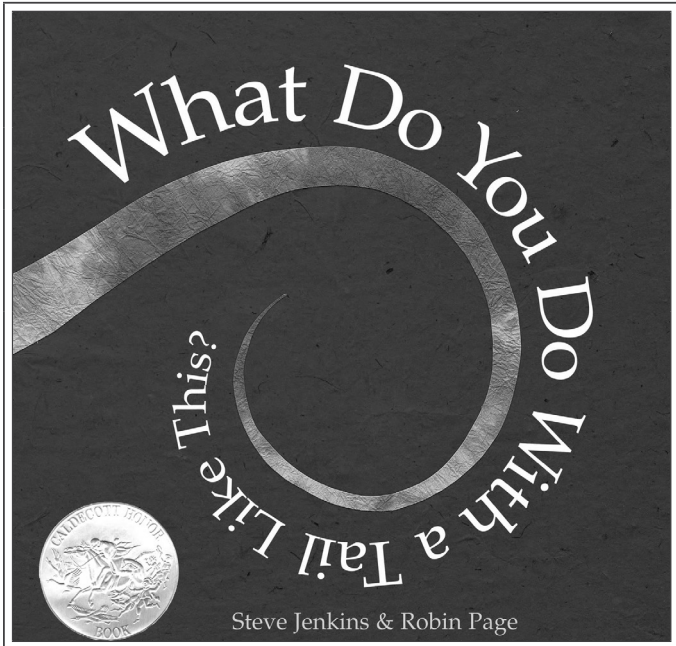
- Predator
- Prey
- Adaptations
- Food Chain
- Herbivores
- Omnivores
- Carnivores

Lesson Narrative:

Mr. Big: A Tale of Pond Life by Carol Dembicki and Matt Dembicki teaches the delicate balance that exists in small, self-contained, natural ecosystems and the relationship between predator and prey.

LESSON 3

Supporting Text:



What Do You Do With A Tail Like This

by Robin Page and Steve Jenkins

Genre: Fiction Picture Book

Reading Interest Level: Grades K-3

Lexile: 510

Guided Reading Level: J

ATOS Rdg Level: 3.0



Anchor Standards:

| | |
|-------------------------|--|
| Reading: Literature | RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.7 |
| Reading: Informational | RI.3.1 RI.3.2 RI.3.3 RI.3.7 |
| Writing: | W.3.1 W.3.2 W.3.3 W.3.7 |
| Speaking and Listening: | SL.3.1 SL.3.4 |
| Language: | L.3.1 L.3.2 |

LESSON 3



Lesson Plan/Embedded Assessment(s):

TEACHING/DISCUSSION (Background Knowledge) - Predator vs. Prey Videos:

- [▶ Predators and Prey: Okavango National Geographic](#)
- [▶ National Geographic Documentary - The Greatest Apex Predators on Earth](#)
- [▶ How Jungle Predators Get Their Prey](#)

Comprehension/Discussion:

- What is an adaptation?
- How do adaptations help an animal survive?
- What types of adaptations can an animal have ?

Read Aloud Read: *What Do You Do With a Tail Like This*

- Discuss different animals and adaptations that you learned about.
- How do their adaptations help them to survive?

Activity 1: Presentation of Adaptations

- Break students into small groups of 3 to 4 kids. Each group will choose one animal to research. Students should focus their research on adaptations of their animal. Each group will present their animal and one specific adaptation to the class. Students will teach the class how that adaptation helps the animal survive.
- [📎 Animal Adaptations Template](#) - Students will create a diorama of the animal they researched and present Animal Adaptation slides.

Activity 2 : Game: [Play like Duck-Duck-Goose]

- Each student chooses an animal. Sit students Duck, Duck, Goose style. Choose one student to be the predator (lion). The Predator circles around the group saying predator, predator, prey! When they say Prey! The predator stops at a sitting student (any student) and taps them on the shoulder. The chosen student stands up and says what animal they have and one adaptation of that animal. Then the “prey” chases the predator around the circle until he/she sits down. These two students switch cards so the Prey is now the Predator (lion). Continue until all the students have had a turn to be predators. (or) [📎 Play Predator Prey Game](#)

LESSON 3



Lesson Plan/Embedded Assessment(s):

Activity 3: Adaptation Station

- Provide parts of animals (You can simply cut apart the clipart animals included into categories like horns, hooves, tails, tusks etc.) and paper. Invite students to create their own animal with as many adaptations as they'd like to add to their animal. They can name their animal and provide a habitat, food and predators.
- [Adaptation Create Your Own Animal](#)

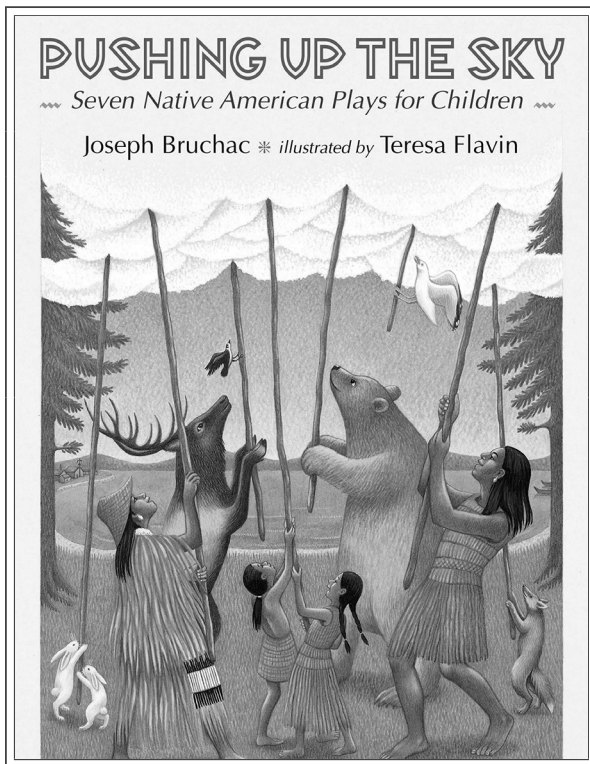
Discussion/Activity with *Mr. Big: A Tale of Pond Life*

Debate/Opinion/Writing Activity:

- Life in the pond can be cruel. It is home to many creatures: fish, crayfish, frogs, insects, even crows. But it is ruled over by Mr. Big, a giant turtle, who is inscrutable in his actions as he randomly chooses smaller creatures to devour. Some of the swamps' denizens have had enough: they want to get rid of Mr. Big to stop his senseless killing; others argue that Mr. Big is part of the swamp itself and should be left alone. What do you think? Should Mr. Big be dealt with or left alone?
 - Students complete GO with opinion and reasons.
 - Students participate in movement activity (students go to the front of classroom if he/she feels Mr. Big should be dealt with, back of the classroom if Mr. Big should be left alone. Provide textual evidence from story and science research for reasons to share out through discussion, students use GO for writing opinion pieces.
- [O.R.E.O Opinion Graphic Organizer](#)

Lesson 4

Core Text:



Pushing Up The Sky: Seven Native American Plays For Children

by Joseph Bruchac

| | |
|----------------------|--|
| Genre: | Graphic Novel |
| Story Origin: | Abenaki, Ojibway, Cherokee, Cheyenne, Snohomish, Tlingit, and Zuni |

| | |
|--------------------------------|------------|
| Reading Interest Level: | Grades 2-5 |
| Lexile: | NPOL |
| Guided Reading Level: | Q |
| ATOS Rdg Level: | n/a |

Lesson Narrative:

Pushing Up The Sky: Seven Native American Plays For Children is a collection of seven lively plays for children to perform, each one adapted from a different traditional Native tale. Filled with heroes and tricksters, comedy and drama, these entertaining plays are a wonderful way to bring Native cultures to life for young people. Each play has multiple parts that can be adjusted to suit the size of a particular group and includes simple, informative suggestions for props, scenery, and costumes that children can help to create. Students will study, perform, and create their own class play that includes animals, and teaches an important lesson.

Core Values:

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

Key Equity Term(s):

- Culture

LESSON 4



Lesson Plan/Embedded Assessment(s):

-  [Pushing Up the Sky Reading Response Notebook](#)

READ AND UNDERSTAND THE TEXT:

- Ask students (or groups of students) to read aloud different roles in “Pushing Up the Sky.”
- Prior to reading, go over the conventions and terminology of drama (e.g., speech, line, stage directions, narrator) so students know when to speak and how to act.
- Summarize the events of the play using a Somebody-Wanted-But-So chart. 19
- Conduct a class discussion that focuses on the lesson taught in “Pushing Up the Sky.” Ensure that students use accountable talk throughout the discussion to pose questions and respond to the questions of others and refer to examples from the text. Keep track of answers on the board and have students record information in their reading log.
- What problem do the village people have?
- Why do the chiefs think the sky is too close to the ground?
- What steps do the villagers take to solve their problem?
- What happens when the villagers try to move the sky?
- What advice did the elder give that did more than solve the simple need to find a common word for working together?
- Why aren’t people successful in pushing up the sky the first time they try?
- What do you think was the point of thinking about the problem for a while before answering?
- Do we modern folks expect an immediate response or will we wait for a wise response?
- The old man did not explain his reasoning for his decisions. Why did the people go along unquestioningly?

Discussion/Journal Prompt:

- Using evidence from the text, how do folktales show the interaction of people with nature?

CULMINATING WRITING TASK:

- Select a play from *Pushing Up the Sky: Seven Native American Plays for Children* and another folktale we read in the unit. Write an essay in which you compare and contrast the characters, setting, events, and themes of the two tales. Conclude the essay by explaining how the two tales share a common story despite differences in culture. Provide specific details from the text to support your answer.

LESSON 4



Lesson Plan/Embedded Assessment(s):

EXTENSION TASK:

- Divide the class into pairs or small groups. Have each group write its own play to perform.) Groups should consider the following when writing their play::
- What do you want to teach your readers?
- Are you going to teach a lesson about nature or teach a lesson about character (e.g., the importance of working together)?
- What elements of culture do you want to show in your play?
- Your play must reflect some knowledge you've gained about native stories and how they reflect the cultures in which they are written.
- Have groups perform their play for the class, using props, visual displays (can include costumes), and/or audio recordings.
- After the performance, ask the audience to identify the lesson and cultural elements in the play.
- Then have each group lead a discussion about how they interpreted their performance and answer any audience questions.



Anchor Standards:

| | |
|-------------------------|--|
| Reading: Literature | 👤 RL.3.1 👤 RL.3.2 👤 RL.3.3 👤 RL.3.5 👤 RL.3.7 |
| Reading: Informational | 👤 RI.3.1 👤 RI.3.2 👤 RI.3.3 👤 RI.3.7 |
| Writing: | 👤 W.3.1 👤 W.3.2 👤 W.3.3 👤 W.3.7 |
| Speaking and Listening: | 👤 SL.3.1 👤 SL.3.4 |
| Language: | 👤 L.3.1 👤 L.3.2 |

Lesson 5

Core Text:

NATIVE AMERICAN *ANIMAL STORIES*

Told by *Joseph Bruchac*



from *KEEPERS OF THE ANIMALS*
Michael J. Caduto and Joseph Bruchac
Foreword by Vine Deloria, Jr.
Illustrations by John Kahionhes Fadden

Native American Animal Stories

by Joseph Bruchac

| | |
|----------------------|---|
| Genre: | Fiction |
| Story Origin: | Mohawk, Hopi, Yaqui, Haida and other cultures |

Reading Interest Level: Middle Grades

Lexile: n/a

Guided Reading Level: n/a

ATOS Rdg Level: 5.0

Lesson Narrative:

Native American Animal Stories by Joseph Bruchac is a collection of stories which “demonstrate the power of animals in Native American traditions.”

Core Values:

- Respect
- Responsibility
- Perseverance
- Community

 **Key Equity Term(s):** Culture

LESSON 5



Lesson Plan/Embedded Assessment(s):

Discussion:

- Compare and contrast storytelling to the following art forms: written text, and live theater/plays,
- What distinguishes storytelling from those art forms? Record your comparisons using a graphic organizer (e.g., a four-circle Venn diagram) or in a reading log.

Read Article:

-  [National Geographic Storytelling And Cultural Traditions](#)

Discuss/Activities:

- What are the reasons people tell stories?

UNDERSTAND THE TEXT:

- Following the reading of each story, conduct a discussion (either as a whole class or in pairs) that engages students in focusing on the deeper meaning in the text. Ensure that students use accountable talk throughout the discussion to pose questions and respond to the questions of others and refer to examples from the text. Keep track of answers on the board and have students record information in their reading log.)
- Where and when does the story take place? Support your answer with the evidence from the text.
- Who is the main character in each story? Describe him or her.
- What problem(s) does the main character face and how does he overcome them?
- List the characters in each story. Describe their appearance. What are their special features? Do you meet the same characters in other stories? Do they look or act the same? Or are they totally identical? Be specific and give examples from the text.
- Reread each story and think about the author's writing technique and style.
- Analyze the author's language, selection of words, the special effects, and the extensive use of personification. How do these choices impact the reader?
- Compare/contrast the story elements and themes presented in each story in reading log graphic organizer. Describe the similarities and differences between each of the stories.

LESSON 5

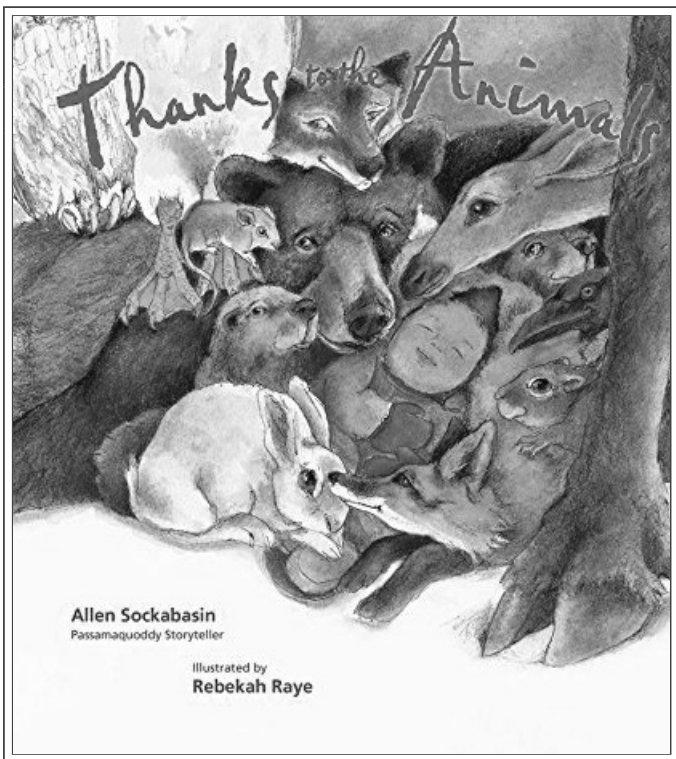


Anchor Standards:

| | |
|-------------------------|--|
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| Reading: Informational | 👤 RI.3.1 👤 RI.3.2 👤 RI.3.3 👤 RI.3.7 |
| Writing: | 👤 W.3.1 👤 W.3.2 👤 W.3.3 👤 W.3.7 |
| Speaking and Listening: | 👤 SL.3.1 👤 SL.3.4 |
| Language: | 👤 L.3.1 👤 L.3.2 |

Lesson 6

Core Text:



Thanks to the Animals

by Allen J. Sockabasin

| | |
|----------------------|---------------|
| Genre: | Fiction |
| Story Origin: | Passamaquoddy |

| | |
|--------------------------------|------------|
| Reading Interest Level: | Grades 1-6 |
| Lexile: | AD620L |
| Guided Reading Level: | n/a |
| ATOS Rdg Level: | n/a |

Lesson Narrative:

Thanks to the Animals is a book by a Passamaquoddy storyteller that shares a tale that models an ideal, peaceful coexistence for humans and animals. It is about a young boy who falls off a sled while his family moves their summer home to their winter home in-land, and animals come to keep him warm and safe until his family returns.

Core Values:

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

Key Equity Term(s):

- Culture

LESSON 6



Lesson Plan/Embedded Assessment(s):

Opening Activity/Discussion:

- Invite students to participate in a talking circle to discuss the question:
What are our roles and responsibilities in looking after the earth?
 - Hand out envelopes containing the following words on individual pieces of paper: sun, planet, plants, insects, animals, and people.
 - Ask students to rank the words in order of importance.
 - When students have completed this task, ask them to remove the word plants. Ask them how the planet would be affected as a result of this change.
 - Remove the word sun and ask the same question.
 - Replace all the words and ask students to remove the word people. Ask them the same question.
 - Are humans part of a habitat with animals?
 - Are we a community?
 - Do we depend on each other? If so, how?

Read the book *Thanks to the Animals* aloud to the class:

- After finishing the book, ask students to Turn and Talk with their elbow partner:
 - What is the indigenous perspective on our connection with animals and the environment, as displayed in this book?
 - How might this differ from some other perspectives you've heard (maybe that humans are more important than animals)
 - If we share the First Nations and Métis perspective, how would we view and treat the world's resources?
- Ask the pairs to report back to the class.
- What is the importance of storytelling for ones' culture?

LESSON 6



Lesson Plan/Embedded Assessment(s):

Self Reflection/Presentation:

- Tell students they will be creating their own oral presentation on why they are thankful for animals, and how they have been personally touched by animals' presence.
- Go over what makes a good oral presentation (eye contact, slow and clear speech, visual aids, a beginning, middle and end, visual aids or props can be used)
- Go over how humans are dependent on animals (we eat them, they keep the natural environment around us in balance by eating and dying, they teach us things, the entire food chain is reliant on animals, any personal connections they might have to animals)
- Explain that even though we eat animals, just like the author does, we still need to have respect for where our nutrition is coming from, and be mindful of maintaining balance in the natural environment.
- Students get about 20-30 minutes to work on this, depending on how the work period is going.
- Students could either start presenting before the end of the period, or if more time is needed, presentations could occur on a separate day.



Anchor Standards:

| | |
|-------------------------|--|
| Reading: Literature | RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.7 |
| Reading: Informational | RI.3.1 RI.3.2 RI.3.3 RI.3.7 |
| Writing: | W.3.1 W.3.2 W.3.3 W.3.7 |
| Speaking and Listening: | SL.3.1 SL.3.4 |
| Language: | L.3.1 L.3.2 |