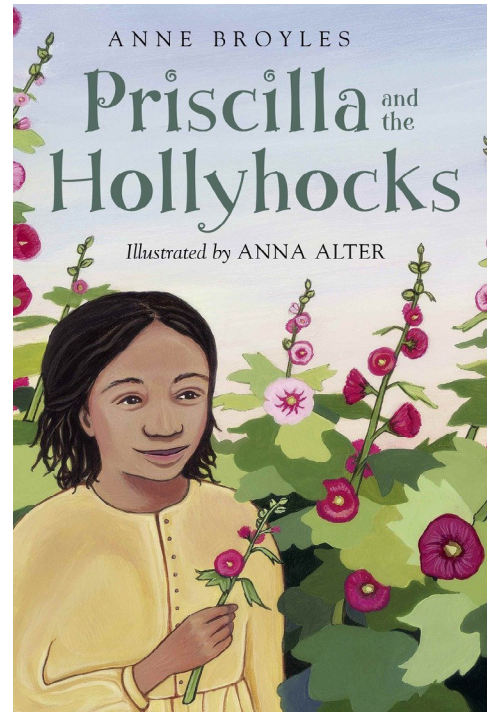
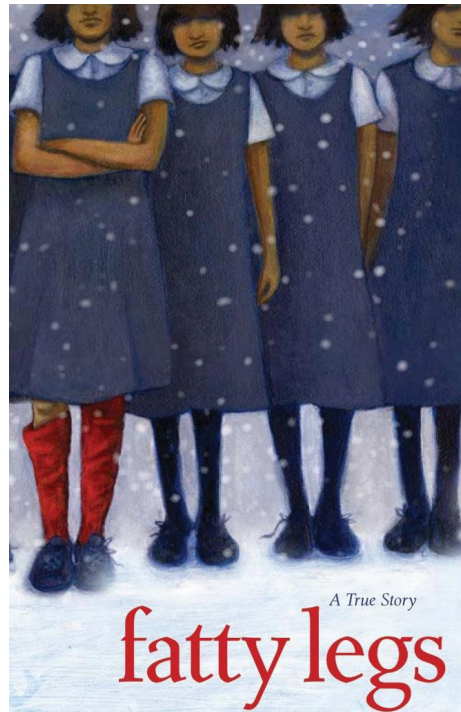
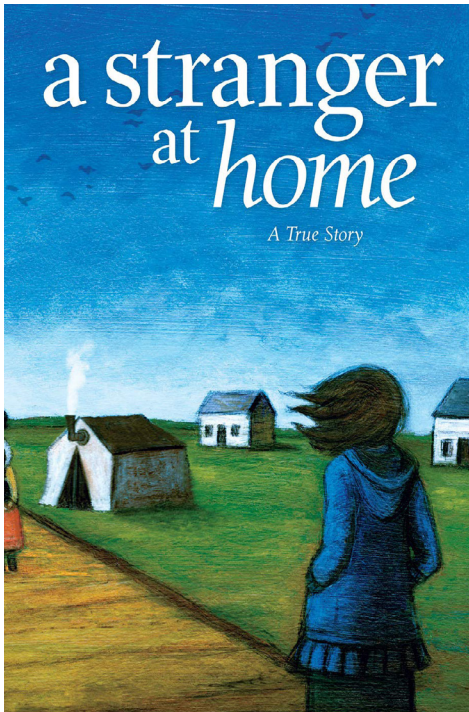


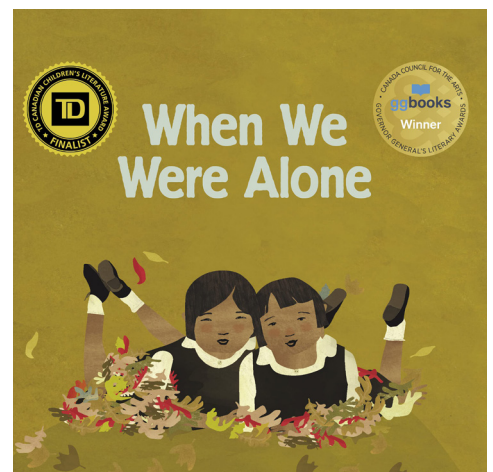
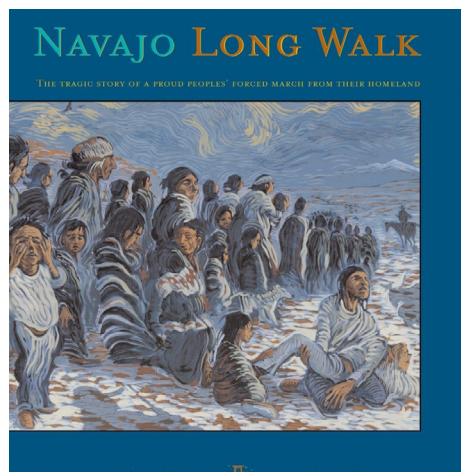
# NATIVE LITERATURE & HISTORY PROGRAM DESIGN

## 3<sup>RD</sup> GRADE



### UNIT 3

### Migration



**UNIT 2**

**Our Environment and Identity**

**CONTENTS**

**STAGE 1: Desired Results**

Big Ideas / Essential Questions / Enduring Understandings	5
Anchor Standards	6

**STAGE 2: Assessment Evidence**

Transfer Statement	9
Performance Assessment: GRASPS	10

**STAGE 3: Scope and Sequence**      1 lesson = 5 days

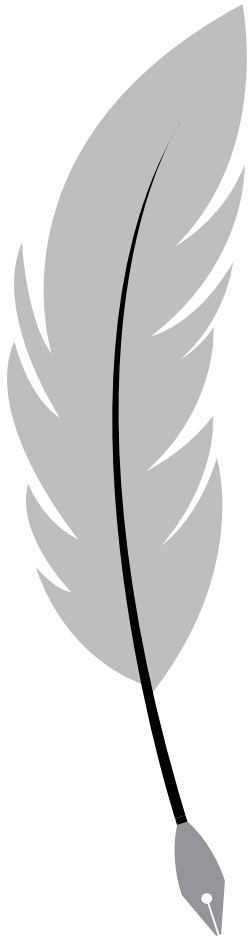
Lesson 1 - What is Migration	14
Lesson 2 - Navajo Long Walk (Bruchac)	16
Lesson 3 - Navajo Long Walk (Armstrong)	18
Lesson 4 - Priscilla and the Hollyhocks	20
Lesson 5 - Mary and the Trail of Tears	23
Lesson 6 - When We Were Alone	25
Lesson 7 - Fatty Legs	28
Lesson 8 - A Stranger At Home: A True Story	33



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:



#### Read Alouds:

---

***Priscilla and the Hollyhocks***

by Anne Broyles (Cherokee)

***Navajo Long Walk: Tragic Story Of A Proud Peoples Forced March From Homeland***

by Joseph Bruchac (Dine Nation)

***When We Were Alone***

by David Alexander Robertson, illustrated by Julie Flett (Cree)

#### Novel Study:

---

***Navajo Long Walk (Council for Indian Education Series)***

by Nancy M. Armstrong

***Mary and the Trail of Tears: A Cherokee Removal Survival Story***

by Andrea Rogers (Cherokee)

***Fatty Legs***

by Christy Jordan Fenton (Inuvialuit or Western Canadian Inuit)

***A Stranger at Home***

by Christy Jordan Fenton (Inuvialuit or Western Canadian Inuit)

#### Informational Text:

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 [Reading A-Z: Ancient Cliff Dwellers](#)

 [Trail of Tears](#)

 [Boarding Schools](#)

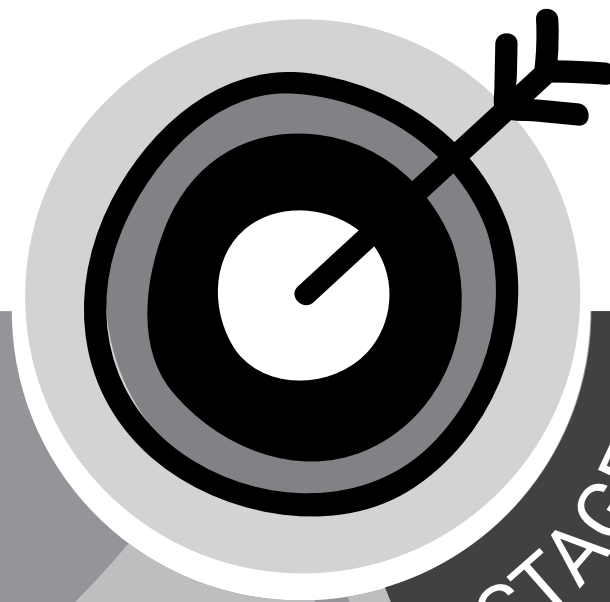
***The Long Walk***

***Navajo Long Walk : Tragic Story Of A Proud Peoples Forced March From Homeland*** by Joseph Bruchac

## DESIRED RESULTS

REFERENCES

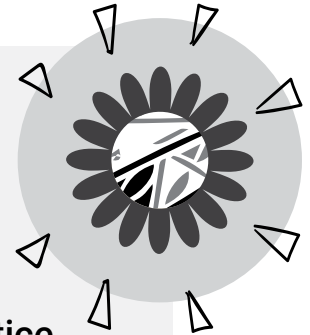
- ▶ [Finding Big Ideas and Assessment Evidence @ NISN video](#)
- ▶ [Building EQs and EUs @ NISN video](#)



STAGE 1

# BIG IDEAS

- Identity
- Relationships
- Intergenerational Learning
- Core Values
- Community Action
- Empowerment, Diversity, Identity, and Justice
- Skills of Analysis, Citing Textual Evidence, Summarize, and Synthesize Details



### Essential Questions

(based on yearlong Big Idea)

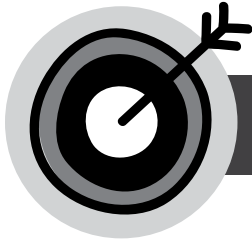
- How does our environment shape identity?
- In what ways do stories of migration help us understand who we are?
- What can we learn from the many visible and invisible stories of migration around us?
- How do our stories connect us with others (across time, across cultures, across experiences) and what are the significant differences

### Enduring Understandings

(based on yearlong Big Ideas)

- Our environment including the people and our connection to it help shape who we are as individuals.
- Migration is the movement of people from one place to live in another. Migration impacts on both the place left behind, and on the place where migrants settle. People have many reasons why they might want to move from one place to another. These reasons may be economic, social, political or environmental. Voluntary migration is movement made by choices; however many other people have no choice and are forced to leave their homes. These are involuntary migrants.





## Anchor Standards

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

<p><b>Reading</b> Literature</p>	<ul style="list-style-type: none"> <li>📖 <a href="#">CCSS.ELA-LITERACY.RL.3.1</a>: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RL.3.2</a>: 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.</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RL.3.3</a>: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RL.3.4</a>: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RL.3.5</a>: 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.</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RL.3.6</a>: Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RL.3.6</a>: Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RL.3.9</a>: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</li> </ul>
<p><b>Reading</b> Informational</p>	<ul style="list-style-type: none"> <li>📖 <a href="#">CCSS.ELA-LITERACY.RI.3.1</a>: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RI.3.2</a>: Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>📖 <a href="#">CCSS.ELA-LITERACY.RI.3.3</a>: 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.</li> </ul>



### Anchor Standards *(continued)*

<p><b>Reading</b> Informational <i>continued</i></p>	<p>📖 <b>CCSS.ELA-LITERACY.RI.3.7:</b> 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).</p>
<p><b>Writing</b></p>	<p>📖 <b>CCSS.ELA-LITERACY.W.3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>📖 <b>CCSS.ELA-LITERACY.W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>📖 <b>CCSS.ELA-LITERACY.W.3.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>📖 <b>CCSS.ELA-LITERACY.W.3.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>📖 <b>CCSS.ELA-LITERACY.W.3.6:</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>📖 <b>CCSS.ELA-LITERACY.W.3.7:</b> Conduct short research projects that build knowledge about a topic.</p> <p>📖 <b>CCSS.ELA-LITERACY.W.3.8:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>📖 <b>CCSS.ELA-LITERACY.W.3.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>



### Anchor Standards *(continued)*

<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>📌 <b>CCSS.ELA-LITERACY.SL.3.1:</b> 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.</li> <li>📌 <b>CCSS.ELA-LITERACY.SL.3.2:</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>📌 <b>CCSS.ELA-LITERACY.SL.3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>📌 <b>CCSS.ELA-LITERACY.SL.3.4:</b> Conduct short research projects that build knowledge about a topic.</li> </ul>
<p><b>Language</b></p>	<p><b>Conventions of Standard English:</b></p> <ul style="list-style-type: none"> <li>📌 <b>CCSS.ELA-LITERACY.L.3.2:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> <li>📌 <b>CCSS.ELA-LITERACY.L.3.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>📌 <b>CCSS.ELA-LITERACY.L.3.4:</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>📌 <b>CCSS.ELA-LITERACY.L.3.5:</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> </ul>



## ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn about the importance of respecting our environment, so that in the long-run, on their own, they will be able to educate the importance of cultural identity for future generations as it is part of who we are as individuals.





## Performance Assessment

 Use GRASPS

**Goal:** In order to educate others about the importance of migration and cultural identity through historical events including the Long Walk, Trail of Tears, and current events (such as the war in Ukraine).

**Role:** You will take on the role of a person that was present during the historical event to capture events through research, and video interviews.

**Audience:** Present to Government officials of the United Nations

**Scenario:** As a person living during one of these historical events or periods, put yourself in the event, and describe how your life would be like.

**Product:** **Historical fictional writing and classroom presentation**

Students will list their preferences for which of the historical events we have discussed (or others if they are interested) they would like to research further:

- Trail of Tears
- The Long Walk
- Ancestral Puebloans
- Current Event (Ukraine) (choose from current events or use a famous example in history)

**Your job is to depict your experiences in 2 parts:**

- A journal entry, essay or letter explaining:
  - Your reasons for migrating;
  - Where you have chosen to resettle OR were forced to resettle;
  - A description of cultural traditions ( such as pottery, baskets, tools) you would bring with you and why they are important; and how those compare to the cultural traditions in your new community
- A visual representation of your migration story. Some options for this include:
  - Poster
  - Artifact Box
  - Scrapbook
  - Museum exhibit display
  - Diorama
  - Video



## Performance Assessment continued

**Standards:** Unit Anchor Standards:

### 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.

### Informational Text:

#### 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.

#### 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.



## Performance Assessment continued

### Informational Text: *(continued)*

#### Integration of Knowledge and Ideas:

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.RI.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.

#### Speaking & 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: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### Language:

#### Conventions of Standard English:

CCSS.ELA-LITERACY.L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## SCOPE + SEQUENCE



# Lesson 1

**Lesson Question:**  
*Why do people migrate and how are they affected by the environment?*

Lesson Narrative:	Core Values:
<p>Students will analyze digital resources to understand the reasons of migration through past and present historical events, including Ancestral Pueblos and migrants of Ukraine. What is migration? What are the reasons that people migrate?</p>	<ul style="list-style-type: none"> <li>• <b>Community</b></li> <li>• <b>Perseverance</b></li> </ul>



## Lesson Plan/Embedded Assessment(s):

### Videos:

- [National Geographic: Introduction to Human Migration](#)
- [Scholastic: Meet Young Immigrants](#)

### [Ancient Cliff Dwellers](#)

Leveled Reader  
Source: Reading A to Z

### Who were the Ancestral Puebloans (Anasazi)? Where did they live? Where do they live presently?

1. [Complete KWL](#) (Class)
2. Reading Group Activity
3. Develop Main Idea: The Ancestral Puebloans were \_\_\_\_\_.
4. Complete Main Idea. Neighborhood Graphic Organizer (Providing Textual Evidence)
5. Gallery Walk: Students will share Main Idea Neighborhood Graphic Organizer addressing “The Ancestral Puebloans were \_\_\_\_\_”

### [RI 2.2 Graphic Organizer](#)

## LESSON 1

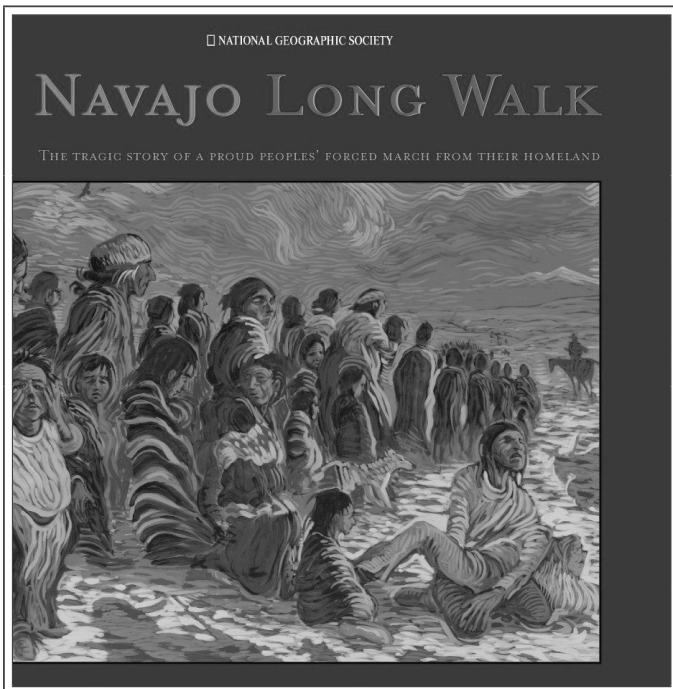


**Anchor Standards:** [👉 see page 6 for descriptions](#)

<b>Reading: Informational</b>	RI 3.1, RI 3.2, RI 3.5, RI 3.7, RI 3.9
<b>Writing:</b>	W 3.2
<b>Speaking and Listening:</b>	SL 3.1, SL 3.2
<b>Language:</b>	L 3.1, L 3.2

## Lesson 2

### Core Text:



### *Navajo Long Walk: Tragic Story Of A Proud Peoples Forced March From Homeland*

by Joseph Bruchac

Genre:	Nonfiction
Story Origin:	Diné Nation

Reading Interest Level:	Grades 3-8
Lexile:	1030
Guided Reading Level:	n/a
ATOS Rdg Level:	7.00-9.98

### Lesson Narrative:

*Navajo Long Walk* is a detailed account of the Navajo people's forced relocation on foot from their homelands in what is now Arizona to the Bosque Redondo Reservation in the New Mexico Territory between 1863 and 1865.

### Core Values:

- Community
- Perseverance

#### Key Equity Terms

- Forced Migration
- Relocation
- Racism



**LESSON 2 - Navajo Long Walk**



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

**Discussion Questions:**

1. Take a map and find a location 250 miles from where you live. Imagine what it would be like to walk that distance: what challenges would people face if forced to march a distance that far?
2. What helps people maintain strength in difficult times?
3. How might the Navajo (Diné) have stayed strong, despite the challenges they encountered?

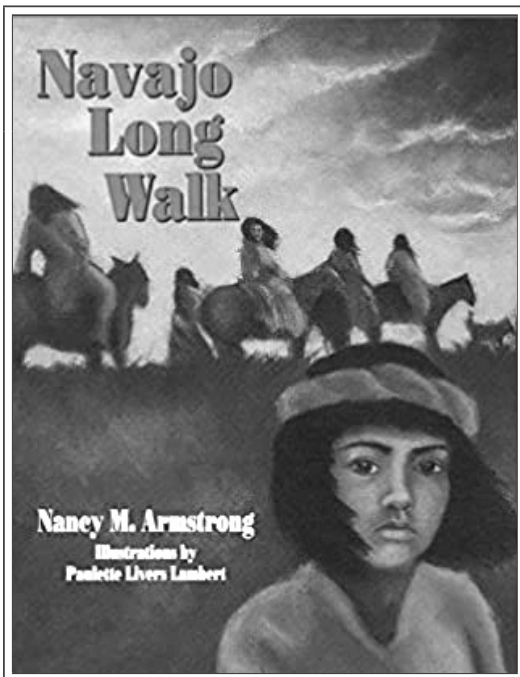


**Anchor Standards:** *see page 6 for descriptions*

<b>Reading: Informational</b>	RI 3.1, RI 3.2, RI 3.5, RI 3.7, RI 3.9
<b>Writing:</b>	W 3.2
<b>Speaking and Listening:</b>	SL 3.1, SL 3.2
<b>Language:</b>	L 3.1, L 3.2

# Lesson 3

## Core Text:



### *Navajo Long Walk*

by Nancy M. Armstrong

<b>Genre:</b>	Nonfiction
<b>Story Origin:</b>	Historical Fiction

<b>Reading Interest Level:</b>	Grades 5-9
<b>Lexile:</b>	700
<b>Guided Reading Level:</b>	GR Level S
<b>ATOS Rdg Level:</b>	5.1

## Lesson Narrative:

*Navajo Long Walk* is the story of Kee, a young boy who traveled this long, arduous route with his mother, grandmother, sister and what few domestic animals they could bring. Over the four-year period, Kee learns to adapt to his inhospitable surroundings. Ultimately, Kee realizes the delicateness of his people in the presence of the white soldiers and that to survive, they must find a way to get along with the white man.

## Core Values:

- **Community**
- **Perseverance**

### **Key Equity Terms**

- **Forced Migration**
- **Relocation**
- **Racism**

## LESSON 3 - Navajo Long Walk



### Lesson Plan/Embedded Assessment(s)

#### [Navajo Long Walk Reading Response Journal](#)

Journal/Discussion:

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#### **Graphic Organizer:**

As a class, we will keep a chart with the questions and categories listed below what we learned from literature.

- Title and author
- Text structure(s) used
- Type of narration (first-person, third-person)
- Character(s) (major and minor)
- Does this character remind you of other characters? Who/why?
- What information was changed that shows you this is historical fiction?
- What did you learn from the major characters?
- Summary

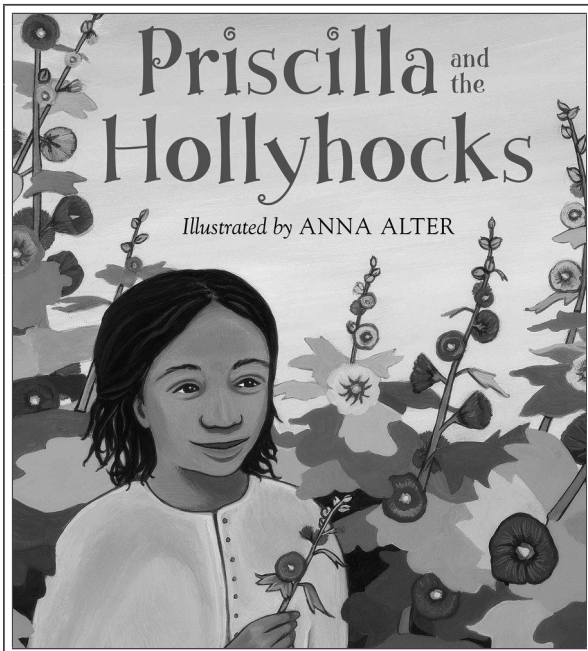
Write your response on a Post-It note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in.



Anchor Standards:  [see page 34](#)

# Lesson 4

## Core Text:



### *Priscilla and the Hollyhocks*

by Anne Broyles

**Genre:** Historical Fiction

**Story Origin:** Cherokee

**Reading Interest Level:** Grades 1-4

**Lexile:** 700

**Guided Reading Level:** n/a

**ATOS Rdg Level:** 2.75-5.14

## Lesson Narrative:

Priscilla is a slave in the Big House. The hollyhocks her mother planted by the cow pond are all Priscilla has left to remember her by. When Master dies, Priscilla is sold to a Cherokee family. Another plantation, same life. Based on a true story, *Priscilla and the Hollyhocks* follows Priscilla from her early years on a Southern plantation to her forced march along the Trail of Tears to the chance encounter that leads to her freedom.

## Core Values:

- **Community**
- **Perseverance**

### **Key Equity Terms**

- **Forced Migration**
- **Relocation**
- **Racism**

## LESSON 4 - Priscilla and the Hollyhocks



### Lesson Plan/Embedded Assessment(s):

#### Lesson Questions:

What is migration? Compare/contrast different reasons and types of migration. Gallery Walk

#### Lesson Narrative:

What was the Trail of Tears? Is this an example of migration? Why or why not?

#### Background Information:

 [Discover the Trail of Tears: A Lightning Lesson from Teaching with Historic Places](#)

#### Guided Read: Video

1. **Read Aloud:** *Priscilla and the Hollyhocks* by Anne Broyles

#### 2. Discussion Reading Response Questions:

- How is Priscilla's life different from your life? In what ways are you alike, despite living in different situations at different times?
- What words describe Priscilla's personality?
- What is slavery like for a "house slave" like Priscilla?
- Why do you think that Priscilla carries hollyhock seeds with her?
- What do the seeds represent to Priscilla?
- Where does Priscilla's mother go?
- What does Master mean when he says, "She'll fetch a pretty penny?"
- What is it about Priscilla that impresses Basil Silkwood?
- What did Massa Silkwood mean when he said, "I don't hold with slavery"?
- How does Priscilla show courage at different points in the book?
- What do you think of the language in this story? Why does the author have Priscilla speak in dialect?
- How does the author show Priscilla's feelings of sadness, fear and joy?
- Is life with the Cherokee family better for Priscilla? Why or why not?
- Why is Priscilla so excited by the chance to go to school? What does school mean to Priscilla?
- Besides hollyhocks, what else gives Priscilla hope?
- What visual clues does the illustrator give about the Trail of Tears experience?
- Which is your favorite picture? Why?
- Discuss what role hollyhocks play visually in the book.

**LESSON 4 - Priscilla and the Hollyhocks**



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

**Persuasive Writing:** [Child Migrant Stories](#)

- Students will watch some videos of young immigrant children of their stories of migration.

**Discuss:**

- Why do people move and how does that movement affect communities and individual identities?
- Why do people migrate and form or join new communities?
- How are people similar and different than me?
- What do the children need and how could we help them?

**Geography (Map):**

- Based on the information they have collected, students will create a Google My Map (look for it in Google Drive.) This map will include at least four geographic points the person or family traveled through including where they began and where they live now.

**Writing a Persuasive Letter/Email:**

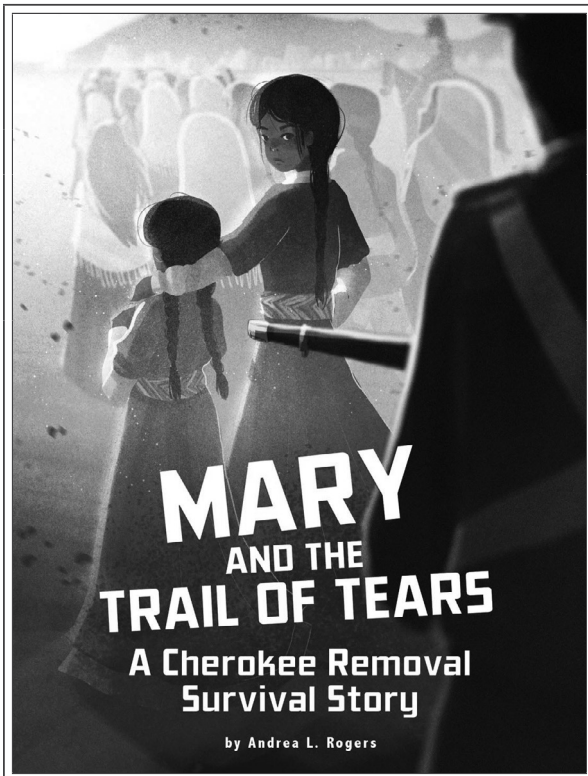
- Students write an email to their local politician (or appropriate government official) explaining why and how we must help the child refugees. Students should include at least three specific images or details from the expedition in their writing to highlight the difficulties the children face. Students should then make suggestions to their local politicians about how to help.



**Anchor Standards:** *see page 34*

# Lesson 5

## Core Text:



### *Mary and the Trail of Tears: A Cherokee Removal Survival Story*

by Andrea Rogers

Genre:	Literature/Narrative
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Story Origin:	Cherokee
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Reading Interest Level:	Grades 3-7
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Lexile:	610L
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Guided Reading Level:	W
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ATOS Rdg Level:	4.0
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## Lesson Narrative:

*Mary and the Trail of Tears* describes twelve-year-old Mary and her Cherokee family being forced out of their home in Georgia by U.S. soldiers in May 1838. From the beginning of the forced move, Mary and her family are separated from her father. Facing horrors such as internment, violence, disease, and harsh weather, Mary perseveres and helps keep her family and friends together until they can reach the new Cherokee nation in Indian Territory.

## Core Values:

- Community
- Perseverance

### Key Equity Terms

- Forced Migration
- Relocation
- Racism

**LESSON 5** - Mary and the Trail of Tears



Lesson Plan/Embedded Assessment(s):

 [Mary and the Trail of Tears Reading - Response Notebook](#)

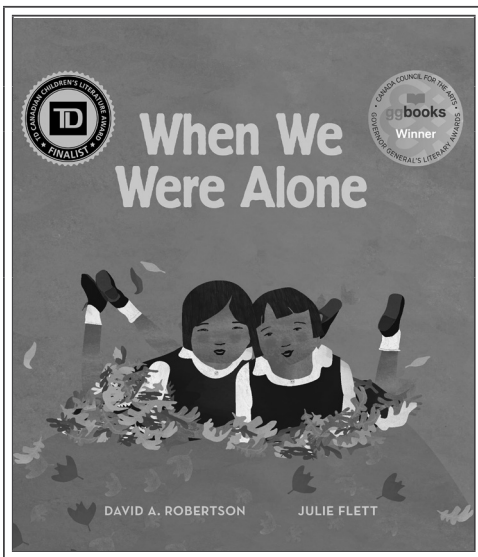


Anchor Standards:  *see page 34*



# Lesson 6

## Core Texts:



### *When We Were Alone*

by David Alexander Robertson

**Genre:** Fiction

**Story Origin:** Cree

**Reading Interest Level:** 6 - 8 years

**Lexile:** 600L

**Guided Reading Level:** n/a

**ATOS Reading Level:** n/a

### Lesson Narrative:

When a young girl helps tend to her grandmother’s garden, she begins to notice things that make her curious. This book explores the life of residential schools as she asks her grandmother about these things, she learns about life in a residential school a long time ago. *When We Were Alone* is a story about a difficult time in history and, ultimately, one of empowerment and strength. This book provides background knowledge.

### Core Values:

- **Community**
- **Perseverance**

#### **Key Equity Terms**

- **Forced Migration**
- **Relocation**
- **Racism**

 [New book teaches children about residential schools - cbc.ca](https://www.cbc.ca/news/indigenous/new-book-teaches-children-about-residential-schools-1.5288888)

## LESSON 6 - When We Were Alone



### Lesson Plan/Embedded Assessment(s):

#### Introduction

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##### Teacher will:

- Ask students what they know about residential schools
- Introduce students to the author and illustrator to continue the discussion point
  - Who is David A. Robertson? Who is Julie Flett
  - What Indigenous group is David A. Robertson and Julie Flett part of?
- Where are those Indigenous groups located on the Canadian map?
- What are David A. Robertson's books about?
- Why does he write these books?

#### Guided Read Aloud

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##### Students will:

- Engage in discussion
- As a class discuss the things that impacted students attending residential school (loss of color in their clothing, getting their hair cut against their will, not being able to speak their language, not being able to see their families)

##### Journal:

- Have students complete a written response about how they think it would have felt, or how they think they might feel, if they were to have one of these things (or something else important to them) taken away without an explanation

#### (Optional) Art: Mini Lesson #2 (Painting Techniques)

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##### Teacher will:

- Explain how art can convey emotion (through painting techniques and colors)
- Show a painting to solidify understanding about the connection between art and emotions
  - Example: A dark red and black painting with jagged lines and harsh paint strokes can demonstrate anger and frustration V.S. Pastel colors with light paint strokes and soft lines can convey calmness
  - Note for teachers: Google “angry paintings” and “happy paintings”, this will give students a general idea of what to look for
- Introduce students to the concept of free painting

## LESSON 6 - When We Were Alone



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

#### Students will:

- Listen during lesson
- Participate through discussion Main Activity (Free Painting and Read Aloud Activity)

#### Teacher will:

- Explain the activity:
  - The teacher will be reading *When We Were Alone* again while the students free paint according to how they feel while the text is read aloud
- Students will receive two sheets of cardstock paper and have access to a multitude of paint colors
- On one piece of paper, students will begin to free paint about how they feel when the text reflects upon memories of the residential school (“when I was your age”)
- On the other other, students will free paint about how they feel when the text reflects upon a happier memory (“when we were alone”)
- Students will be asked to paint between the two pages as the text is being read out loud

#### Students will:

- Paint in response to each page
- Students are encouraged to slowly build their cardstock paper with paint as the teacher reads through the book
- The paper should be filled with paint by the time the book is finished

### Guided Read Aloud - Wrap Up/Conclusion

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#### Teacher will:

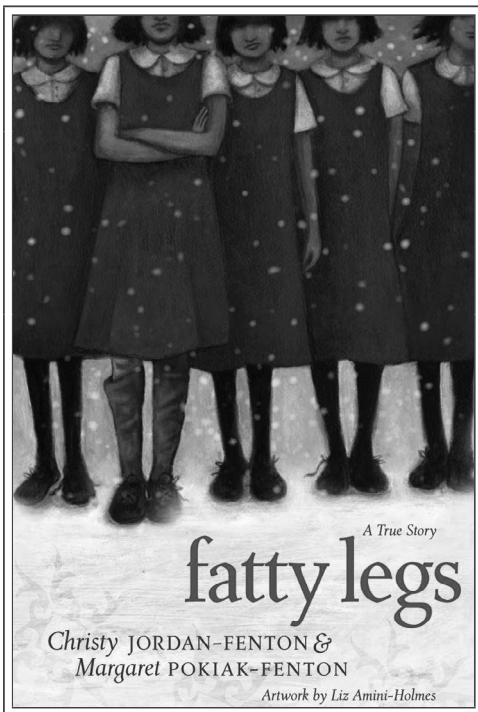
- Have students share what they painted on their cardstock and why they chose the colors and painting techniques for their art piece
- Have students do a short write up about
  - The author/illustrator
  - What they learned about residential schools
  - The book
  - Their art piece



Anchor Standards:  see page 34

# Lesson 7

## Core Texts:



### ***Fatty Legs***

by Christy Jordan Fenton

<b>Genre:</b>	Biography
<b>Story Origin:</b>	Inuvialuit or Western Canadian Inuit


<b>Reading Interest Level:</b>	Grades 4-8
<b>Lexile:</b>	850L
<b>Guided Reading Level:</b>	n/a
<b>ATOS Rdg Level:</b>	5.5

## Lesson Narrative:

Eight-year-old Margaret Pokiak has set her sights on learning to read, even though it means leaving her village in the high Arctic. Faced with unceasing pressure, her father finally agrees to let her make the five-day journey to attend school, but he warns Margaret of the terrors of residential schools. This story shares the importance of human dignity.

## Core Values:

- **Community**
- **Perseverance**

-  **Key Equity Terms**
- **Forced Migration**
  - **Relocation**
  - **Racism**

## LESSON 7 - Fatty Legs



### Lesson Plan/Embedded Assessment(s):

[Fatty Legs: A True Story - Reading Response Notebook](#)

### Novel Study: Pre-Reading Activities

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- Discuss the cover with your students.
- Discuss the possible meanings of the title, “Fatty Legs”.
- Ask students to note the setting on the cover.
- What can we infer from the clothing worn?
- Where is the story taking place?
- Hand out [KLW Charts](#)
- Assess students’ prior knowledge of residential schools.

### Chapter Projects (Optional):

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#### Chapter 1:

- Indigenous ways of living are interconnected with the environment. Students will work in small groups and create a brief multimedia presentation ( digital or tactile) on an arctic animal: appearance, behavior, range, threats, cultural stories, and how they were traditionally incorporated into the Inuit or Indigenous way of life in the North. Animals to consider might include: beluga whales, narwhal, polar bear, arctic fox, walrus, and barren-ground caribou.
- Introduce students to the environment, ecology, topography and geography of Canada’s arctic. Watch a short video on the arctic. [The Innuit Way of Life](#)
- **Activity:** Reflection (Discussion/Writing):
  - What skills did Olemaun and her family need to be successful in living in the arctic?
  - What resources did the Inuit utilize to be successful in their environment?
  - What experience might Olemaun have missed when she was at school?

## LESSON 7 - Fatty Legs



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

**Chapter 2:**

- Olemaun and her family arrive in Aklavik from Sachs Harbor on the Banks Island in the Beaufort Sea. Upon arriving in Aklavik, families participate in athletic games including the Inuvialuit and the Dene Nation.
- Invite your class to participate in their own athletic games inspired by northern or local traditional games; other cultural games important to students are welcome to be included. Invite small groups to research a game that they can teach the class. Alternatively, pre-select a series of games that small groups can research and present to their peers.
- **Activity:** Reflection questions:
  - What different skills did each of the games help participants develop?
  - Why would these skills be important to the lifestyle in the north?

**Chapter 3:**

- A consequence of Residential schools was the children's loss of language. Olemaun's and other Indigenous children's struggle to adapt to the framework of expectations included the school's requirement to speak exclusively in English only, as one was forbidden to speak his/her Native language.
- **Watch a short video** of a song by Elder Jerry Saddleback sung by Wayne Jackson (ayamihcikêtân waskway, 2020); and Cree Literacy Network (2020).
- **Syllabic Song**
- Provide students with a copy of the **Cree syllabics** as presented by the Blue Quills University (2015). The Cree Syllabics was adapted by another missionary to the Inuktitut language in the mid 1800s
- **Activity:**
  - Provide each student with a piece of card stock folded in  $\frac{1}{3}$  cut horizontally. Using the Cree syllabics chart to translate their names; using the phonetic pronunciations of their name. Have the students copy out their names using markers/syllabics. Make a display in the classroom.
  - (or) Indigenous students can create name plates of their Indian Names to include drawings of what their names mean.
- **Reflection:**
  - What difficulties did Margaret experience at school?
  - Why is your name important?
  - What connection does it have to your family?
  - Why do names hold power?

## LESSON 7 - Fatty Legs



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

**Chapter 6:**

- Research famous Inuit printmakers of Nunavet, such as Kenojauk Ashevak or Germaine Arnoktauoyok.
- Have students create a silhouette of an arctic animal or a figure. Copy the silhouette onto tracing paper. Provide references for the students to use; and, the option of using a template. • Using a pencil and a large sheet of paper, copy the figure repeatedly in pencil. After tracing in pencil go over in coloured pen/felt.
- **Optional:** Choose a bold color of paper or fill in one of the figures to have one stand out among the rest. Cut out a silhouette in that color; and place in the scene. Decorate or fill in the scene as desired.
- **Reflection:** Margaret was treated unfairly, and bullied by her teacher and in turn her peers, with the Raven forcing her to wear the red stockings.
  - How should Margaret have been treated by her peers and her teacher?
  - What does it mean to be different or to stand out?

**Final Reflection Activity:**

- Students reflect on what they learnt through each of the different chapter learning activities. This may take the form of a paragraph for each experience or a report. A final question can be posed regarding how learning Margaret's story helped them better understand the experiences of Indigenous children who attended residential schools - specifically highlighting how their knowledge and attitudes has potentially expanded or shifted from the beginning of the project. The final learning expression could take the form of a poster with accompanying pictures; or a formal written report.

**Activity: Final Teacher-Led Talking Circle:**

- Share with peers how Margaret's story helped them understand the experiences of Indigenous children who attended residential school and how this process of learning has impacted them individually.

## LESSON 7 - Fatty Legs



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

#### Novel Study Choice Board Project (Choose 1):

- Directions: Choose one of the following projects to complete. Include in your project:
    - Showing what you think and feel about Olemaun/Margaret's experience.
    - Your opinion about the fairness of the Doctrine of Discovery and how colonization and assimilation impacted Margaret and other students.
    - Use specific evidence and details from the novel, such as events and dialogue.
1. Interview a family/friend who attended an indigenous residential school.
  2. Write a one-page, single-spaced free verse poem to show your experience and response to what Margaret experienced in leaving her family and at her boarding school.
  3. Create a work of art such as an illustration, painting, or sculpture to show your thinking and emotional reaction to Margaret's experience of going to boarding school. Write two well constructed paragraph to explain your work of art.
  4. Pretend that Margaret is still in school and that you want to write a letter to the teacher that Margaret calls "The Swan" to explain what Margaret is experiencing and to persuade her to intervene on Margaret's behalf. Use lots of evidence to make your case. You can use the greeting, "Dear Sister,".

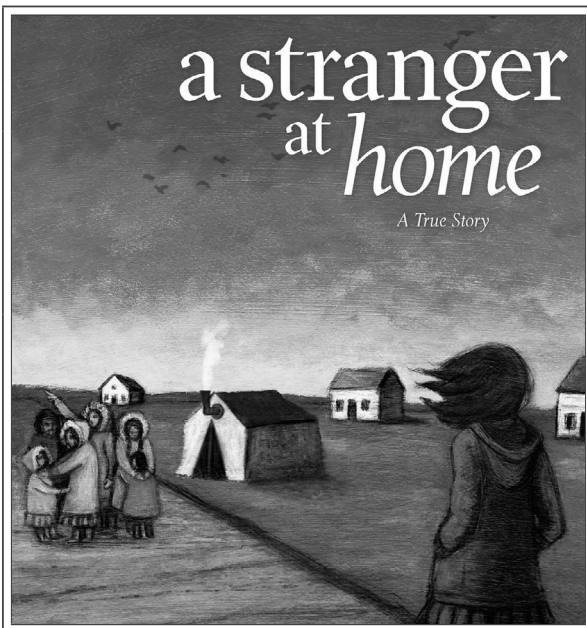


Anchor Standards: [📄 see page 34](#)



# Lesson 8

## Core Text:



### *A Stranger At Home: A True Story*

by Christy Jordan Fenton

<b>Genre:</b>	Literature/Narrative
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<b>Story Origin:</b>	Inuvialuit or Western Canadian Inuit
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<b>Reading Interest Level:</b>	Grades 3-7
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<b>Lexile:</b>	870L
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<b>Guided Reading Level:</b>	n/a
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<b>ATOS Reading Level:</b>	5.3
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## Lesson Narrative:

*A Stranger At Home* continues Olemaun's (Margaret) story as she lives at home for a year and struggles to reclaim her heritage. Ten year old Margaret meets her family in Tuktoyaktuk. She is thrilled to finally be going home. She has short hair, is thin and much taller. From the very beginning Margaret has trouble adjusting back to life in her own culture. She no longer remembers how to speak Inuvialuktun and must speak in English with her father translating.

## Core Values:

- **Community**
- **Perseverance**

### **Key Equity Terms**

- **Forced Migration**
- **Relocation**
- **Racism**

**LESSON 8 - A Stranger At Home**



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

[📖 A Stranger At Home - Reading Response Notebook](#)

**Pre-Reading Activity:**

- Discuss the cover with your students.
- Discuss the possible meanings of the title, “A Stranger at Home”.
- Ask students to note the setting on the cover.
- What can we infer from the clothing worn?
- Where is the story taking place?
- Hand out [📖 KLW Charts](#).
- Assess students’ prior knowledge of residential schools.

**Post Reading Discussion/Journal Questions**

- How did the title relate to the story?
- Discuss how attending the residential school changed Olemaun.
- What do you think Olemaun learned about herself, her family and her friends?
- How did this story change your thinking?
- What did you like about the story?
- What problems did Olemaun face in the story that you related to?
- How did Olemaun change throughout the story?



**Anchor Standards:** [📖 see page 6 for descriptions](#)

<b>Reading: Literature</b>	RL 3.1, RL 3.2, RL 3.5
<b>Writing:</b>	W 3.1, W 3.2
<b>Speaking and Listening:</b>	SL 3.1, SL 3.4
<b>Language:</b>	L 3.1, L 3.2