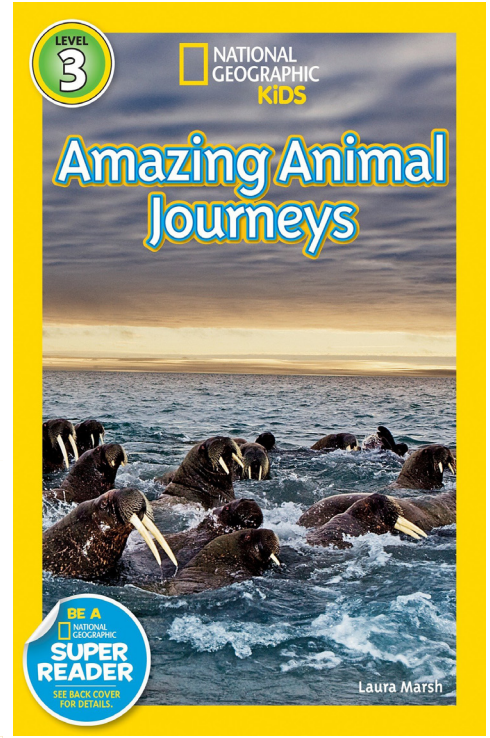
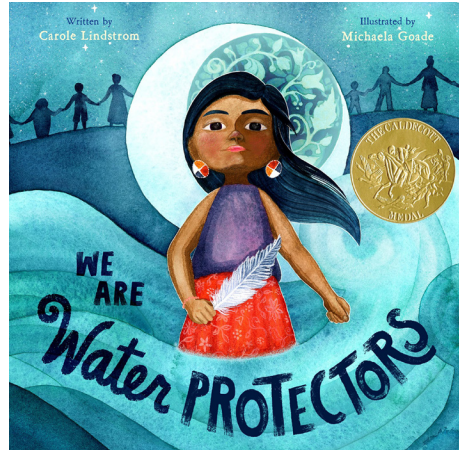
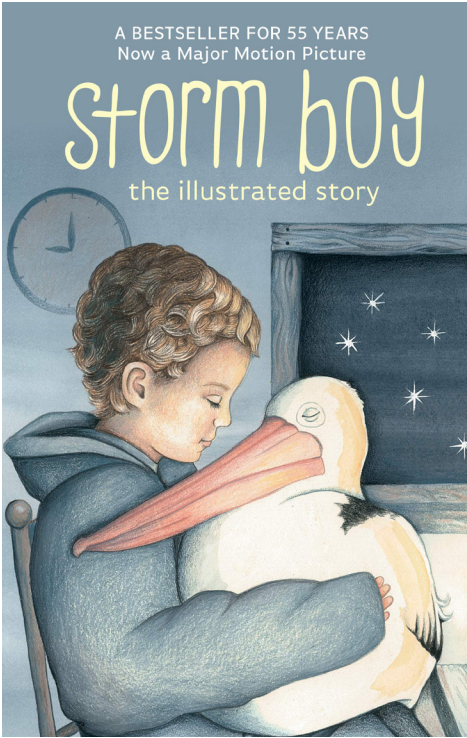


NATIVE LITERATURE PROGRAM DESIGN

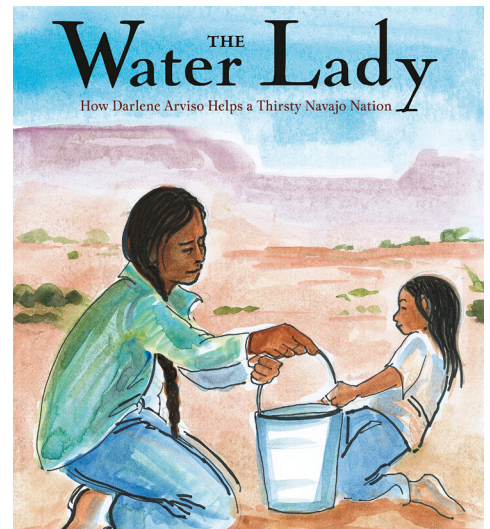
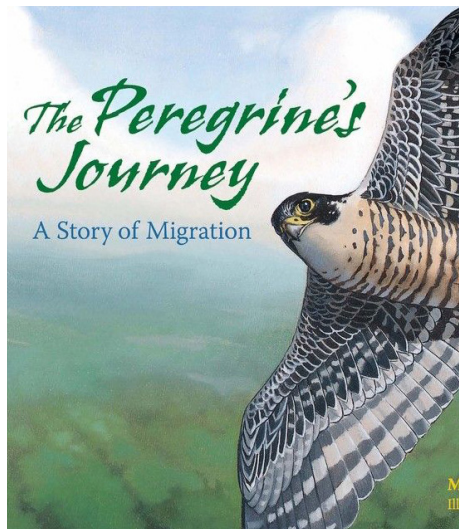
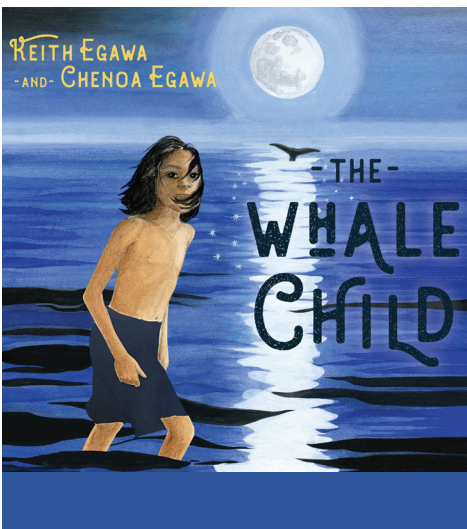
3RD GRADE



UNIT 4

Identity, Relationships, Intergenerational Learning and Core Values

How does our environment shape identity?



UNIT 4

How does our environment shape identity?

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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:



Informational Text:

National Geographic Readers: Great Migrations Amazing Animal
by Laura Marsh

Novel Study:

The Whale Child
by Keith Egawa and Chenoa Egawa

Unit Supporting Texts:

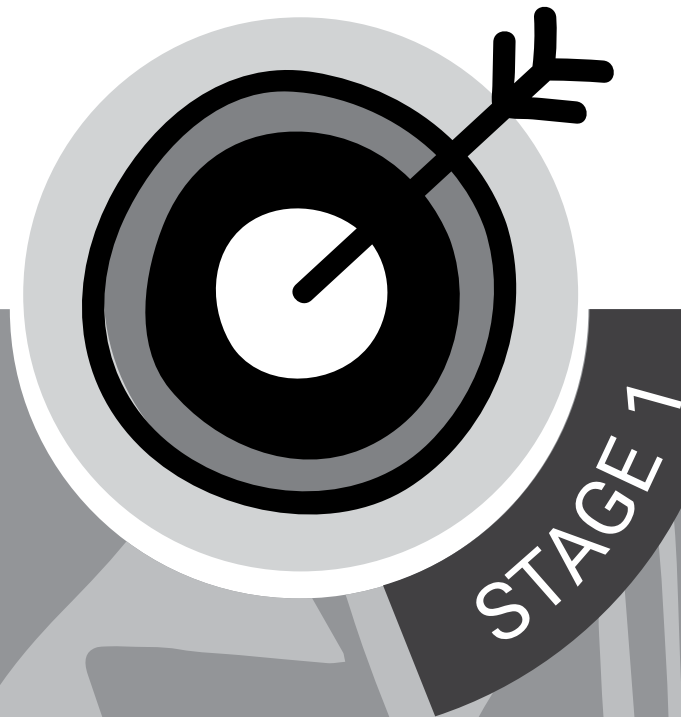
Read Aloud: _____

- ***The Peregrine's Journey: A Story of Migration*** by Madeline Dunphy
- ***Going Home: The Mystery of Animal Migration*** by Marianne Berkes
- ***How Chipmunk Got His Stripes*** by Joseph Bruchac (Oneida)
- ***Turtle's Race with Beaver*** by Joseph Bruchac , Ariane Dewey, et al. (Seneca)
- ***Raccoon's Last Race*** by Joseph Bruchac (Abenaki)
- ***Rainbow Crow*** by Nancy Van Laan (Pennsylvania Lenape Indians)
- ***Pig-Boy: A Trickster Tale from Hawai'i*** by Gerald McDermott (Hawai'i)
- ***Raven: A Trickster Tale from the Pacific Northwest*** by Gerald McDermott (Pacific NW Region)
- ***Coyote Steals the Blanket: A Ute Tale*** by Janet Stevens (Ute)
- ***We are Water Protectors*** by Carole Lindstrom (Standing Rock)
- ***The Water Lady: How Darlene Arviso Helps a Thirsty Navajo Nation*** by Alice B. McGinty
- ***Storm Boy*** by Colin Thiele (Aboriginal)
- ***Efraín of the Sonoran Desert: A Lizard's Life Among the Seri Indians:*** by Amalia Astorga
- ***A Man Called Raven*** by Richard Van Camp (Dogrib)
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- ***One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia*** by Miranda Paul
- ***The Water Princess*** by Susan Verde (Burkina Faso, Africa)

DESIRED RESULTS

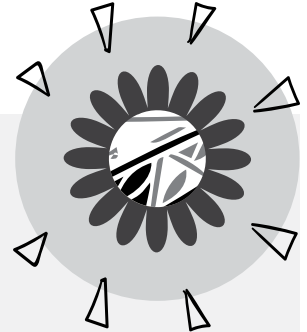
REFERENCES

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



BIG IDEAS

- Identity
- Relationships
- Intergenerational Learning
- Core Values
- 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 my identity?



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 and protect Mother Earth 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 preserving and protecting our local natural resources for future generations, students will create an on-line Kid's Indigenous Animal Guide or Class Animal Graphic Novel.

Role: Educator and Advocates of the Environment

Audience: School Community and Others Through Internet Website

Scenario: As part of a website to educate others, students will present and share their Kid's Indigenous Animal Guides to educate others through informational writing, art, poetry, and creative writing, or class graphic novel.

Product:

A. Kid's Animal Guide of Indigenous Animals (or) Informational Research/ Writing, Poetry, and Narrative (including native language of community): Creating Animal Kid's Guide of Local Animals as Google Slide Presentation to include:

- Animal Information (Scientific Name, Size, Interesting Facts, Habitat, Migration, Hibernation and Adaptation Behaviors)
- Diorama of Animal Habitat and Clay/Pottery Figurine of Animal
- Poem About Animal
- Animal Story (Describe how AN animal came to be or how an animal behaves and teaches a theme)

B. Class Animal Graphic Novel



Performance Assessment

 Use GRASPS

Goal: Become educated and aware of local, national, and global environmental concerns due to the impact of human populations and actions.

Role: As a writer, scientist, and environmental activist, educate others through creating a podcast and create an action plan for a community service environmental project idea.

Audience: Community

Scenario: You are given the role as the Environmental Educator for your community. You are asked to provide examples of how other youth environmental activists have brought change to their communities, as well as have local students develop an action plan to improve an environmental issue/concern within your own community.

Product: **Podcast and Community Project Action Plan:**

- **Part A:**
 - What does it mean to have a voice? By creating a podcast, provide textual evidence examples of how youth had a voice in making changes from the texts that we have read. Describe what they did.



Performance Assessment *continued*

 [Use GRASPS](#)

Product: Podcast and Community Project Action Plan:

- **Part B:**

- Create an action plan for a community service environmental project idea. What is something in your community that you would like to improve or change? Create an action plan for a community service project. Some ideas may include:

Adopt a Greenspace: Plant flowers, trees, or vegetables in a vacant lot or community area to make it beautiful, help store carbon dioxide from the use of fossil fuels, and possibly even supply fresh food to the school kitchen. Be sure you have permission to be on the property and to plant.

1. **Focus on your Watershed:** Partner with your local river or watershed association to clean up a local stream, river, or other body of water in your community in order to make it healthier for wildlife and people. Learn about storm drain run off, and paint stencils on the drains to discourage people from dumping litter, chemicals, or poisons into them. It all flows to the storm drain, and then into the watershed.
2. **Celebrate Earth Day:** Host an Earth Day celebration. Learn about the history of Earth Day, and then plan how to share present-day concerns about the local environment with your school and community. Include service opportunities such as picking up trash, working in a community garden, planting trees, or helping to maintain a local greenway or waterway.
3. **Monitor Water Quality:** Volunteer to help monitor and protect the health of your local rivers, streams, and other bodies of water. Use a test kit to sample local bodies of water for water quality data throughout the year. Share the results with other schools, your community, and groups like the World Wide Monitoring Challenge which provides water quality testing kits. Contribute your findings to their international database.

Resource:  [Your Service Project Toolkit](#)

SCOPE + SEQUENCE



Lesson 1

Lesson Question:

Why do animals migrate and how are they affected by the environment?

Lesson Narrative:

Why do animals migrate and how are they affected by the environment? How do humans impact animal migration? Students will read, watch a video, and engage in a simulation game to understand the concept of migration.

Vocabulary:

- **Species**
- **Habitat**
- **Migration**
- **Adaptation**



Lesson Plan/Embedded Assessment(s):

1. Discuss reasons animals migrate:

Ask: ***What do most animals need to survive?*** List students' ideas on the board. Make sure students include air, water, food, and the ability to reproduce. Then ask students to think of one word that explains why animals migrate (survival).

Ask: ***Isn't it easier to stay where you are? What might cause a species to migrate?*** Elicit answers from students such as: lack of food and/or water, harsh weather, and specific needs for mating/hatching. If possible, look at animal migration examples on the worksheet Match the Animal to its Migration Type, from the activity Many Moves of Migration.

2. Watch Video: [Animal Migration: Move It!](#)

3. Play: [Migration!: The Game](#) or [Migration Mishaps](#)

4. Read Aloud:

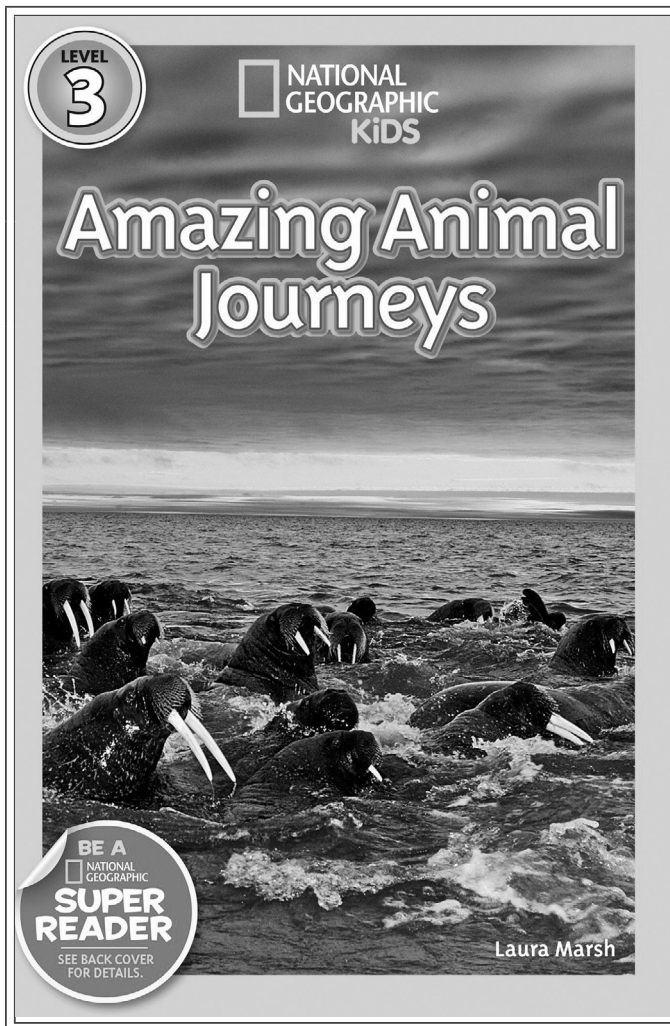
- *The Peregrine's Journey: A Story of Migration* by Madeleine Dunphy
- *Going Home: The Mystery of Animal Migration* by Marianne Berkes

5. Compare/Contrast: Compare/Contrast story elements related to migration in *The Peregrine's Journey: A Story of Migration* and *Going Home: The Mystery of Animal Migration*.

6. Complete Reader's Response Notebook.

Lesson 2

Core Text:



National Geographic Kids Great Migrations: Amazing Animal Journeys

by Laura Marsh

Genre: Nonfiction/Informational

Reading Interest Level: Grades 2 - 4

Lexile: 810L

Guided Reading Level: n/a

ATOS Rdg Level: n/a

Lesson Questions:

What are animal migration patterns?

How do humans affect migration?

 **Key Equity Term(s):** • Environmental Justice • Sustainability

LESSON 2



Lesson Plan/Embedded Assessment(s):

1. Discussion Questions:

- What are two reasons animals migrate?
- How have people affected animal migration patterns?

2. Activity: Create a Venn Diagram comparing the zebra, red crabs, and the walrus using textual evidence.

3. Independent Activity: Reading Response Journal

4. Informational Articles: Natural Disasters and Climate Change

5. Oral History: Research the local history of natural disasters including fires, and flooding. Interview a family member to learn about the impact of the natural disaster upon the culture of the community.

6. Field Trip: Learn about the local habitat and animal species through a presentation of a local environmental organization such as Audobon or state fish and wildlife.

7. Art: After learning about the various habitats and animals, students can create a mural in groups focusing upon a habitat type, and animals located within the habitat (using indigenous vocabulary).

8. Kids' Animal Guide: Begin Research on Indigenous Animals of your Area. Use Graphic Organizer Attached to Research Animal.

- a. Collect Research in graphic organizers
- b. Use clay to create an animal figure, and a shoebox or small box into the animal's habitat.
- c. Create a poem related to the animal

Lesson 3 - Themes and core values

Video:

 [The Oral Tradition of Storytelling](#)

Lesson Question:

How does storytelling teach us about our environment and identity?



Lesson Plan/Embedded Assessment(s):

1. Discussion:

- How does storytelling teach us about our environment and identity?

2. Read Alouds:

- *How Chipmunk Got His Stripes* by Joseph Bruchac (Oneida)
- *Turtle's Race with Beaver* by Joseph Bruchac , Ariane Dewey, et al. (Seneca)
- *Raccoon's Last Race* by Joseph Bruchac (Abenaki)
- *Rainbow Crow* by Nancy Van Laan (Pennsylvania Lenape Indians)
- *Pig-Boy: A Trickster Tale from Hawai'i* by Gerald McDermott (Hawai'i)
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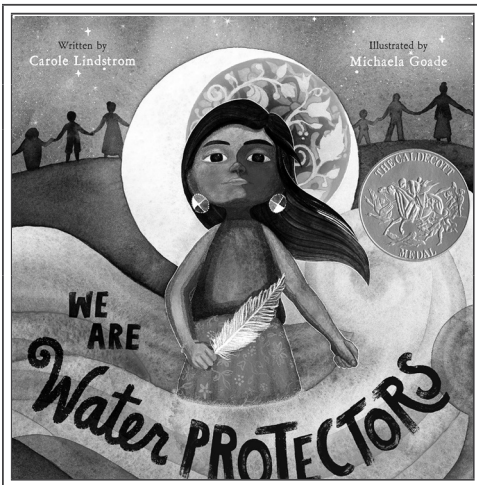
3. Activity: Reading Response Journal

4. Oral History: Have elders of the community share animal stories that they have learned growing up.

5. Kids' Animal Guide: Create a story and illustration that teaches a theme, and describes the animals' behavior or how something came to be.

Lesson 4

Read Alouds:



We are Water Protectors

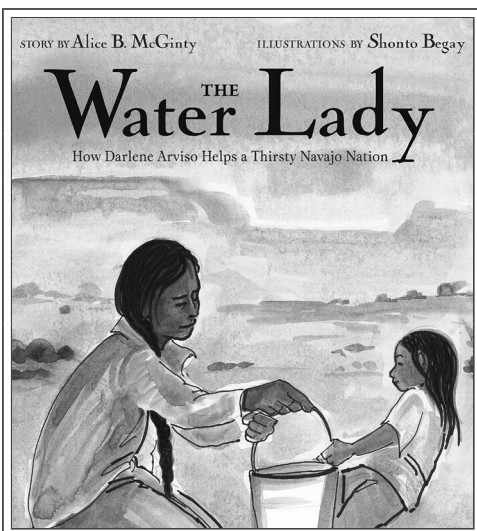
by Carole Lindstrom

Genre:	Fiction
Story Origin:	Standing Sioux/Ojibwe

Reading Interest Level: Grades K - 3

Lexile: AD510L

Guided Reading Level: O



The Water Lady: How Darlene Arviso Helps a Thirsty Navajo Nation

by Alice B. McGinty

Genre:	Narrative Nonfiction
Story Origin:	Navajo Nation

Reading Interest Level: Grades 1-4

Lexile: 640

Guided Reading Level: N

Lesson Narrative:

Explore the impact of humans and climate change on water supply. How does this impact the environment? How are living organisms affected?

Lesson Question:

How does our environment shape identity?



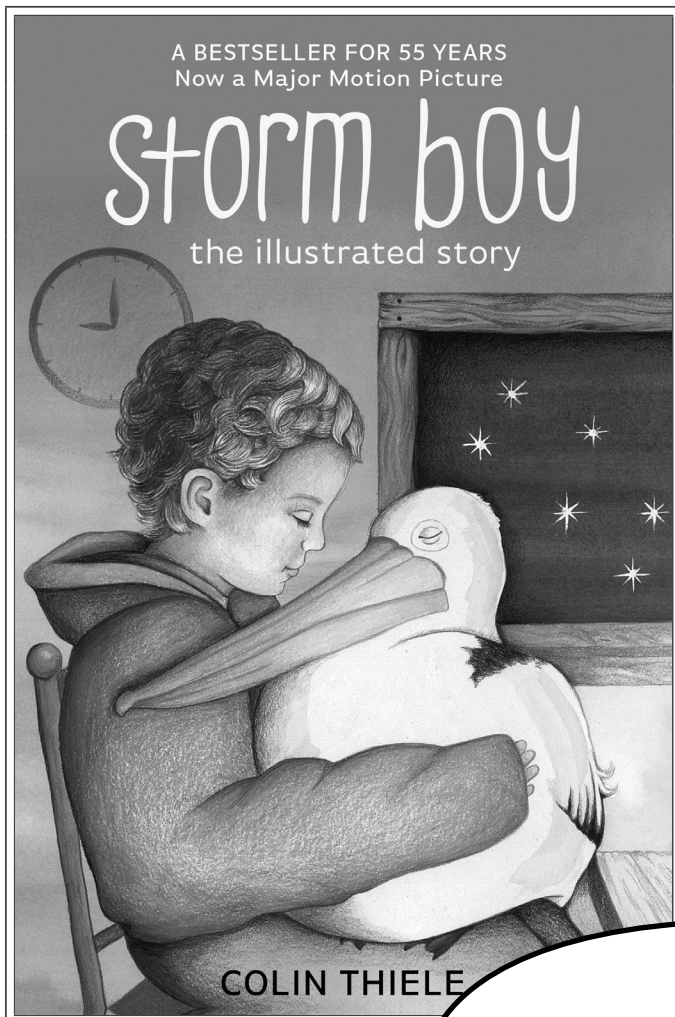
Lesson Plan/Embedded Assessment(s):

1. Discussion or Reflective Writing Questions:

1. What do you use water for? Why does water need protecting?
2. How does oil or chemicals get into our rivers and waterways? Why is it harmful?
3. What does the “black snake” represent? What is an oil pipeline? Where are pipelines located?
4. Why were the Standing Rock Sioux Tribe and other people protesting the Dakota Access Pipeline? Would you ever join a protest like the one on the Standing Rock Sioux Reservation? Why or why not?
5. If a pipeline was planned to go through your community, what would you do?
6. Where does the water you drink come from? What can people do to make sure the water we use is safe?
7. How is everything on Earth related to everything else? Why is that important to understand?
8. Look at the illustrations in *We Are Water Protectors*. How are they realistic? What do they represent?

Lesson 5

Core Text:



Storm Boy

by Colin Thiele

Genre: Fiction/Chapter Book

Reading Interest Level: Grades 3 - 4

Read Alouds:

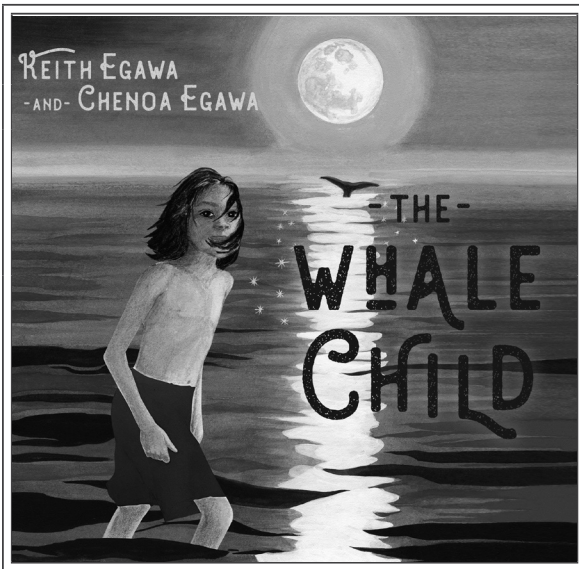
- ***Efraín of the Sonoran Desert: A Lizard's Life Among the Seri Indians:***
by Amalia Astorga
- ***A Man Called Raven***
by Richard Van Camp (Dogrib)

Lesson Questions:

How does our environment shape identity?
*How can we promote social justice in our community
and educate others about our environment?*

Lesson 6

Read Alouds:



The Whale Child

by Carole Lindstrom

Genre:	Fiction
Story Origin:	Coast Salish (Pacific NW)

Reading Interest Level: Grades 2 - 5

Lesson Question:

How can I have a voice for change?

Lesson Narrative:

We have a role to help protect our environment for future generations. We can have a voice in what happens to our future through our words and actions as members of our community.

Read Alouds: (examples)

- *The Young Water Protector*
by Kelly Tudor (Standing Rock)
- *The Young Native Activist*
by Aslan Tudor (Standing Rock)
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia*
by Miranda Paul (Gambia)
- *The Water Princess*
by Susan Verde (Burkina Faso, Africa)

👉 Key Equity Term(s):

- Environmental Stewardship



Lesson Plan/Embedded Assessment(s):

Discussion Questions/Reading Response Journal:

Based on the reading and the overall message of the story, what do you think “timeless songs that carry the stories and wisdom of life on earth” refers to or signifies?

1. What is happening to the health of the ocean? How are humans responsible? What are Shiny’s opinions in regard to this issue?
2. How are pieces of plastic, nets, and plastic soda pop rings impacting fish and birds? What scene does Alex witness that shows how they are impacting the fish and birds?
3. Describe the first encounter Alex had with Shiny. What did Alex learn from her mother about where Shiny came from?
4. According to Shiny, how do farms and factories harm the soil and rivers?
5. In your opinion, what is the most important lesson Alex learns from Shiny? Do you agree this is an important lesson to teach other children? Why or why not?
6. Shiny teaches Alex about the water cycle throughout their walk. Describe and draw the water cycle.
7. What is the significance of water to you? How does this compare to what water signifies to Shiny?
8. Alex recalls an important lesson passed down to her from her relatives: “Take only what you need from nature; waste nothing, and give thanks for what you take.” What does this mean?
9. In Chapter 8, Shiny gets to see his mother. What is happening to her? How did she end up in this scenario?
10. Do you agree with Alex’s statement regarding everything she witnessed and learned from Shiny, “What can I do about these big things you’ve shown me? It’s all way too much for a kid to change.” Why or why not? Can kids change these things?”