

NATIVE LITERATURE PROGRAM DESIGN

3rd GRADE
YEARLONG



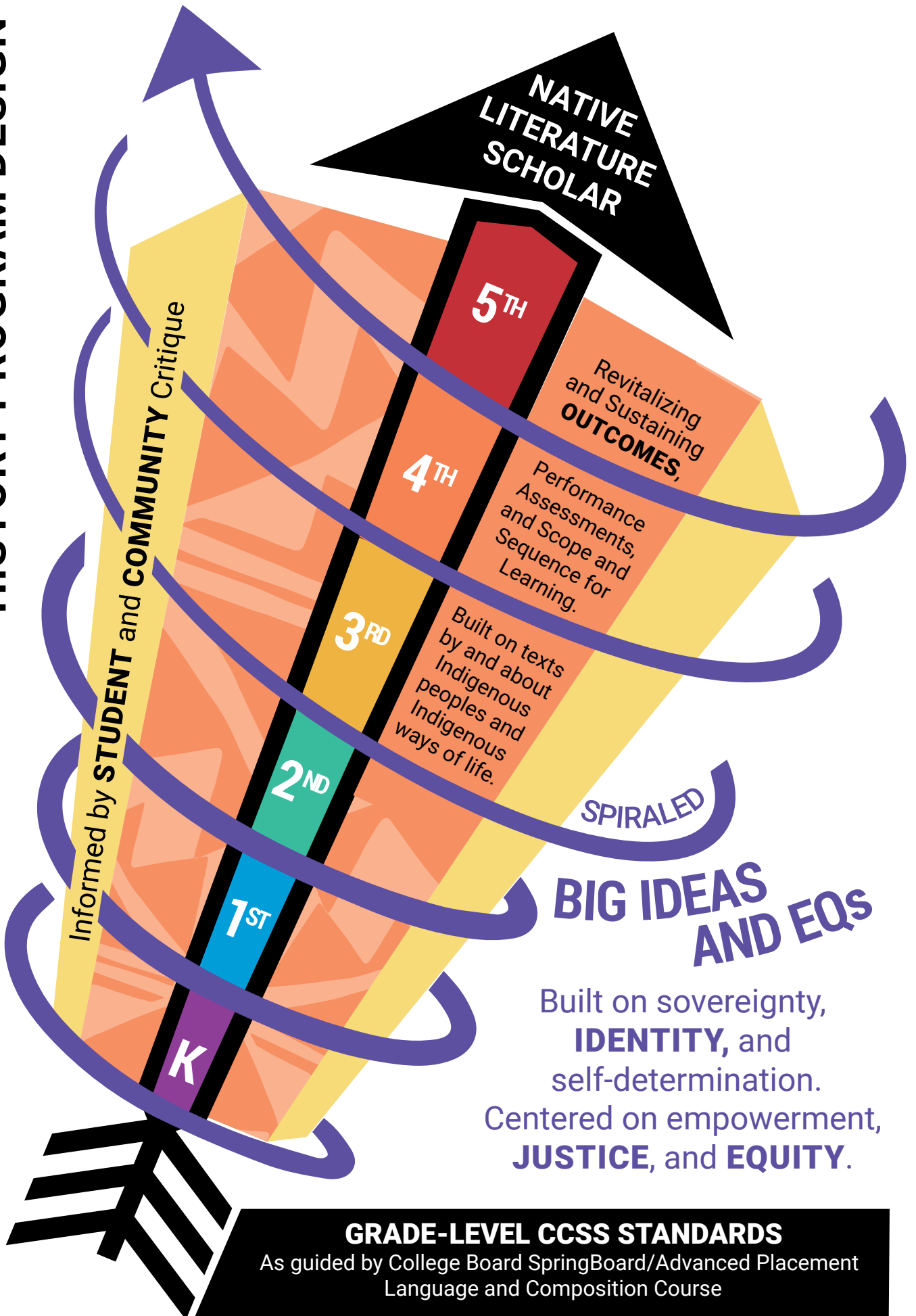
**3rd
GRADE**

Native Literature
Scholar

BIG IDEAS

**IDENTITY
RELATIONSHIPS
CORE VALUES
EMPOWERMENT
DIVERSITY
JUSTICE
COMMUNITY**

NATIVE LITERATURE & HISTORY PROGRAM DESIGN





Designers Positionality Statement

MRS. Barbara Chavarria: Teaching the Tewa language where students learn the core values that go with identity, place and they can express ideas.

MRS. DIANE CHAVARRIA: The art of teaching values intergenerational learning, core values, connection of self to place, and history interwoven in land-based learning to help define our students' identity, as well as honoring the voice that they have.

ABAR (Anti-Biased/Anti-Racist) Approach to Program Wide: Resources For Design

(SELF LOVE) Children will demonstrate self awareness, confidence, family pride, and positive social identities.

(EMBRACE PEOPLE) Children will express comfort and joy with human diversity and use accurate language for human differences.

(IDENTIFY UNFAIRNESS) Children will increasingly recognize unfairness (injustice), have the language to describe unfairness, and understand that unfairness hurts.

(ACT JUSTLY) Children will demonstrate a sense of empowerment and the skills to act with others or alone against prejudice and/or discriminatory actions.



links

- [Equity Glossary](#)
- [White Supremacy Resources \(Slavery/Capitalism • Genocide/Colonialism • Orientalism/War\)](#)
- [Dził Dítł'ooí School of Empowerment, Action and Perseverance - DEAP School resources](#)
- [UNDRIP - United Nations Declaration of Right for Indigenous Peoples](#)
- [NISN Native Literature Reading List](#)
- [NISN past curriculum in Indigenous Humanities](#)

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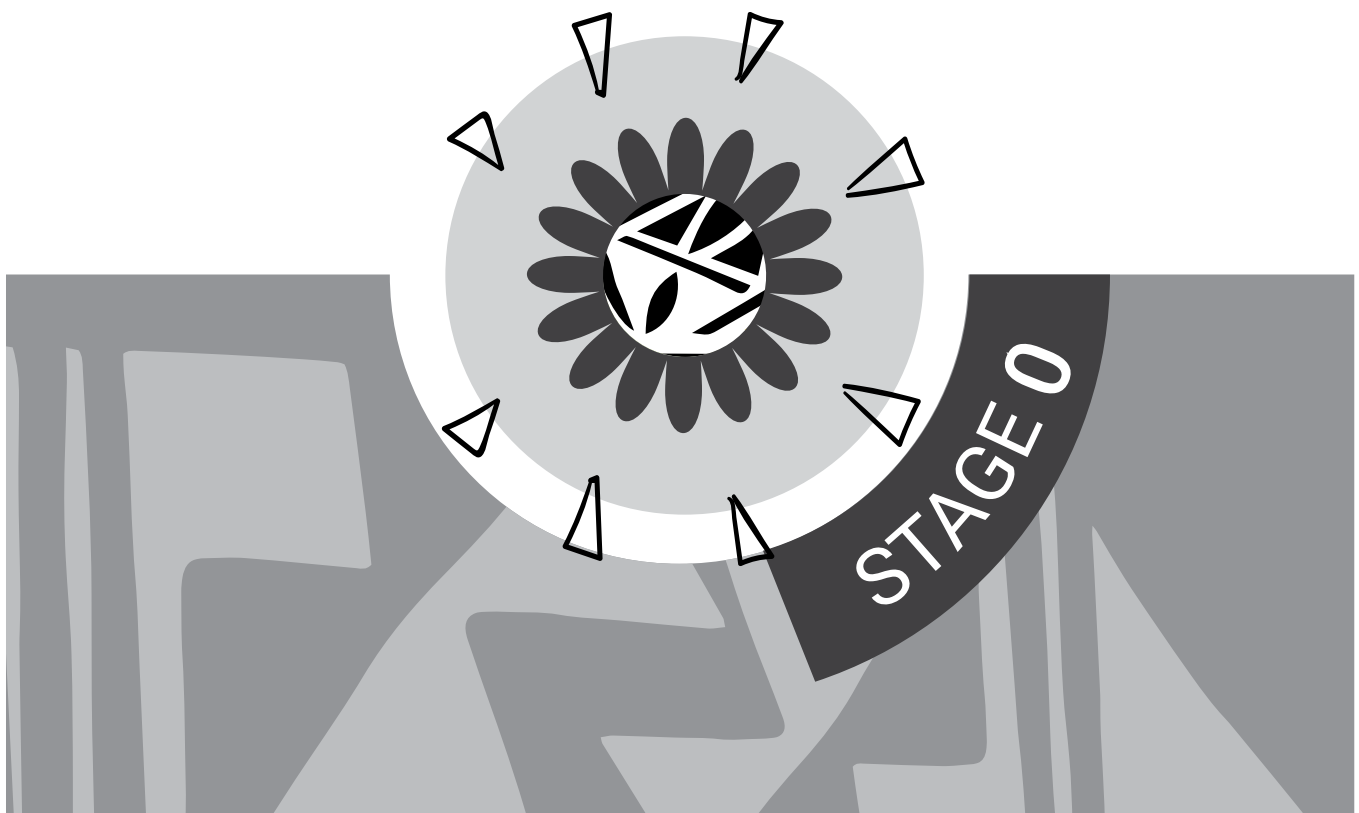
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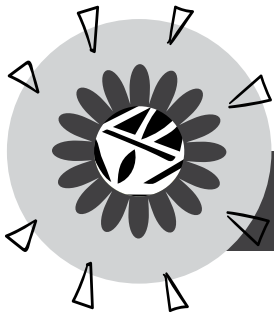
UNIT 4 30

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.

Program-Wide: **Big Ideas**

1. Identity
2. Relationships
3. Intergenerational Learning
4. Core Values
5. Empowerment, Diversity, Identity, and Justice
 - [📄 ABAR \(Anti-Biased/Anti-Racist\) - page 5](#)
6. Community Action
7. Skills of Analysis, Citing Textual Evidence, Summarize, and Synthesize Details







Program-Wide:

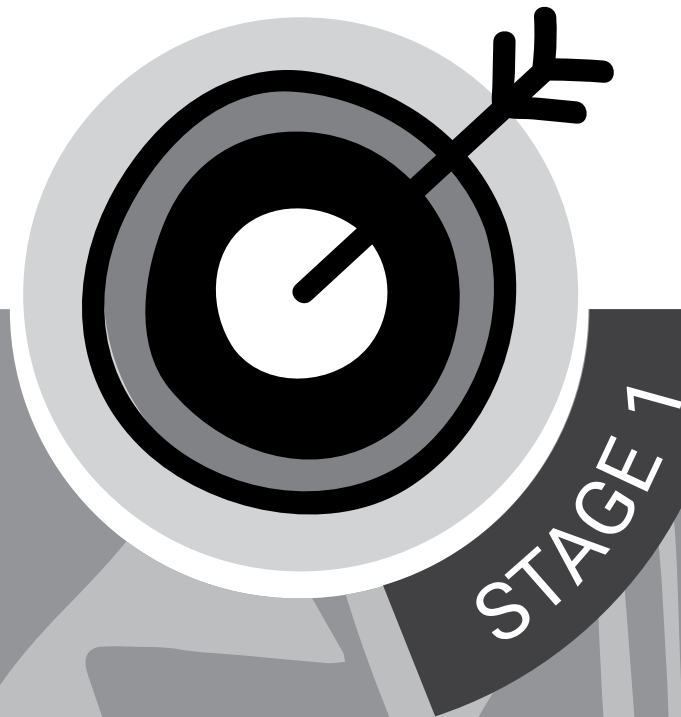
Big Ideas, EQS and Outcomes

<p>A Native Literature Scholar</p>	<p>Core Values</p>	<p>Community Responsibility and Action</p>	<p>Native Scholar</p>
	<ul style="list-style-type: none"> • Kha’p’o: <ul style="list-style-type: none"> ◦ Respect ◦ Responsibility ◦ Compassion ◦ Community ◦ Perseverance ◦ Generosity • Kwiyagat: <ul style="list-style-type: none"> ◦ Culture and Language ◦ Competency ◦ Character and Wellness ◦ Community Connections • NACA: <ul style="list-style-type: none"> ◦ Respect ◦ Responsibility ◦ Community/Service ◦ Culture ◦ Perseverance 	<ul style="list-style-type: none"> • Social justice, anti-bias/anti-racist • Connecting to self, place, community, and civics 	<p><i>(as a segue into 6th-12th grade Native Literature program)</i></p> <ul style="list-style-type: none"> • Discourse around text. Understand and articulate what they read and present in written form and orally. • Speaking, listening, writing, reading domains. • Express ideas through community service projects and presentations.
<p>EQs</p>	<ul style="list-style-type: none"> • How does reading and writing Indigenous/ Native text help define my identity? • How does Indigenous/ Native text empower me to express myself, incorporate our core values, advocate for diversity, justice, and community action connecting to the past, present, and future? 		

DESIRED RESULTS

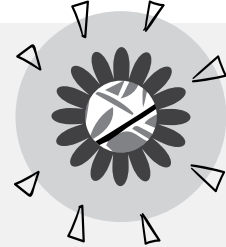
REFERENCES

-  [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



Yearlong Essential Questions

(based on yearlong Big Idea)

- How does reading and writing Indigenous/ Native text help define my identity?
- How does Indigenous/ Native text empower me to express myself, incorporate core values, advocate for diversity, justice, and community action connecting to the past, present, and future?

Content EQ:

- How do environmental, historical, and social elements shape your identity?

Skills EQ:

- What does it mean to reflect, collaborate, and have a voice in your learning?

Yearlong Enduring Understandings

(based on yearlong Big Ideas)

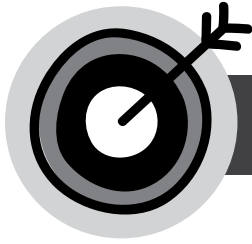
- Identity is built upon ones' connection to self and place, and the core values shared within the community and family values passed on from generation to generation. Ones' experiences in life also influence identity over time.
- The connection to past and present within Indigenous/ Native text helps define ones' identity, as well as empowers one to express oneself, incorporating core values, and advocating for diversity, justice, and community action.

Content EU:

- Our core values, environment, history, and personal experiences shape our identity.





Skills EQ:

- As students, and community members we reflect, collaborate and have a voice to express ourselves through community-based projects, discussions, reading and writing as a mode of expression.
- Learning about the lives of other people helps me build empathy, respect, understanding and connection.

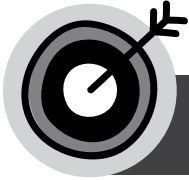


Anchor Standards

REFERENCES

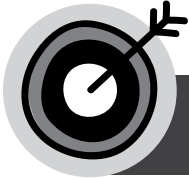
-  [English Language Arts Anchor Standards](#)
-  [EngageNY/Expeditionary Learning Scope and Sequence of Standards](#)
-  [New Mexico Social Studies Standards](#)
-  [Social Justice Standards](#)

<p>Reading: Literature or Informational</p>	<p><u>Key Ideas and Details:</u></p> <p>CCSS.ELA-LITERACY.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-LITERACY.CCRA.R.3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><u>Craft and Structure:</u></p> <p>CCSS.ELA-LITERACY.CCRA.R.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCSS.ELA-LITERACY.CCRA.R.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCSS.ELA-LITERACY.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.</p>
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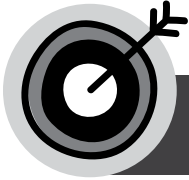
Anchor Standards continued

<p>Reading: Literature or Informational <i>continued</i></p>	<p><u>Integration of Knowledge and Ideas:</u></p> <p>CCSS.ELA-LITERACY.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCSS.ELA-LITERACY.CCRA.R.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-LITERACY.CCRA.R.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><u>Range of Reading and Level of Text Complexity:</u></p> <p>CCSS.ELA-LITERACY.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Writing</p>	<p><u>Text Types and Purposes:</u></p> <p>CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.CCRA.W.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.CCRA.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p><u>Production and Distribution of Writing:</u></p> <p>CCSS.ELA-LITERACY.CCRA.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>



Anchor Standards continued

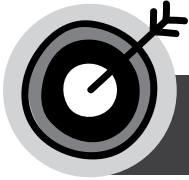
<p>Writing <i>continued</i></p>	<p><u>Research to Build and Present Knowledge:</u></p> <p>CCSS.ELA-LITERACY.CCRA.W.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.CCRA.W.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCSS.ELA-LITERACY.CCRA.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Range of Writing:</u></p> <p>CCSS.ELA-LITERACY.CCRA.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>Speaking + Listening</p>	<p><u>Comprehension and Collaboration:</u></p> <p>CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><u>Presentation of Knowledge and Ideas:</u></p> <p>CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>



Social Studies Standards

STRAND: History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

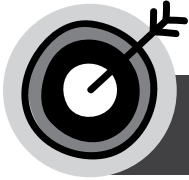
<p>K-4 Benchmark I-A - New Mexico</p>	<p>Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</p> <ol style="list-style-type: none"> 1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.
<p>K-4 Benchmark I-B - United States</p>	<p>Understand connections among historical events, people, and symbols significant to United States history and cultures.</p> <ol style="list-style-type: none"> 1. Describe local events and their connections to state history.
<p>K-4 Benchmark I-C - World</p>	<p>Students will identify and describe similar historical characteristics of the United States and its neighboring countries.</p> <ol style="list-style-type: none"> 1. Identify and compare components that create a community in the United States and its neighboring countries.
<p>K-4 Benchmark I-D - Skills</p>	<p>Understand time passage and chronology.</p> <ol style="list-style-type: none"> 1. Interpret information from multiple resources and contexts to determine chronological relationships.



Social Studies Standards

STRAND: Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

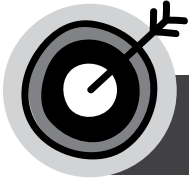
<p>K-4 Benchmark II-A</p>	<p>Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.</p> <ol style="list-style-type: none"> 1. Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate and draw places on maps and globes.
<p>K-4 Benchmark II-B</p>	<p>Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.</p> <ol style="list-style-type: none"> 1. Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation). 2. Explore examples of environmental and social changes in various regions.
<p>K-4 Benchmark II-C</p>	<p>Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.</p> <ol style="list-style-type: none"> 1. Identify personal behaviors that can affect community planning. 2. Identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining, and constructing towns and cities). 3. Describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways).
<p>K-4 Benchmark II-D</p>	<p>Understand how physical processes shape the Earth's surface patterns and biosystems.</p> <ol style="list-style-type: none"> 1. Identify the components of the Earth's biosystems and their makeup (e.g., air, land, water, plants, and animals). 2. Describe how physical processes shape features on the Earth's surface.



Social Studies Standards

STRAND: Geography Content Standard II: *continued*

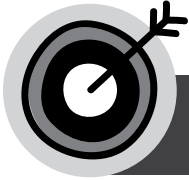
K-4 Benchmark II-E	Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. <ol style="list-style-type: none">1. Describe how patterns of culture vary geographically.2. Describe how transportation and communication networks are used in daily life.3. Describe how cooperation and conflict affect neighborhoods and Communities.
K-4 Benchmark II-F	Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources. <ol style="list-style-type: none">1. Identify the characteristics of renewable and nonrenewable resources.



Social Studies Standards

STRAND: Civics and Government Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

<p>K-4 Benchmark III-A</p>	<p>Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.</p> <ol style="list-style-type: none"> 1. Explain the basic structure and functions of local governments. 2. Describe and give examples of “public good.” 3. Explain how New Mexico helps to form a nation with other states.
<p>K-4 Benchmark III-B</p>	<p>Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.</p> <ol style="list-style-type: none"> 1. Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.
<p>K-4 Benchmark III-C</p>	<p>Become familiar with the basic purposes of government in New Mexico and the United States.</p> <ol style="list-style-type: none"> 1. Describe how the majority protects the rights of the minority. 2. Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws.
<p>K-4 Benchmark III-D</p>	<p>Understand rights and responsibilities of “good citizenship” as members of a family, school and community.</p> <ol style="list-style-type: none"> 1. Explain the significance of participation and cooperation in a classroom and community. 2. Understands the impact of individual and group decisions on communities in a democratic society. 3. Explain the significance and process of voting.



Social Studies Standards

STRAND: Economics Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

<p>K-4 Benchmark IV-A</p>	<p>Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).</p> <ol style="list-style-type: none"> 1. Explain that people want more goods and services than is possible to produce. 2. Define and categorize resources (e.g., human, financial, natural). 3. Identify a variety of products that use similar resources.
<p>K-4 Benchmark IV-B</p>	<p>Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</p> <ol style="list-style-type: none"> 1. Recognize that a market system exists whenever buyers and sellers exchange goods and services. 2. Understand how businesses operate in the United States' free enterprise system. 3. Identify examples of economic systems.
<p>K-4 Benchmark IV-C</p>	<p>Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.</p> <ol style="list-style-type: none"> 1. Understand the purposes of spending and saving money. 2. Identify currency, credit, debit, and checks as the basic mediums of exchange in Western society.

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn how to apply the skills of analysis and citing textual evidence, so that in the long-run, on their own, they will be able to summarize and synthesize details to express oneself, incorporating our core values, advocating for diversity, justice, and community action connecting to the past, present, and future on important issues.





Performance Assessment (use GRASPS)

 GRASPS

Goal: At the end of each unit, you will create a portfolio of the unit projects to share with the community.

Role: You are an educator.

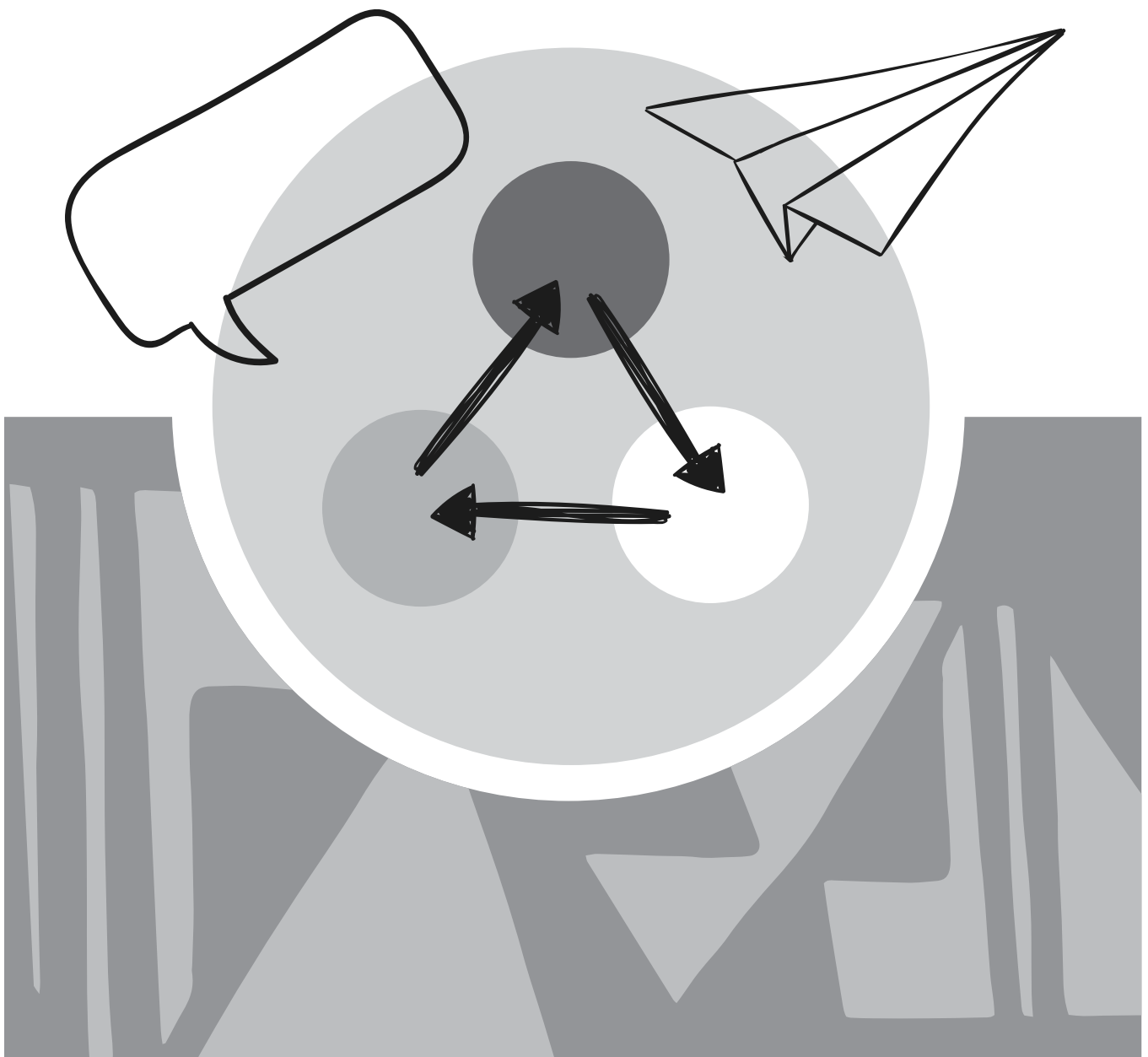
Audience: You are presenting to your classmates, families, and community members.

Scenario: You need to describe and share your projects completed after each unit. A rubric will be provided to help organize project presentations.

Product: Your unit portfolio needs to include revised, and edited final projects to present to your audience. Rubrics will be provided for each of the unit activities for editing with peers, a partner, and writer's workshop sessions including teacher guidance.

Standards: Each unit standards applies.

SCOPE AND SEQUENCE



UNIT 1

STAGE 3

Core Texts:



Biographies: (Reading Information)

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

Novel Study: (Reading Literature)

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

Poetry/Short Stories:

- ***Ancestor Approved***
by Cynthia L. Smith

Unit Supporting Texts:

Read Aloud/Oral History:

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

Novel Study:

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

Poetry/Short Stories:

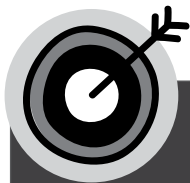
- ***Look Both Ways: A Tale Told in Ten Blocks*** by Jason Reynolds

Essential Questions (based on yearlong Big Idea)

- How does my community help shape my identity?
- How does reading and writing indigenous/Native text help define my identity?
- How does reading and writing indigenous/Native text empower me to express myself, incorporate core values, and intergenerational learning?

Key Equity Term(s):

Racism, Assimilation, Culture, Racial and Ethnic Identity, Anti-racism



Anchor Standards

Reading: Literature or Informational		Speaking and Listening	
RL.3.1 RL.3.5 RL.3.9 RI.3.1	RI.3.2 RI.3.5 RI.3.7 RI.3.8	SL.3.1 SL.3.1A SL.3.1B SL.3.1C SL.3.1D	SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6
Writing			
W.3.1 W.3.1A W.3.1B W.3.1C W.3.1D	W.3.3 W.3.3A W.3.3B W.3.3C W.3.3D	W.3.4 W.3.5 W.3.6 W.3.7	



Embedded Assessments

Project 1:

A Classroom Booklet Our Community Role Models or Creation of TV Series
(Video Recording: Our Community Role Models)

Google Sides:

- [📄 Biography Project Letter](#)
- [📄 Community Role Model Biography Project Steps](#)
- [📄 Biography Project Rubric](#)

Project 2:

Autobiographies/Narrative Writing:

If you could be any person in history, who would you be? Imagine what a day in the life of that person would be like and describe what you would do. Choose one of the autobiographies:

- Jim Thorpe
- Maria Martinez
- Chester Nez
- Maria Tallchief
- Sacagawea
- Sitting Bull

Biographies:

* *Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present* by Adrienne Keene and Ciara Sana

* *Native Women of Courage* (Native Trailblazers, 1) by Kelly Fournel

* *Native Athletes in Action !* (Native Trailblazers, 6) by Vincent Schilling

A fun project idea that you can do with your students after they complete this narrative writing prompt is to put together a biography of their chosen historical figure. First, have them gather their research, including any photographs and facts, and outline a short biography for their chosen person. Create a class book.



Embedded Assessments *continued*

Project 3:

Model/Expository/Analytical Writing

Students will create their own community (Model) and identify the following:

- a. What makes a community a community? What are the characteristics of a community?
- b. Provide a description about your community. Include details about the geography, people, core values, diversity and equity within the community.
- c. Provide examples from the texts to describe how your community created has similar characteristics of a community by identifying common characteristics, and citing textual evidence examples from the stories read.

Choose at least three of the following texts to provide textual evidence:

- *Indian Shoes* by Cynthia L. Smith (Realistic Fiction: Cherokee-Seminole)
- *Jingle Dancer* by Cynthia L. Smith (Realistic Fiction: Muscogee Creek) Nation)
- *Ancestor Approved* by Cynthia L. Smith
- *Sisters of the Neversea* by Cynthia Leitich Smith
- *Look Both Ways: A Tale Told in Ten Blocks* by Jason Reynolds

UNIT 2

STAGE 3

Core Texts:

Graphic Novels

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)

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:

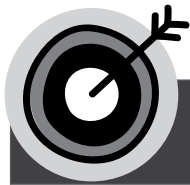
- ***Trick of the Tale: A Collection of Trickster Tales***
by John and Caitlin Matthews: a multicultural array of Trickster stories from around the world. (from African to Inuit to European, Tibetan to Native American to Japanese.)
- ***Coyote: A Trickster Tale from the American Southwest***
by Gerald McDermott (Zuni)
- ***Raven: A Trickster Tale from the Pacific Northwest***
by Gerald McDermott (Pacific Northwest)
- ***Anansi the Spider: A Tale from the Ashanti***
by Gerlad 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)

Essential Questions (based on yearlong Big Idea)

- How does our environment shape identity?

Key Equity Term(s):

Culture



Anchor Standards

Reading: Literature or Informational		Speaking and Listening	
RL 3.2 RL.3.3 RL 3.5 RL 3.6	RI 3.4 RI 3.5 RI 3.7	SL.3.1 SL.3.1A SL.3.1B SL.3.1C SL.3.1D	SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6
Writing			
W3.1 W.3.1A W.3.1B W.3.1C W.3.1D	W.3.2 W.3.2A W.3.2B W.3.2C W.3.2D	W.3.3 W.3.3A W.3.3B W.3.3C W.3.3D	W.3.4 W.3.5 W.3.6 W.3.7



Embedded Assessments

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.

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](#)

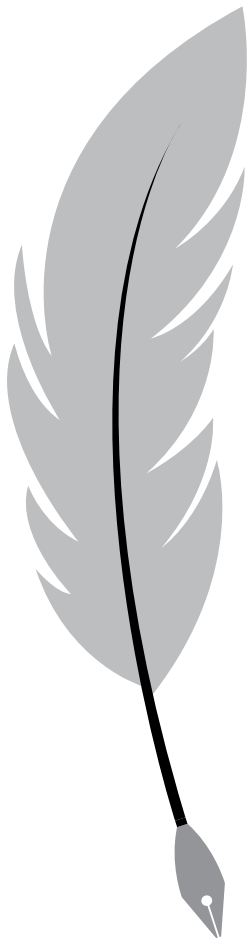
[📎 Writing a Graphic Novel Rubric](#)

[📎 Reviewing Class Play Writing and Rubric](#)

UNIT 3

STAGE 3

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:

 [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

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?



Anchor Standards

Reading: Literature or Informational		Speaking and Listening	
RL 3.2 RL.3.3 RL 3.5 RL 3.6	RI 3.4 RI 3.5 RI 3.7	SL.3.1 SL.3.1A SL.3.1B SL.3.1C SL.3.1D	SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6
Writing			
W3.1 W.3.1A W.3.1B W.3.1C W.3.1D	W.3.2 W.3.2A W.3.2B W.3.2C W.3.2D	W.3.3 W.3.3A W.3.3B W.3.3C W.3.3D	W.3.4 W.3.5 W.3.6 W.3.7

Key Equity Term(s):

Forced Migration, Relocation, Racism, Assimilation



Embedded Assessments

Project:

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 Pueblos
- Current Event (ex. 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

UNIT 4

STAGE 3

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:

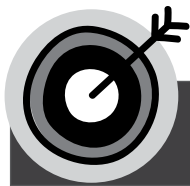
- ***The Peregrine's Journey: A Story of Migration*** by Madeline Dunphy
- ***Going Home: The Mystery of Animal Migration*** by Marianne Berkes
- ***How Chipmunk Got His Stripes*** by Joseph Bruchac (Oneida)
- ***Turtle's Race with Beaver*** by Joseph Bruchac , Ariane Dewey, et al. (Seneca)
- ***Raccoon's 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)
- ***Efraim of the Sonoran Desert: A Lizard's Life Among the Seri Indians:*** by Amalia Astorga
- ***A Man Called Raven*** by Richard Van Camp (Dogrib)
- ***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
- ***The Water Princess*** by Susan Verde (Burkina Faso, Africa)

Essential Questions (based on yearlong Big Idea)

- Why do we bother to study/examine the past, present and future?
- How can I have a voice for change?

Key Equity Term(s):

environmental stewardship



Anchor Standards

Reading: Literature or Informational		Speaking and Listening	
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Writing			
W.3.2 W.3.2A W.3.2B W.3.2C W.3.2D	W.3.2 W.3.2A W.3.2B W.3.2C W.3.2D		

Key Equity Term(s):

Forced Migration, Relocation, Racism, Assimilation



Embedded Assessments

Project 1

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:

- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul
- *The Water Princess* by Susan Verde
- *The Water Lady: How Darlene Arviso Helps a Thirsty Navajo Nation* by Alice B. McGinty

Part B:

Create your plan for a community service project idea. What is something in your community that you would like to improve or change?

 [3rd Grade Service Project Organizer](#)

Project 2 - Our Community in the Future: (Model/Descriptive Writing)

Part A:

Create a model of our community 20 years in the future. What will the structures look like? How will environmental and social issues be represented? A rubric/checklist will be provided.

Part B:

Description of our community 20 years from now describing changes based on environmental and social issues.