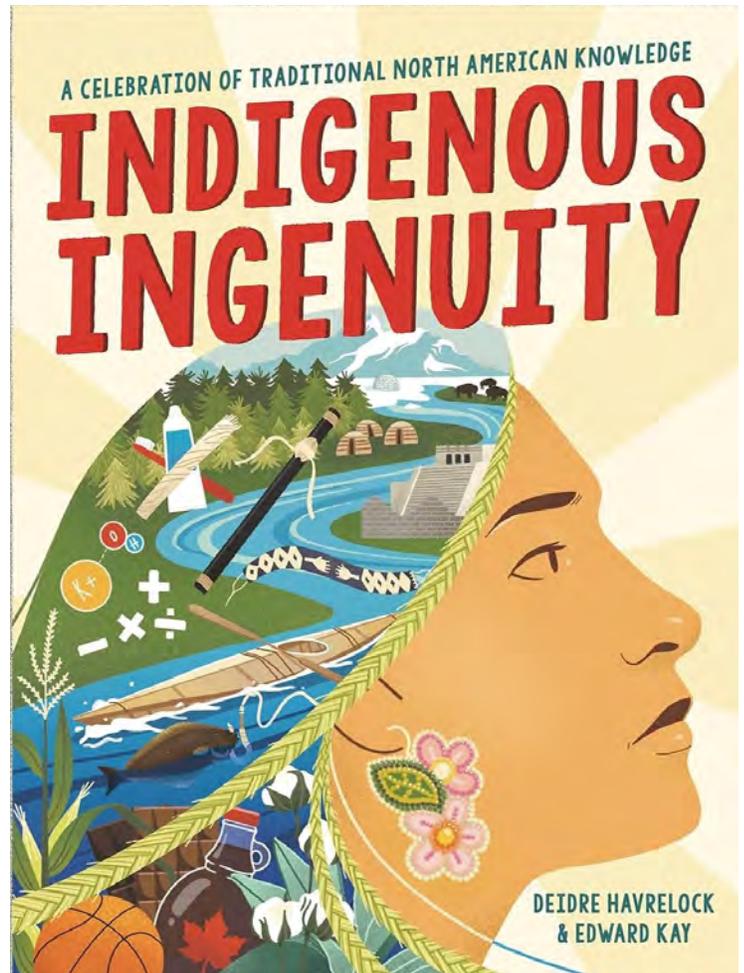
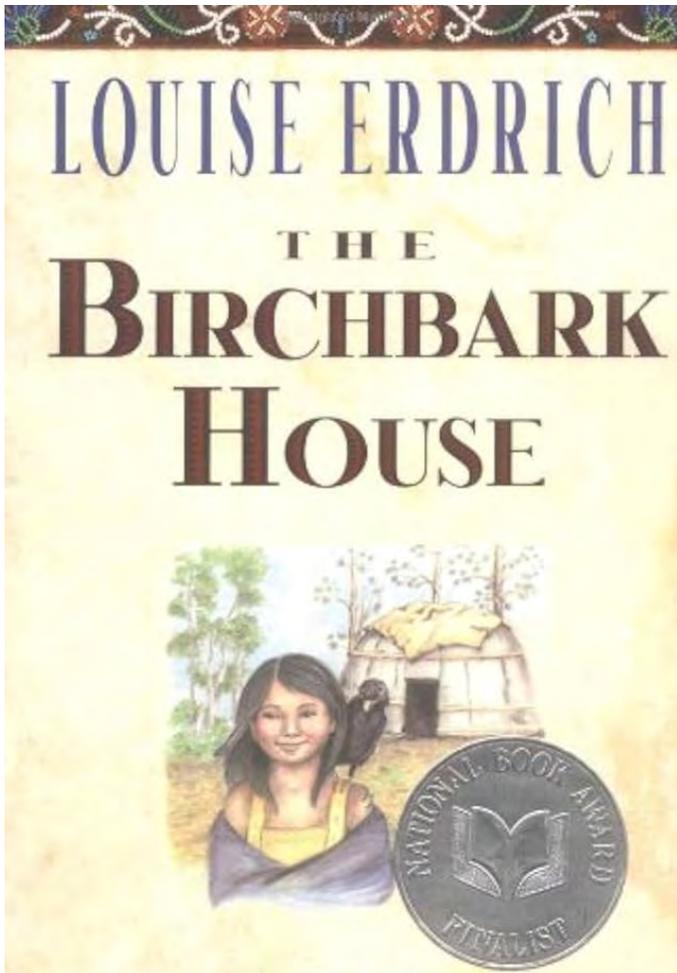


NATIVE LITERATURE PROGRAM DESIGN

5th GRADE



UNIT 1

IDENTITY



UNIT 1

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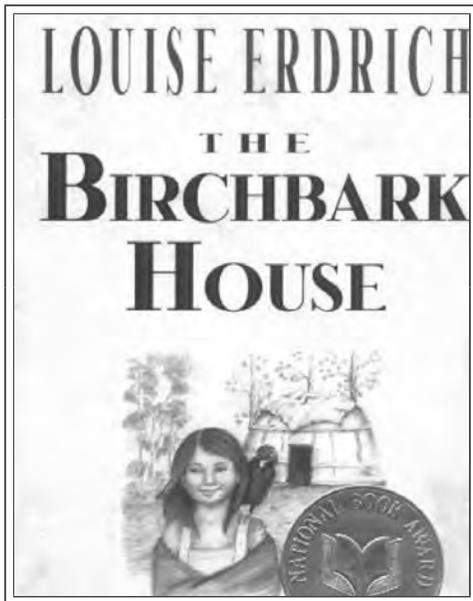
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Designer: **DIANE KATZENMEYER-DELGADO**

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:



The Birchbark House

by Louise Erdrich

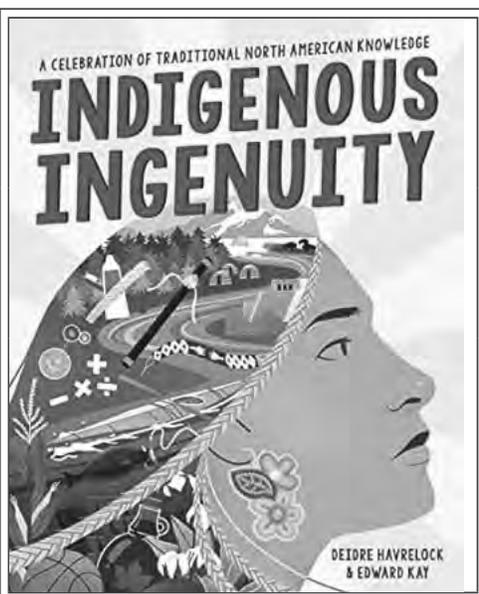
Genre:	Historical Fiction
Story Origin:	Anishinabe (Ojibwa or Chippewa)
Setting:	1847 on an island in Lake Superior

Text Complexity: 970L

Grades: 4-6

Ages: 9-11 years

Guided Reading Level: T



Indigenous Ingenuity: A Celebration of Traditional North American Knowledge

By Deidre Havrelock and Edward Kay

Genre:	Juvenile Nonfiction
Author Origin:	Saddle Creek Nation in Alberta, Canada

Lexile Level: NA

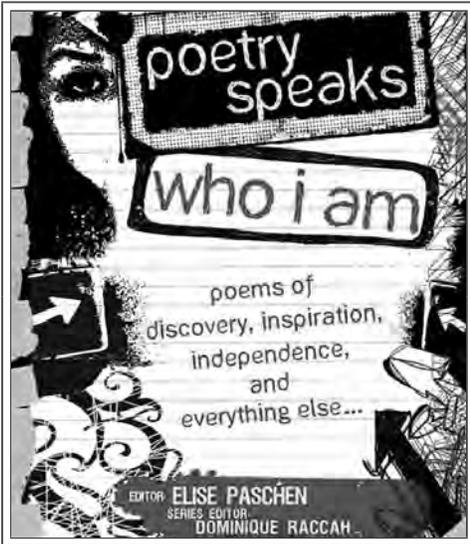
Grades: 3 - 7

Ages: 8 - 12 years

Lake Superior Ojibwe Gallery

by the St. Louis Historical Society and The 1854 Treaty Authority

Core Texts: (continued)



Poetry Speaks to Who I Am: 100 Poems of discovery, Inspiration, Independence, and Everything Else for Teens

Edited by Elise Paschen

- “Tia Chucha” by Luis J. Rodriguez

Text Complexity: N/A

Grades: 7-12

Ages: 12-16 years

Guided Reading Level: N/A

Supporting Teacher Material for Differentiation and Scaffolded Supports:

Graphic organizers

- [Universal Design for Learning \(UDL\) - Teacher Graphic Organizer](#)
- [What do I Already Know](#)
- [Main Idea](#)
- [Puzzle Pieces](#)
- [Point of View](#)
- [Main Idea](#)

Assessment rubrics

- [Learning Progression for Narrative Writing PreK-6 from Lucy Calkins](#)
- [General Student Presentation Rubric](#)

Storyboard & graphic novel templates

- [Graphic Novel Storyboard Templates](#)

Tiered vocabulary resources

- [Word Web](#)
- [Word Meaning Graphic Organizer](#)
- [Vocabulary Map](#)
- [Vocabulary Chart](#)
- [Vocabulary Chart 2](#)
- [Tiered Vocabulary](#)
- [Choosing Words to Teach - Tier 1, 2, 3](#)

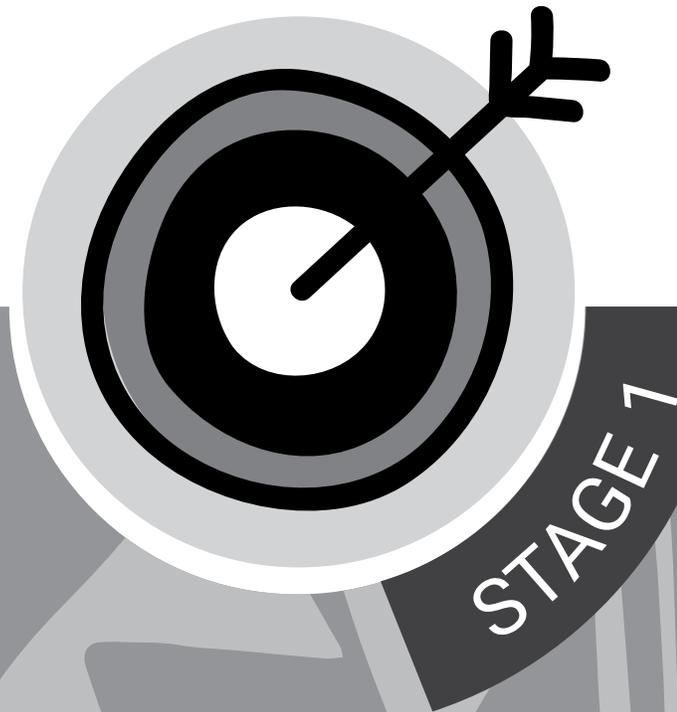
R.A.C.E.S. Resources

- [R.A.C.E.S. Response \(Template\)](#)
- [R.A.C.E.S. Graphic Organizer](#)
- [R.A.C.E.S. Method Graphic Organizer](#)

DESIRED RESULTS

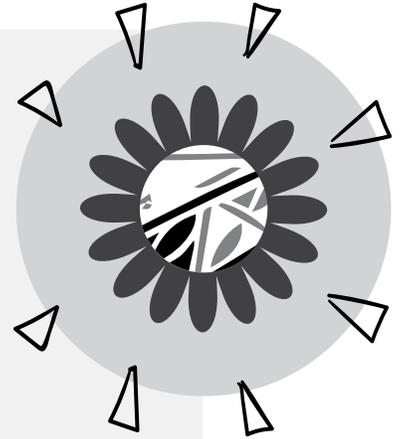
REFERENCES

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



BIG IDEAS

- **Identity:** How can students identify with contemporary Native American children’s and Young Adult literature?
- **Joy:** What is joy in our communities?
- **Resilience:** Where can we find resilience and lived experiences in Native American literature?
- **Action:** How will students provide informational texts to be shared in their communities?



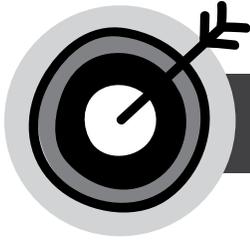
Essential Questions

Enduring Understandings

(based on yearlong Big Idea)

- How do community, family, environment and culture shape Omakayas’s identity? How do these elements shape my identity?
- What tools of characterization does the author use? How can I incorporate these tools into my narrative?

- Our families, friends, communities and cultures can support us in developing a vision for our journey towards adulthood.
- Our life journey is shaped by the environment that surrounds us.



Anchor Standards - 4th Grade

English Language Arts Anchor Standards

As the NISN Curriculum was developed, Teacher Designers aligned content utilizing the Common Core State Standards (CCSS). As an open source document, we recognize that as a user, you may not reside where CCSS are utilized. Please utilize the language from the CCSS below to find alignment with the teaching standards for your local area or consult your state’s crosswalk documents aligned to the CCSS.

Reading

Literature or
Informational

CCSS.ELA-LITERACY.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.ELA-LITERACY.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-LITERACY.RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-LITERACY.RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-LITERACY.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



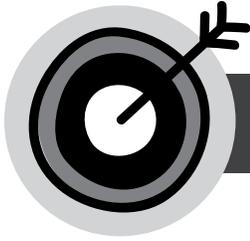
Anchor Standards - 4th Grade *(continued)*

<p>Writing</p>	<p>CCSS.ELA-LITERACY.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CCSS.ELA-LITERACY.W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CCSS.ELA-LITERACY.W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.4.10: 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 discipline-specific tasks, purposes, and audiences.</p>
<p>Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CCSS.ELA-LITERACY.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>



Anchor Standards - 4th Grade *(continued)*

<p>Language</p>	<p>CCSS.ELA-LITERACY.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.4.4.a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.4.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>CCSS.ELA-LITERACY.L.4.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.4.5.A: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>CCSS.ELA-LITERACY.L.4.5.B: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS.ELA-LITERACY.L.4.5.C: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>CCSS.ELA-LITERACY.L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
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Anchor Standards - 5th Grade

English Language Arts Anchor Standards

Reading

Literature or
Informational

CCSS.ELA-LITERACY.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-LITERACY.RL.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.RL.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RL.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



Anchor Standards - 5th Grade *(continued)*

<p>Writing</p>	<p>CCSS.ELA-LITERACY.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>CCSS.ELA-LITERACY.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.5.10: 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 discipline-specific tasks, purposes, and audiences.</p>
<p>Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.5.2: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>CCSS.ELA-LITERACY.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>



Anchor Standards - 5th Grade *(continued)*

<p>Language</p>	<p>CCSS.ELA-LITERACY.L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.5.4.a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.5.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>CCSS.ELA-LITERACY.L.5.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.5.5.a: Interpret figurative language, including similes and metaphors, in context.</p> <p>CCSS.ELA-LITERACY.L.5.5.b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS.ELA-LITERACY.L.5.5.c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>CCSS.ELA-LITERACY.L.5.6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
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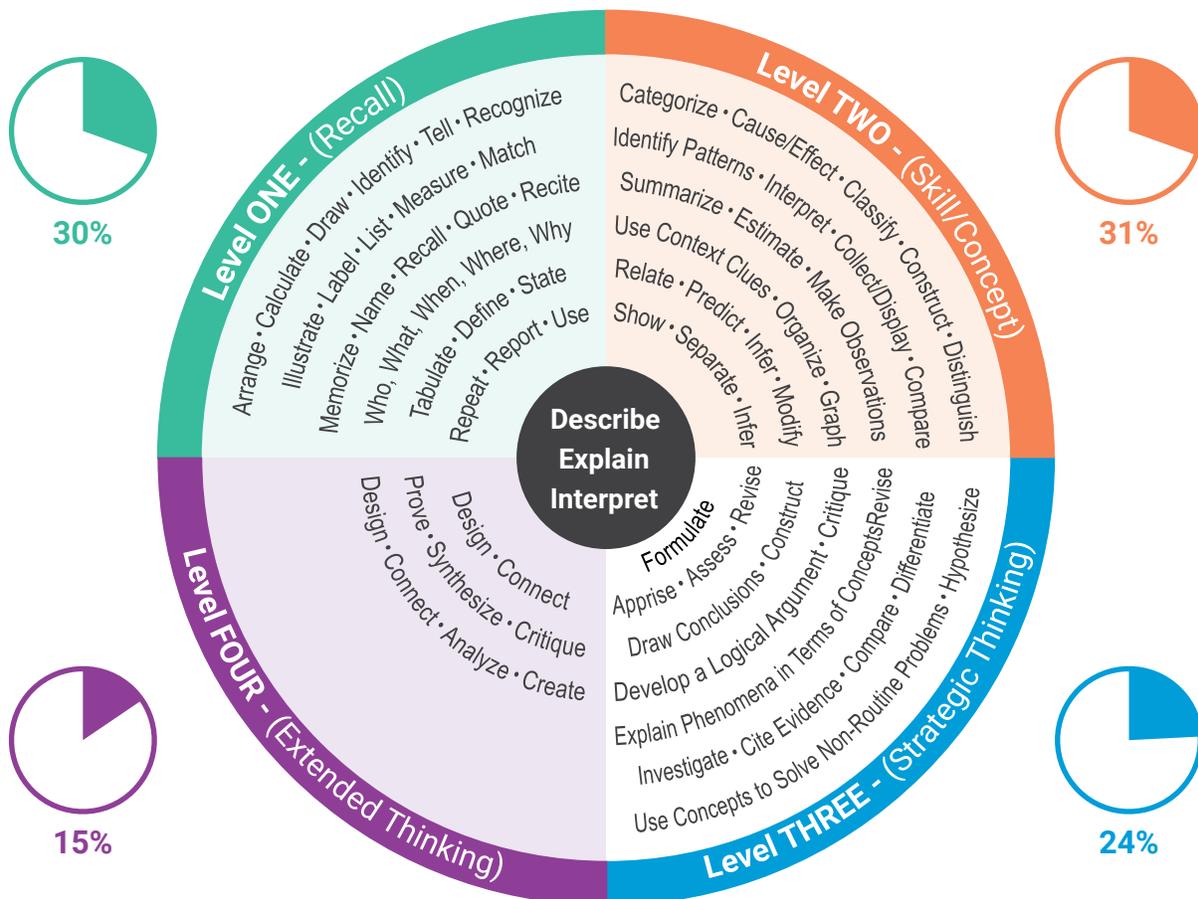
UNIT Depth of Knowledge (DOK) Levels

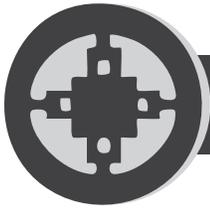
Research overwhelmingly shows a strong positive correlation between student engagement and academic success, retention, and overall student well-being. In the spring of 2025, NISN conducted an audit of the Native Lit curriculum for both Depth of Knowledge (DOK) and Universal Design for Learning (UDL) to both inform users and teacher designers and provide opportunities for adaptation and localization to meet the needs of their students and communities.

Norman Webb developed the Depth of Knowledge (DOK) framework in the late 1990's to categorize expectations and learning tasks according to the complexity of engagement required. It is important for educators to be aware of what makes a task complex vs difficult so that teachers can manage and adjust the rigor and or depth of their academic expectations of their students. (Webb, 2023)

Reference Articles:

- [An Inside Look at Webb's Depth of Knowledge](#) / [Using Webb's Depth of Knowledge to Increase Rigor](#)





The Universal Design for Learning Guidelines

What is UDL?

The UDL Guidelines are a tool used in the implementation of **Universal Design for Learning**, a framework developed by **CAST** to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. **The goal of UDL** is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

The guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The new iteration of the UDL Guidelines responds to a strong call from the field—both practitioners and researchers alike—to address critical barriers rooted in biases and systems of exclusion for learners with and without disabilities.

Citation: udlguidelines.cast.org



UDL Guidelines

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for Welcoming Interests & Identities	Design Options for Perception	Design Options for Interaction
	<ul style="list-style-type: none"> Optimize choice and autonomy Optimize relevance, value, and authenticity Nurture joy and play Address biases, threats, and distractions 	<ul style="list-style-type: none"> Support opportunities to customize the display of information Support multiple ways to perceive information Represent a diversity of perspectives and identities in authentic ways 	<ul style="list-style-type: none"> Vary and honor the methods for response, navigation, and movement Optimize access to accessible materials and assistive and accessible technologies and tools
Support	Design Options for Sustaining Effort & Persistence	Design Options for Language & Symbols	Design Options for Expression & Communication
	<ul style="list-style-type: none"> Clarify the meaning and purpose of goals Optimize challenge and support Foster collaboration, interdependence, and collective learning Foster belonging and community Offer action-oriented feedback 	<ul style="list-style-type: none"> Clarify vocabulary, symbols, and language structures Support decoding of text, mathematical notation, and symbols Cultivate understanding and respect across languages and dialects Address biases in the use of language and symbols Illustrate through multiple media 	<ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction, composition, and creativity Build fluencies with graduated support for practice and performance Address biases related to modes of expression and communication
Executive Function	Design Options for Emotional Capacity	Design Options for Building Knowledge	Design Options for Strategy Development
	<ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations Develop awareness of self and others Promote individual and collective reflection Cultivate empathy and restorative practices 	<ul style="list-style-type: none"> Connect prior knowledge to new learning Highlight and explore patterns, critical features, big ideas, and relationships Cultivate multiple ways of knowing and making meaning Maximize transfer and generalization 	<ul style="list-style-type: none"> Set meaningful goals Anticipate and plan for challenges Organize information and resources Enhance capacity for monitoring progress Challenge exclusionary practices

Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author



UNIT LESSONS - UDL

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
	Design Options for Welcoming Interests & Identities	Design Options for Perception	Design Options for Interaction
Access	Lessons: UL 1, 2, 3, 4, 5, 6	Lessons: UL 1, 2, 3, 4, 5, 6	Lessons: UL 1, 2, 3, 4, 5, 6
	Design Options for Sustaining Effort & Persistence	Design Options for Language & Symbols	Design Options for Expression & Communication
Support	Lessons: UL 1, 2, 3, 4, 5, 6	Lessons: UL 1, 2, 3, 4, 5, 6	Lessons: UL 1, 2, 3, 4, 5, 6
	Design Options for Emotional Capacity	Design Options for Building Knowledge	Design Options for Strategy Development
Executive Function	Lessons: UL 1, 2, 3, 4, 5, 6	Lessons: UL 1, 2, 3, 4, 5, 6	Lessons: UL 1, 2, 3, 4, 5, 6



Teacher Tip:

- Anytime there is reading, include Text to Speech (UDL area of Interaction: 4)
- Set meaningful goals for each lesson(s) to further develop UDL area of Strategy Development: 6
- Continually using and referring back to Anchor Charts engages students in building upon prior knowledge and making connections to new learning UDL area of Expression and Communication: 5

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn and comprehend the way in which Native Literature depicts the journey towards adulthood connects with their lived experiences, so that in the long-run, on their own, they will be able to pursue a sustaining vision for their adolescent journey that is rooted in family, culture, community and their own self-identities.





Performance Assessment

Use GRASPS

Goal: Students will be able to identify aspects of their adolescent journey to date that have helped shape their identity and be able to translate one part of their journey into a personal narrative.

Role: As an author, you will identify a personal relationship with a family member that has shaped who you are today. You will craft a personal narrative that illustrates the relationship and its role in defining your identity. As the author, you will study the tools that Louise Erdrich uses to vividly characterize the cast of the novel (e.g. realistic dialogue, descriptive language, use of Ojibwa words and phrases) and will utilize these techniques in your own writing.

Audience: Students will then publish and share their writing with classmates in a **read-around**, a strategy that creates a safe space for students to share their writing with each other.

Scenario: As an author, you are retelling a story that centers on a personal relationship with a family member that has shaped who you are. You will craft an opening to the story that grabs the reader's attention and then weave together descriptive details of events that characterizes the relationship you have established.

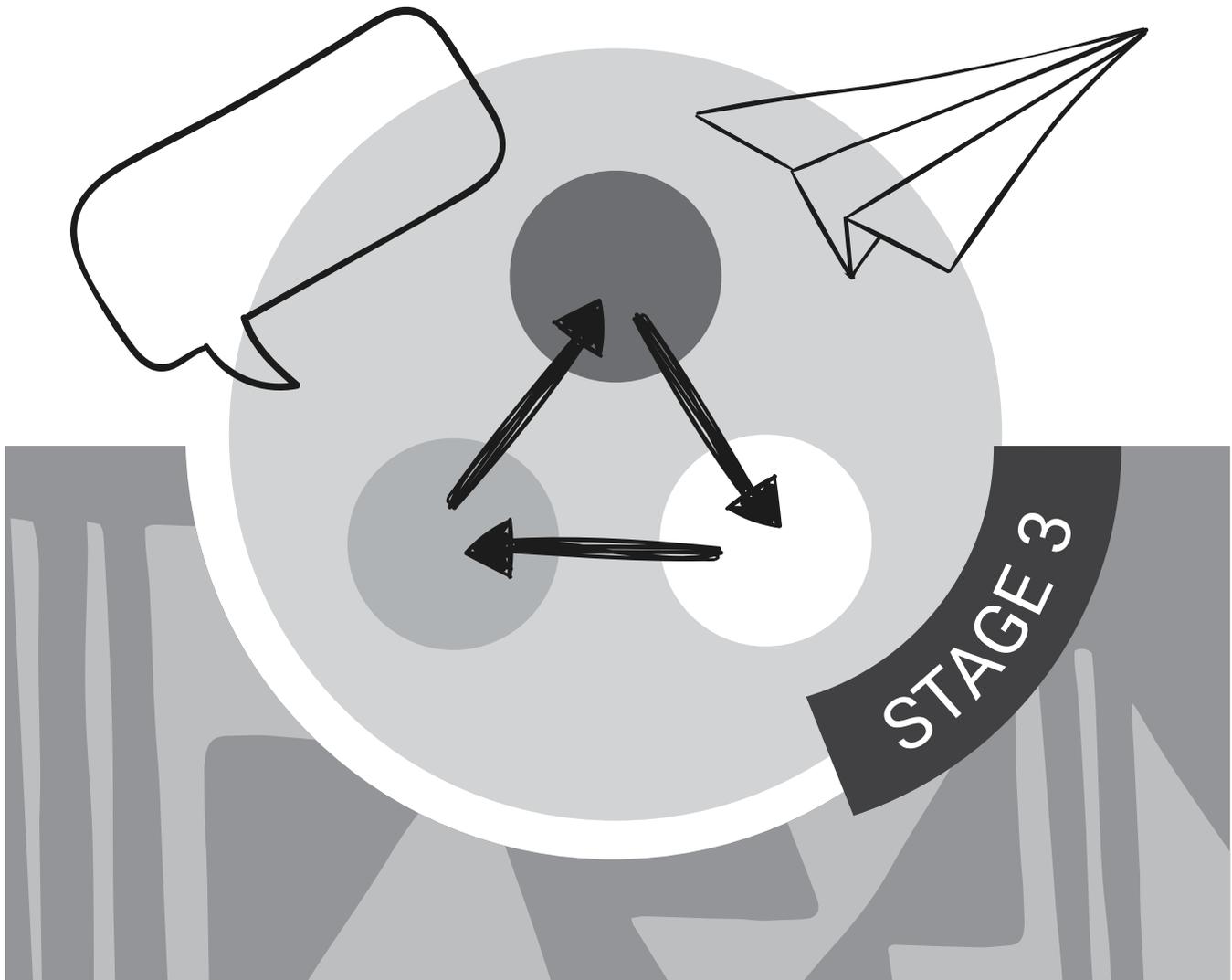
Product: Students will write a personal narrative about a personal relationship with a family member that has shaped their identity.

Assessment for Writing Rubric:

[Learning Progression for Narrative Writing PreK-6 from Lucy Calkins](#)

Standards: **Writing:** 4.W.3, 4.W.5, 4.W.6, 4.W.7, and 4.W.8;
5.W.3, 5.W.5, 5.W.6, 5.W.7, and 5.W.8
Speaking and Listening: 4.SL.2 and 4.SL.4; 5.SL.2 and 5.SL.4
Language: 4.L.1, 4.L.2, and 4.L.3; 5.L.1, 5.L.2, and 5.L.3

SCOPE + SEQUENCE



A Note for Future Users and Teacher Designers: Thank you for your interest in the Native Literature Program! Please note that the resources in this document and the supporting folders are meant to be read and implemented with flexibility. When working in your particular context, this may mean adding texts or other resources in order to meet the needs and opportunities in your classroom. When using these resources and when planning for instruction, it is recommended to reference the lesson narratives, week-by-week slide decks and folder for “resources to use throughout the unit.”

UNIT LAUNCH

OPENING OF THE UNIT: The teacher should permanently post the overall Big Ideas, Enduring Understandings and Essential Questions (big ideas, EUs, and EQs act as spiraling constructs for students to use to unpack the readings and activities and make meaning and create coherence out of the unit from beginning to end. Best practice includes recording student answers to EQs throughout the unit as a primary method for checking understanding). A general overview of the unit timeline and closing GRASP projects should be shared.

Lesson Narrative 1: 2 days

Opening of the unit. The teacher should share the overall Big Ideas, Enduring Understandings and Essential Questions. A general overview of the unit timeline and closing GRASP projects should be shared.

Core Unit Values:

- Respect
- Responsibility
- Generosity
- Perseverance

Key Unit Equity Terms:

- Identity
- Culture
- Cycles of loss and renewal
- Culture Resilience



UNIT LAUNCH

Close Reading Strategies:

- Read aloud to the class for the first reading.
- Reading with partners and small groups for the second reading aligned to the pages of their chosen “choice board” activity.
- Read to Self/Listen to Reading for the third reading to deepen understanding. This is done after the group activities. (See [multimedia links](#) for read alouds online.)



Descriptive Vocabulary:

Essential Question: *How can an author’s choice of descriptive words help the reader visualize the setting?*

Comprehension Strategy: *Creating mental images helps with student visualization and comprehension.*

The introduction uses lots of descriptive language. Take time to have students identify and share a few descriptive phrases by reading them aloud. (This builds oral reading fluency.)

- **Do these descriptive phrases that have been shared help you paint the image in your mind?**
- **What do you visualize?**

UNIT LAUNCH

Part 1: (Pacing: 1 class period)

Students will draft letters to their future selves. This will be a two-part assignment. First, students will write a letter at the beginning of the year and will open this letter in April. This letter will address their hopes, dreams, and goals for their fifth grade school year.

Lesson Content, Discussion Questions and Embedded Assessment

Part 1 is the first part of the yearlong GRASP Project outlined in the yearlong plan and will be opened and read at the end of their 5th grade school year.

Part 2: (Pacing: Part 2 and 3 can be done in 1 class period.)

Distribute student copies of *The Birchbark House*. Explore with students the cover, and the book's text features (Hand drawn map in the front of the text, Table of Contents and how it is organized, and the Appendices at the back of the book). Have students use post it notes to tab the Ojibwa Language and Pronunciation Guide for easy access.

Share an overview of the story. This could include setting, tribal affiliation, year (set in 1847), historical contexts and location on a map.

Assess students prior knowledge through a turn and talk or a think/pair/share. What may they already know about this tribe, the historical period, the location? Have they read any other Native literature from the Ojibwe?

Lesson Content, Discussion Questions and Embedded Assessment

During the initial text exploration consider the following discussion questions:

- (Inference and Prediction) What can we glean from the sections and chapter titles? What do you predict the story will be about?
- What might we experience as we read?
- (Text Features) How can we use these as tools when reading? (the map and the language guide) Can they help deepen our understanding as we read?

UNIT LAUNCH

Part 3:

- Read aloud to the students “*The Girl from Spirit Island*” on pages 1-2.
- Engage students in the collaborative discussions and writing activities.

Teacher Prep: Before reading aloud, mark within your text a few phrases with descriptive language to share for the vocabulary lesson to get the students started.

Stop and Jot- Everyone Writes: (Pacing: 3-5 minutes writing, 10 minutes sharing)
(Inference)

- Why did the fur traders leave the baby girl behind? What do you think was going through their minds?
- What do you think will happen next? Cite clues from the text in your answer.

The introduction uses lots of descriptive language. Take time to have students identify and share a few descriptive phrases by reading them aloud. (This builds oral reading fluency.)

- Do these descriptive phrases that have been shared help you paint the image in your mind? What do you visualize?

Lesson Content, Discussion Questions and Embedded Assessment

At the close of this lesson students should have in their notebook:

- Stop and Jot response

Exit Ticket:

- Record one descriptive phrase from “*The Girl from Spirit Island*”
- Sketch an image that comes to mind when you read your chosen descriptive phrase.

Note: *Within this unit students will be asked to cite directly from the text and identify the location (page number and paragraph). Check to see that they cited correctly as this is an important skill and may be new to students.*

PART 1: NEEBIN/ SUMMER

Chapters 1-4 (pages 5-70)

Lesson Narrative 2:

8 days

Introduce  [The Birchbark House Guided Notes/Writing Activities: Part 1 Neebin \(Summer\) Chapters 1 and 2](#). This is the student guided notes and writing activity journal for chapters 1 and 2. Students will use this as they read and will complete individual and group activities. This can be provided in print or digital form for students.

Chapter 1: *The Birchbark House* (pages 5-18)

- **Share pages 2-3 in the Guided Notes.** Let students know this is where they will record their vocabulary work as they work on chapters 1 and 2.
- **Share pages 4-5 in the Guided Notes.** As you read aloud the chapters, students will be asked to go back to pages 9-11 and add details on the characters as they are introduced. NOTE: As you read further in the text, students should be encouraged to go back and add more supporting details as they learn more about each character.
- **Read aloud chapter 1 to the students across several class periods.** Pause as needed to explore descriptive language, word meaning, character descriptions and to ensure comprehension.
- **Chapter 1 has two student activities:**
 1. Small Group Choice Board (UDL) (page 6 -7 in Guided Notes): Students will have 4 options for a group project and presentation. As the teacher, decide how you will group your students, how much time to allocate both in and out of class to complete and the timeline for presentations. The Reading Informational companion text:  [Lake Superior Ojibwe Gallery by the St. Louis Historical Society and The 1854 Treaty Authority](#) is a good resource for historical background information.
 2. Weekly Journal Entry (page 8 in Guided Notes) Students will summarize an event from chapter 1 from Omakaya's perspective and include details from the text.

Opportunities for Assessment: Chapter 1

- Vocabulary Work
- Characters and Character Traits
- UDL Choice Board group activity and presentation

- Weekly Journal Entry
- Discussion participation

PART 1: NEEBIN/ SUMMER

Chapters 1-4 (pages 5-70)

Chapter 2: Old Tallow (pages 19 -31)

As you read aloud chapter 2 with your students, remember to go back to the first pages of the Guided Note Template for characters and vocabulary.

Reread passages that are rich in descriptive details allowing students to visualize the scene. As you read aloud, have students shut their eyes and use their five senses to help them visualize what they hear in the written word. At the end of this unit students will write a narrative story with a focus on developing their own descriptive language.

Opportunities for Assessment: Chapter 2

- | | |
|---|--|
| <ul style="list-style-type: none">• Vocabulary Work• Characters and Character Traits• Chapter 1 Group Presentations (if carried over to Week 2) | <ul style="list-style-type: none">• Weekly Journal Entry Choice Board• Discussion participation |
|---|--|

Choice Board: Chapter 2 (Students will choose one.)

1. (This connects as a Pre-Writing assignment for Unit 1 Project)
 - a. Describe the relationship between Tallow and Omakayas. How is it different from others with Tallow? Cite evidence from the text.
 - b. (Personal Connection/Text to Self) Describe a special relationship you have with one of your elders.
2. (for chapter 2, pages 26-32) While Omakayas was picking berries she had interactions with several bear cubs and a mama bear.
 - a. Summarize the event from Omakayas' perspective including details from the text.
 - b. (Text to Self) Describe an encounter where you had an interaction with a non-domesticated animal. Be descriptive with your observations and relational interactions with the animal.

PART 1: NEEBIN/ SUMMER

Chapters 1-4 (pages 5-70)

Chapter 3: The Return (pages 33-51)

Pages 1-9 in the [Guided Notes/Writing Activity Template for students for Chapters 3 and 4](#). The Guided Notes include vocabulary pages, discussion prompts, quick writes, partner talks and other close reading activities. Included are several individual writing prompts that include reflective writing, the weekly journal prompt and text to self connections.

Opportunities for Assessment: Chapter 3

- | | |
|--|--|
| <ul style="list-style-type: none">• Vocabulary Work• Individual Reflective Writing• Weekly Journal Entry | <ul style="list-style-type: none">• Discussion participation• Group learning activities for close reading |
|--|--|

Chapter 4: Andeg (pages 51-70) with Deydey's Ghost Story (pages 61-70)

Pages 10-14 in the [Guided Notes/Writing Activity Template for students for Chapters 3 and 4](#). Chapter 4 begins with a detailed character description of Deydey (also known as Mikwam or Ice which students can add to their Chapter 1 character trait notes.) Students will have an opportunity to visualize the descriptive details and draw or paint a portrait of Deydey.

- Students will work in partners to explore pages 57-60 which require them to listen and read with a purpose and craft responses that include text evidence.
- The focus for the last part of this chapter centers on setting the stage with the students as storytellers and identifying writing strategies and elements to grab the reader or listeners attention and has students thinking about who within their family circle is a storyteller. This sets the stage for their unit GRASP writing project.

Opportunities for Assessment: Chapter 4

- | | |
|--|--|
| <ul style="list-style-type: none">• Vocabulary Work• Individual Reflective Writing• Discussion participation | <ul style="list-style-type: none">• Group learning activities for close reading• Part 1 summarization activity of key ideas and details |
|--|--|

PART 1: NEEBIN/ SUMMER

Chapters 1-4 (pages 5-70)

Vocabulary

(Space is included within the Guided Note Template for students to work on vocabulary and word meaning.)

Teacher Tip: As you pre-read the text and prep, identify words that will be challenging (Tier 2 (sophisticated language-use) words and Tier 3) for your students. Include these words in your discussions and vocabulary/word work activities. As you encounter native language words (Tier 3), guide students to use the Ojibwe glossary in the back of their text and then reread the passage to deepen understanding.

To learn more about tiered vocabulary:

- [Tiered Vocabulary Anchor Chart](#)
- [Description and examples of Tiers 1-3](#)

Graphic organizers for vocabulary:

- [Word Web](#)
- [Word Meaning Graphic Organizer](#)
- [Vocabulary Map](#)

- **Chapter 1:** nimble, bog, swales, pliable, shrewdly enigmatic
- **Chapter 2:** haunch, neutral, warily, haughty, cringing, cuffed, savagely, haunch

- **Chapter 3:** indignation, brandished, blithered, betrayal, gristle
- **Chapter 4:** commanding, taunting, solemnly

Essential Question:

How can an author's choice of descriptive words help the reader visualize the setting and event details?



Comprehension Strategies:

- Creating mental images helps with student visualization and comprehension.
- Summarization helps students remember the sequence of key ideas and details.
- Knowing character traits helps the reader understand context and other more subtle details within the story.

PART 1: NEEBIN/ SUMMER

Chapters 1-4 (pages 5-70)

Supporting Texts/Media for a Listening Library:

- [The Birchbark House, Chapter 1](#) (22:14) This reading is from a 5th grade teacher, Ginger Daramus, who does pause and unpack some of the descriptive language and details.
- [The Birchbark House, Chapter 2 Part 1](#) (9:03) This reading is from a 5th grade teacher, Ginger Daramus, and goes through page 24.
- [The Birchbark House, Chapter 2 Part 2](#) (4:09)
- [The Birchbark House, Chapter 3 Part 1](#) (4:53)
- [The Birchbark House, Chapter 3 Part 2](#) (1:56)
- [The Birchbark House, Chapter 3 Part 3](#) (11:16)
- [The Birchbark House, Chapter 4 Part 1](#) (9:31)
- [The Birchbark House, Chapter 4 Part 2](#) (4:28)
- [The Birchbark House, Chapter 4 Part 3](#) (12:09) This reading is of Deydey's Ghost Story.

Supporting Instructional Materials and Web Resources - For Vocabulary:

- [vocabulary.com for Birchbark House](#) - This resource has 5 lists and over 150 words with practice activities. This is a free resource after you register.

PART 2: DAGWAGING/ FALL

Chapters 5-8 (pages 73-117)

Lesson Narrative 3: 8 days

Introduce the 📖 [The Birchbark House Guided Note Template for Part 2: Dagwaging/ Fall Chapters 5-8](#). This is the student guided notes and writing activity journal for chapters 5 - 8. Students will use this as they read and will complete individual and group activities. This can be provided in print or digital form for students.

Chapter 5:

In Chapter 5, the instructional focus is on vocabulary and word meaning, reading/ listening for a purpose looking at descriptive details and using visualization as a comprehension strategy. There are many new characters that appear in part 2 so there is a focus on character traits and descriptions. Students will engage in a cooperative learning choice board (page 8 of the Guided Notes) where they will be asked to research and strategize, identify pros and cons and ultimately engage in persuasive writing and debate. There are lots of opportunities for text based discussions, quick partner talks and quick writes as students navigate the chapter.

Opportunities for Assessment: Chapter 5

- Vocabulary Work
- Individual Reflective Writing
- Discussion participation

- **Cooperative Group Choice Board Project** - page 8 in Guided Notes (group and individual grading opportunities and the presentation)

Essential Question:

How can an author's choice of descriptive words help the reader visualize the setting and event details?



PART 2: DAGWAGING/ FALL

Chapters 5-8 (pages 73-117)

Chapter 6:

In Chapter 6, at the beginning students will be engaged in partner talks and quick writes as they listen for a purpose as Pinch is put in charge of the blueberries. Students will continue to focus on character traits and be asked to hone their skills with identifying inference. Chapter 6 does have a project, with two options, around seasonal responsibilities in addition to a weekly summative journal entry.

Opportunities for Assessment: Chapter 6

- | | |
|--|---|
| <ul style="list-style-type: none"> • Vocabulary Work • Character Traits • Individual Reflective Writing • Discussion participation • Weekly Journal Entry | <ul style="list-style-type: none"> • Seasonal Responsibility Project Choice Board - page 12 in <i>Guided Notes</i> (opportunities for individual project and presentation grades) |
|--|---|

Chapter 7:

In chapter 7, Omakayas and her family are preparing for the move. Students will begin by listening to how the family prepares the winter cache and then draw and label the winter cache in their guided notes. Students will participate in guided discussions that engage them in looking closely at key ideas and details within the text and descriptive details.

Opportunities for Assessment: Chapter 7

- | | |
|--|--|
| <ul style="list-style-type: none"> • Vocabulary Work • Character Traits • Individual Reflective Writing • Discussion participation | <ul style="list-style-type: none"> • Winter Cache Labeled Drawing - page 14 in <i>Guided Notes</i> • Summarization Writing Activity |
|--|--|

PART 2: DAGWAGING/ FALL

Chapters 5-8 (pages 73-117)

Chapter 8:

In Chapter 8, Omakayas and her family experience the first snow and go into town where they encounter a school. Students will engage in discussions about the ways of natives and non-natives and explore connections between characters.

Opportunities for Assessment: Chapter 8

- Vocabulary Work
- Individual Reflective Writing
- Discussion participation

GRASP Project:

At the end of the Guided Note Packet for part 2, students are asked to begin to plan their personal narrative by identifying one or more characters they will be writing their story about and the descriptive details and events they plan to include in their narrative.

End of Unit GRASP Project:

- Students will begin planning their personal narrative by identifying one - two people they want to include in their narrative. (page 17 in Guided Note Template)

Comprehension Strategies:

- Creating mental images helps with student visualization and comprehension.
- Summarization helps students remember the sequence of key ideas and details.
- Knowing character traits helps the reader understand context and other more subtle details within the story.

PART 2: DAGWAGING/ FALL

Chapters 5-8 (pages 73-117)

Vocabulary

(Space is included within the Guided Note Template for students to work on vocabulary and word meaning.)

Teacher Tip: *As you pre-read the text and prep, identify words that will be challenging (Tier 2 (sophisticated language-use) words and Tier 3) for your students and include in your discussions and vocabulary/word work activities. As you encounter native language words (Tier 3), guide students to use the Ojibwe glossary in the back of their text and then reread the passage to deepen understanding.*

Teacher Prep: *As you pre-read the chapters, flag or highlight the identified vocabulary words in your text to allow you to pause and explore each word in context as you read aloud with the class on the first reading.*

- **Chapter 5:** indignation, contempt, stifle, and dismay
- **Chapter 6:** sheaves, luscious, enduring, chinked, and sloughs

- **Chapter 7:** parched, scarce, agility, stealthiness, and ferocity
- **Chapter 8:** intricate and frenzy

Supporting Texts/Media for a Listening Library:

- [Birchbark House Chapter 5](#) (Beginning) (3:14)
- [Birchbark House Chapter 5](#) (12:35)
- [Birchbark House Chapter 6 Part 1](#) (9:33)
- [Birchbark House Chapter 6 Part 2](#) (3:28)
- [Birchbark House Chapter 6 Part 3](#) (11:19)
- [Birchbark House Chapter 7](#) (18:32)
- [Birchbark House Chapter 8](#) (18:59)

PART 3: BIBOON/ WINTER

Chapters 9-11 (pages 121-186)

Lesson Narrative 4: 6 days

Introduce the  [Guided Note Template for *The Birchbark House* Part 3: Biboon \(Winter\) Chapters 9-11](#). Students will use this as they read and will complete individual and group activities. This can be provided in print or digital form for students.

Chapter 9:

In chapter 9, the instructional focus is on vocabulary in context, reading/listening for a purpose, looking at descriptive details, and using visualization as a comprehension strategy. Students have a choice board for the 2nd close reading focusing on descriptive details, a weekly journal summarization, and a visualization activity with the short story at the end of the chapter. Before moving on to chapter 10, students will begin to plan their personal narrative storyboard and work on descriptive language they can incorporate into their story.

Opportunities for Assessment: Chapter 9

- | | |
|--|---|
| <ul style="list-style-type: none"> • Vocabulary Work • Choice Board for descriptive details (2nd reading) • Individual Reflective Writing | <ul style="list-style-type: none"> • Weekly Journal Entry • Discussion participation |
|--|---|

Chapter 10:

In chapter 10, the instructional focus is similar to the previous chapter. Word meaning is focused on context. For the reading passage on pages 140-142, there are two readings and a quick write that will help students as they think about their personal narrative planning (page 9 in Guided Note Template). For pages 142-147, students will engage in close reading, partner talks, a class discussion and a quick write focusing on Core Values (page 10 in Guided Note Template).

PART 3: BIBOON/ WINTER

Chapters 9-11 (pages 121-186)

Chapter 10: *(continued)*

Pages 147-153 details life inside the cabin thick with the disease of smallpox. This should be taught as a read aloud and students will summarize from Omakayas perspective for their weekly journal entry (page 11 in Guided Note Template). During the close of the chapter, the instructional focus shifts to comparing and contrasting characters in how they were affected by the disease and in finding commonalities among some of the characters.

Opportunities for Assessment: Chapter 10

- | | |
|--|---|
| <ul style="list-style-type: none"> • Vocabulary Work • Individual Reflective Writing | <ul style="list-style-type: none"> • Weekly Journal Entry • Discussion participation |
|--|---|

Chapter 11:

In Chapter 11, there are six lesson activities and at the end there are planning pages for the students' personal narrative planning.

1. Vocabulary, word meaning and new character explorations are on pages 13-14 in the Guided Note Template.
2. (page 15) Think-Pair-Share centering on page 166-167 in the text where Old Tallow makes a claim. Students will work in partners and in groups to find text evidence to support or refute the claims. Then they will research and determine their own opinion.
3. (page 16) Close Reading Small Group "Read Like a Detective" Choice Board. As students engage in a second close reading, they will have a choice of four text-dependent activities within the chapter.
4. (page 17) Story meaning with "Nanabozho and Muskrat Make an Earth." Activities focus on story meaning and lessons with an extension into drafting their personal narrative.
5. (page 18) Weekly Journal Entry. This will be written in first person as Omakayas describing her encounter with Yellow Dog.
6. (page 19) This is a Quick Write activity on Grandma's vision and Deydey's action that temporarily ended their hunger. The final 2 pages (pages 20-21) focus on the GRASP personal narrative writing project.

PART 3: BIBOON/ WINTER

Chapters 9-11 (pages 121-186)

Opportunities for Assessment: Chapter 11

- | | |
|--|---|
| <ul style="list-style-type: none">• Vocabulary Work• Individual Reflective Writing and Quick Writes | <ul style="list-style-type: none">• Weekly Journal Entry• Cooperative learning and discussion participation |
|--|---|

Essential Question:

- How can an author's choice of descriptive words help the reader visualize the setting and event details?
- What can you sense from the author's choice of words?



Comprehension Strategies:

- Creating mental images helps with student visualization and comprehension.
- Summarization helps students remember the sequence of key ideas and details.
- Reading and listening with a purpose.
- Compare and contrast.

PART 3: BIBOON/ WINTER

Chapters 9-11 (pages 121-186)

Vocabulary

(Space is included within the Guided Note Template for students to work on vocabulary and word meaning. **For Part 3, Tier 2 words are included within the sentence for context clues.** Words are also separated by chapter within this Guided Note Template.)

Teacher Tip: As you pre-read the text and prep, identify words that will be challenging (Tier 2 (sophisticated language-use) words and Tier 3) for your students and include in your discussions and vocabulary/word work activities. As you encounter native language words (Tier 3), guide students to use the Ojibwe glossary in the back of their text and then reread the passage to deepen understanding.

Teacher Prep: As you pre read the chapters, flag or highlight the identified vocabulary words in your text to allow you to pause and explore each word in context as you read aloud with the class on the first reading.

- **Chapter 9:** vigilance, concentrated, donned, gloating, humble, overboard, inevitable
- **Chapter 10:** dignity, intensified, scorching, purified, abounded, taut, molten, stupor, oblivion

- **Chapter 11:** scrounged, intrigue, voyageurs, exertion

Supporting Texts/Media for a Listening Library:

- [Birchbark House Chapter 9 Part 1](#) (18:16)
- [Birchbark House Chapter 9 Part 2](#) (16:32)
includes “Grandma’s Story: Fishing in the Dark Side of the Lake”
- [Birchbark House Chapter 10 Part 1](#) (20:16)
- [Birchbark House Chapter 10 Part 2](#) (19:25)
- [Birchbark House Chapter 10 Part 3](#) (17:40)
- [Birchbark House Chapter 11 Part 1](#) (14:18)
- [Birchbark House Chapter 11 Part 2](#) (19:36)
“Nanabozho and Muskrat Make an Earth”

PART 4: ZEEGWUN/ SPRING

Chapters 12-14 (pages 189-239)

Lesson Narrative 5: 6 days

Introduce the  [Guided Note Template for Part 4 Zeegwun](#) (Spring) Chapters 12-14. Students will use this as they read and will complete individual and group activities. This can be provided in print or digital form for students.

Chapter 12:

In Chapter 12, the instructional focus is on vocabulary in context, reading/listening for a purpose, looking at descriptive details, and using visualization as a comprehension strategy. Students will explore using their senses to describe environmental changes around the sounds of ice cracking and seasonal impacts on nature. Students have a choice board focusing on the comprehension skill of identifying key ideas and details that will be completed in small collaborative groups. Within this chapter Omakayas continues to have encounters that strengthen her relationships with animals. Students will explore these relationships and their possible meanings through collaborative discussions and analyzing the author's words. There are two weekly journal entries within this chapter.

Opportunities for Assessment: Chapter 12

- | | |
|---|--|
| <ul style="list-style-type: none"> • Vocabulary Work • Individual Reflective Writing • Key Ideas and Details Choice Board for descriptive details (2nd reading) focusing on key ideas and details (pages 5-6 in Guided Note Template) | <ul style="list-style-type: none"> • Weekly Journal Entry • Extra Journal Entry (optional) • Discussion participation |
|---|--|

Supporting Texts/Media for a Listening Library:

For Chapter 12: Ice Sounds
Listen to [Song Of The Ice](#) and/or [Did You Know That Ice Can Sing?](#)

PART 4: ZEEGWUN/ SPRING

Chapters 12-14 (pages 189-239)

Chapter 13:

Chapter 13 is very short and can be taught in one lesson. The instructional focus includes vocabulary development, collaborative discussion and quick writes. This will include decoding word meaning by word elements and digging into the chapter for deeper meanings that will draw students back into the text for evidence and connections.

Opportunities for Assessment: Chapter 13

- Vocabulary Work
- Individual Reflective Writing
- Collaborative discussion participation

Chapter 14:

In Chapter 14, in addition to a continued focus on vocabulary and word meaning, students will dig deeper into the meaning of the chapter title, “Full Circle.” At the end students will return to the beginning of the novel and reread “The Girl from Spirit Island.” As students read and explore the final chapter, there is an attention to details that are not explicit, but implied through focusing on reactions, how things are described and what is not said. Relationships are examined within the chapter with Andeg, upon his return, and with Old Tallow. Students will engage with the text through discussions, quick reflective writing, and group think and share activities.

Opportunities for Assessment: Chapter 14

- | | |
|---|--|
| <ul style="list-style-type: none">• Vocabulary Work• Individual Reflective Writing | <ul style="list-style-type: none">• Weekly Journal Entry• Collaborative discussion participation |
|---|--|

PART 4: ZEEGWUN/ SPRING

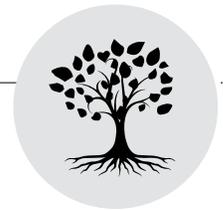
Chapters 12-14 (pages 189-239)

End of Unit GRASP Project:

- By the end of the novel, students should have completed the GRASP personal narrative and be ready to read aloud their story to an audience.
- Focus on incorporating sounds and environmental descriptions into their personal narrative. (Timing: Beginning of Chapter 12, page 4 in Guided Note Template)

Essential Question:

- How can an author's choice of descriptive words help the reader visualize the setting and event details?
- What can you sense from the author's choice of words?



Comprehension Strategies:

- Creating mental images helps with student visualization and comprehension.
- Summarization helps students remember the sequence of key ideas and details.
- Reading and listening with a purpose.
- Compare and contrast.
- Inference.

PART 4: ZEEGWUN/ SPRING

Chapters 12-14 (pages 189-239)

Vocabulary

(Space is included within the Guided Note Template for students to work on vocabulary and word meaning.) **For Part 4, Tier 2 words are included within the sentence for context clues. Words are also separated by chapter within this Guided Note Template.**

Teacher Tip: As you pre-read the text and prep, identify words that will be challenging (Tier 2 (sophisticated language-use) words and Tier 3) for your students and include in your discussions and vocabulary/word work activities. As you encounter native language words (Tier 3), guide students to use the Ojibwe glossary in the back of their text and then reread the passage to deepen understanding.

Teacher Prep: As you pre-read the chapters, flag or highlight the identified vocabulary words in your text to allow you to pause and explore each word in context as you read aloud with the class on the first reading.

- **Chapter 12:** etch, sallow, dollop, reminiscing, nuisance, and puckered
- **Chapter 13:** indistinguishable and hoarded

- **Chapter 14:** provisions, trifle, portentous, hilarity, mirthlessly, and splay

Supporting Texts/Media for a Listening Library:

There are many readings available on YouTube for students. The teacher who read parts 1-3 does not have recordings for part 4 available at the time of publication.

END OF UNIT

Culminating Activity Options

Lesson Narrative 6:

Students will engage in eight interactive projects on which they will learn about aspects of Louise Erdich's *The Birchbark House* and the Ojibwe culture. Students will also extend their learning through making connections to other Indigenous communities as well as their own community and culture.

Students will further explore literature and informational texts about the Indigenous culture surrounding the novel. These can be done as cooperative learning groups, in partners or individually as determined by the teacher.

Cultural Explorations Choice Board:

Timing: *The Choice Board can be introduced during Part 3 or 4, or at the conclusion of the novel.*

Teacher Tip: *The teacher will need to make some decisions before assigning to students. These include:*

- Can students work together and in what configuration?
- Timeline for the three project components.
- How much class and out of class time can be utilized?
- What resources are available to students for their research and creation of their presentation?

Assessment Rubrics:

-  [General Presentation Rubric](#)