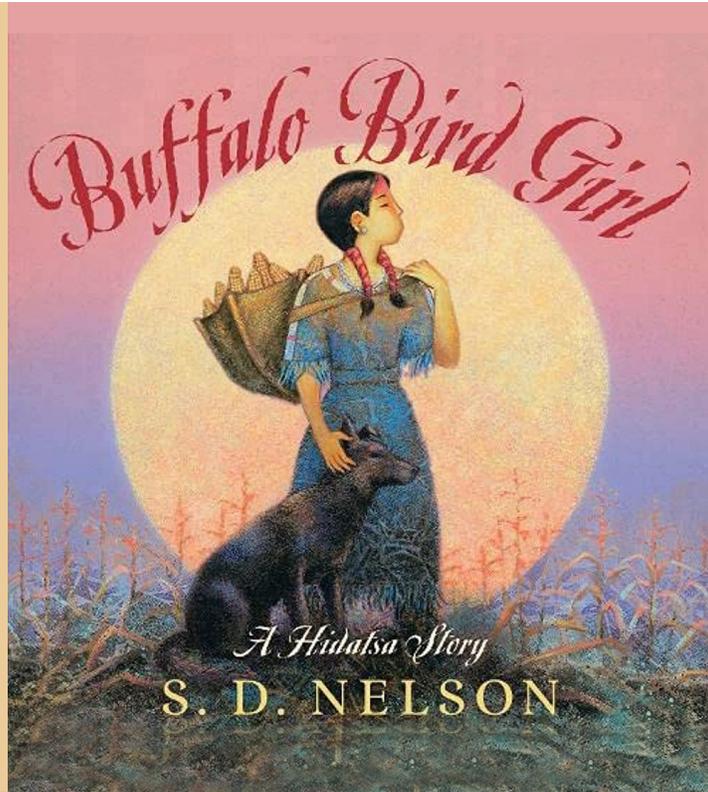


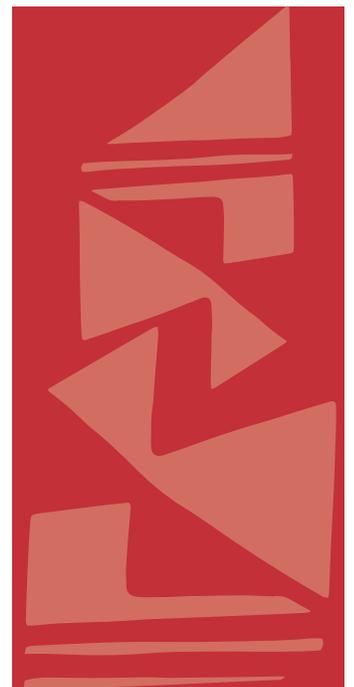
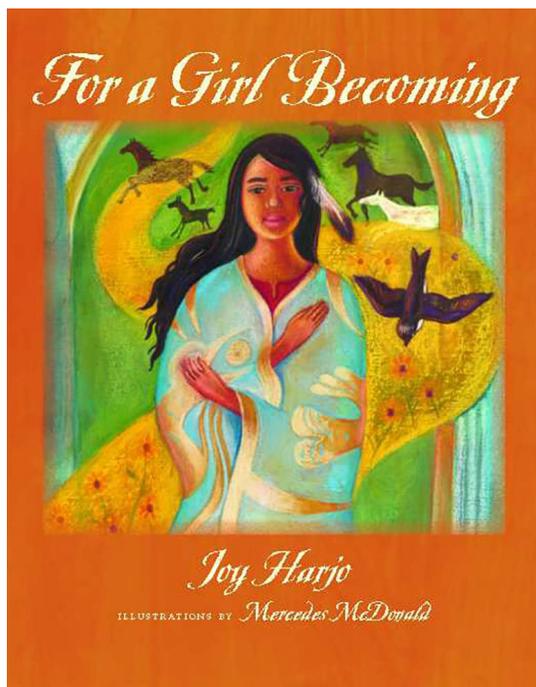
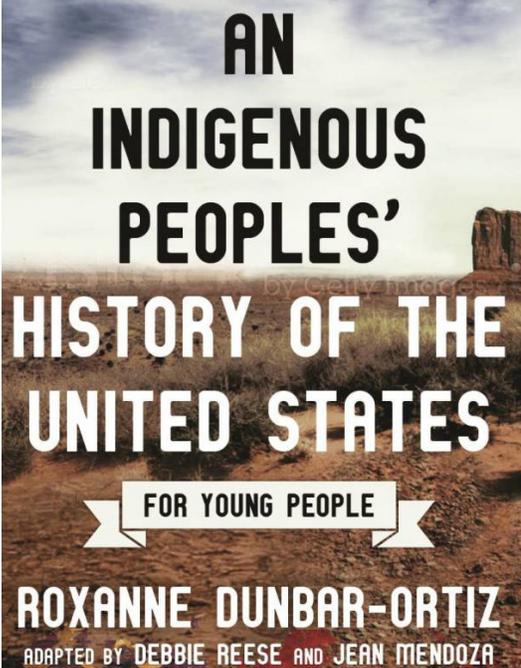
NATIVE LITERATURE PROGRAM DESIGN

5th GRADE



UNIT 2

JOY



UNIT 2

CONTENTS

STAGE 1: Desired Results

Big Ideas / Essential Questions / Enduring Understandings	5
Anchor Standards	6
UNIT Depth of Knowledge (DOK) Levels	7
The Universal Design for Learning Guidelines	8

STAGE 2: Assessment Evidence

Transfer Statement	11
Performance Assessment: GRASPS	12
Birds-eye View of Unit	15

STAGE 3: Scope and Sequence

WEEK 1 - UNIT LAUNCH	26
WEEK 2-3	30
WEEK 4-5	35
WEEK 6-7	39
WEEK 8-9	39
Unit Extension	45



Designer: JOSHUA KRAUSE

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.

Unit Overview:

Students will read the text *Buffalo Bird Girl* by S.D. Nelson. They will analyze the hybrid genre of this text, a biography written in the first person that is based on interviews conducted with *Buffalo Bird Woman* (Waheenee) in the early 1900s. Throughout their reading, students will apply strategies for comprehending informational text including summarizing clearly and making inferences based on text evidence. Students will analyze the relationship between the environment and Buffalo Bird Girl's identity. In addition, students will read chapter 1 📖 **"Follow the Corn"** from *An Indigenous Peoples' History of the United States for Youth* and consider how both the Hidatsa and Ojibwe have demonstrated land stewardship. Finally, students will conduct a research project about their own community's local environment and the community's response to an environmental challenge (e.g. uranium mining on the Navajo Nation or fracking near Chaco Canyon). Students will learn to evaluate sources and will strive to include local experts (e.g. local academics, cultural knowledge keeper, activists).

Core Texts:



- ***Buffalo Bird Girl***
by S.D. Nelson
- ***For a Girl Becoming***
by Joy Harjo
- ***Excerpts from An Indigenous Peoples' History of the United States for Young People***
by Roxanne Dunbar-Ortiz adapted by Jean Mendoza and Debbie Reese
- 📺 ***American Indian Responses to Environment Challenges***
video and lesson series produced by The Museum of the American Indian and Native Knowledge 360

Supporting Native Literature Text and Additional Media Sources:

📺 ***For a Girl Becoming*** - Video reading from New Hampshire Humanities

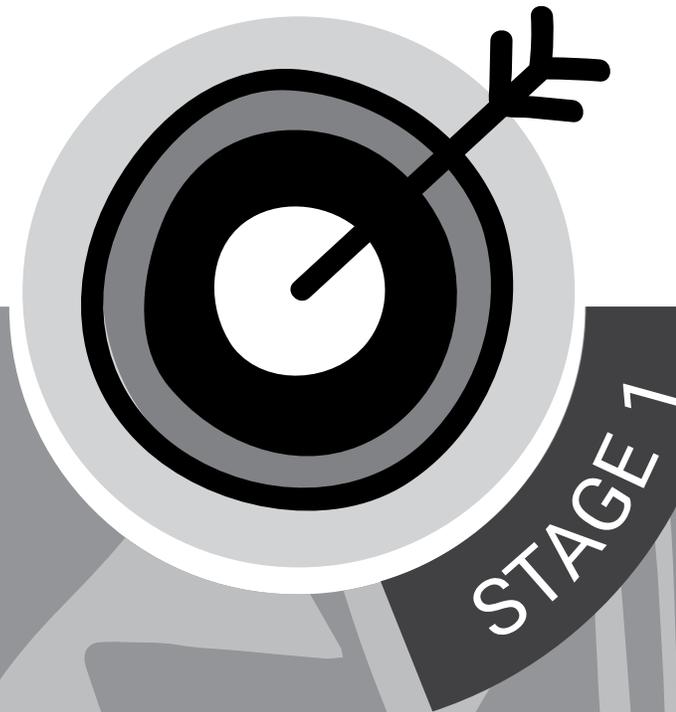
📺 ***Buffalo Bird Girl*** - Video reading

📖 **Historical Analysis Unit Extension Resource**

DESIRED RESULTS

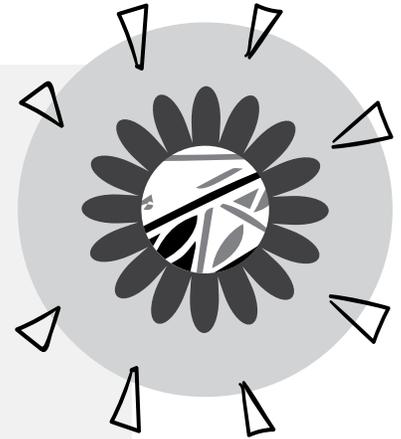
REFERENCES

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



BIG IDEAS

- Environment
- Indigenous Relationality/ Reciprocity/Stewardship of Land
- Community Researcher
- Knowledge Keeper
- Activist



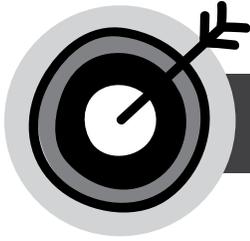
Essential Questions

Enduring Understandings

(based on yearlong Big Idea)

- How does our environment shape the way we live, and how do we in turn shape the environment?
- What is Indigenous relationality and reciprocity of the land and how do we see in the past and the present?
- How did colonialism impact Indigenous relationality and reciprocity of the land?
- What is the future of your community's relationality and reciprocity with the land?

- All people are in reciprocity with their environments though sometimes this reciprocity supports both people and environments and sometimes lack of human reciprocity leads to environmental degradation.
- Indigenous peoples have long understood themselves in relationality and reciprocity with the environment.
- Colonialism disrupted the relationality and reciprocity that Indigenous peoples had with the land.
- The future of Indigenous relationality and reciprocity with the land will be written by you.



Anchor Standards

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.

<p>Reading Literature or Informational</p>	<p>CC.5.R.L.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>CC.4.R.L.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.4.R.I.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>Writing</p>	<p>CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>Speaking and Listening</p>	<p>CC.5.SL.4 Presentation of Knowledge and Ideas: 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> <p>CC.4.SL.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>
<p>Language</p>	<p>CC.5.L.2.b Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.</p> <p>CC.4.L.2.b: Use commas and quotation marks to mark direct speech and quotations from a text.</p>



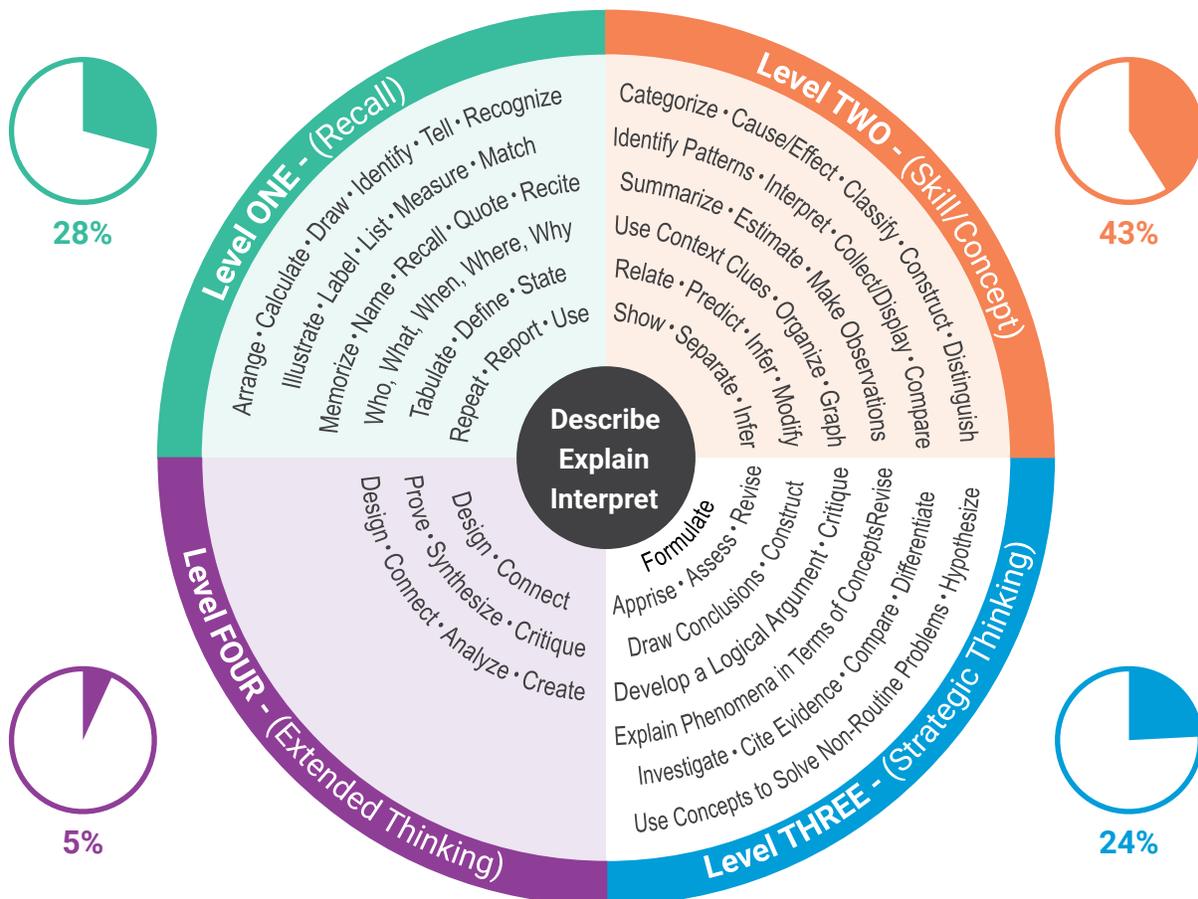
UNIT Depth of Knowledge (DOK) Levels

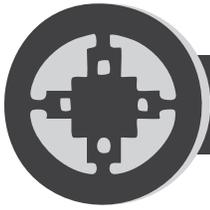
Research overwhelmingly shows a strong positive correlation between student engagement and academic success, retention, and overall student well-being. In the spring of 2025, NISN conducted an audit of the Native Lit curriculum for both Depth of Knowledge (DOK) and Universal Design for Learning (UDL) 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 <ul style="list-style-type: none"> Optimize choice and autonomy Optimize relevance, value, and authenticity Nurture joy and play Address biases, threats, and distractions 	Design Options for Perception <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 	Design Options for Interaction <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
	Design Options for Sustaining Effort & Persistence <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 	Design Options for Language & Symbols <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 	Design Options for Expression & Communication <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
Support	Design Options for Emotional Capacity <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 	Design Options for Building Knowledge <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 	Design Options for Strategy Development <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
	Design Options for Executive Function <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 	Design Options for Building Knowledge <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 	Design Options for Strategy Development <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: 1,2,3,4,5,6,7,8,9	Lessons: 8,9	Lessons: 1,2,3,4,5,6,7
	Design Options for Sustaining Effort & Persistence	Design Options for Language & Symbols	Design Options for Expression & Communication
Support	Lessons: 2,3,4,5,6,7	Lessons: 1,2,3,4,5,6,7,8,9	
	Design Options for Emotional Capacity	Design Options for Building Knowledge	Design Options for Strategy Development
Executive Function		Lessons: 1,2,3,4,5,6,7,8,9	



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 environmental stories of Indigenous peoples past and present, so that in the long-run, on their own, they will be able to undertake complex research of their own communities' connection to nature and how they can act as stewards of the land for a new generation.





Summative Performance Assessment Steps

[Use GRASPS](#)

For Teachers: Introduce the following GRASPS Performance Assessment at the beginning of the unit. Each week students will complete a “step” in the performance assessment that is designed to incrementally result in a completed project. The Google Slide template here provides a scaffolded tool for teachers and students to use as they construct the Unit 2 Summative Performance Assessment.

Goal:

Students will explore four sources of information to guide their performance assessment:

- **Resource 1:** The video series American Indian Responses to Environment Challenges on the Smithsonian Website focusing on the Leech Lake Ojibwe Band.
- **Resource 2:** *Buffalo Bird Girl: A Hidatsa Story.*
- **Resource 3:** *Indigenous Peoples’ History of the United States: Stewards of the Land.*
- **Resource 4:** *For a Girl Becoming.*

[The Local Environmental Challenges Project - Google Slide Template for Students](#)

[See Appendix on page 43 for slide thumbnails](#)

Throughout the unit (rather than at the end of the unit), students will create a written and multimedia report on their own community’s historical and current interaction with the environment, an environmental challenge currently constraining the community, and the future of land stewardship that contends with the challenge. Those actions are broken down by nine project steps that come with directions and templates on the Grade 5, Unit 2 Summative Performance Assessment guide and :

- **Step 1: The People and their Environment**
- **Step 2: Our Homes and the Environment**
- **Step 3: Our Agriculture and the Environment**
- **Step 4: Our Cultural Doings and the Environment**
- **Step 5: Our Environmental Challenge**
- **Step 6: Our Environmental Strategies**
- **Step 7: Our Environmental Future**



Summative Performance Assessment Steps *(continued)*

Goal:
(continued)

They will then use the  **guided note template** (see appendix on page **45 for copy**) to plan a report on an environmental challenge faced by their own community. Students will create a written and multimedia report on this topic. They will also identify action steps that they can take to further address the challenge, and teachers may support students in carrying out the action steps of their research. (Teachers may find it beneficial for students from the same community to work together for portions of this project.)

Role:

Community Researcher, Knowledge Keeper, and Activist

Audience:

The Classroom Community

Scenario:

Your community has a long history of working in reciprocity with the land. Colonization created environmental challenges between Indigenous communities and their reciprocity with the land. You are charged with identifying an environmental challenge your community is facing and developing a proposal that will create greater harmony between people and the environment.

Product:

Written and multimedia report delivered to the community leadership.

Standards:

CCSS.ELA-LITERACY.RH.5-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.5-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.5-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).



Performance Assessment *(continued)*

Standards:

(continued)

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.5-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.5-8.9: Analyze the relationship between a primary and secondary source on the same topic. Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.5-8.1: Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.5-8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.WHST.5-8.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.



Birds-eye View of Unit at 9 Weeks

(given the amount of resources in the unit and the amount of time available to a teacher this unit could be 12-15 weeks)

WEEK 1	
<i>Buffalo Bird Girl</i>	<i>This earth is alive and has a soul or spirit, just as you have a spirit. Other things also have spirits, the sun, clouds, trees, beasts, birds.</i> (Missouri River, Buffalo Bird Girl's grandfather)
Smithsonian National Museum of American Indian	N/A
<i>An Indigenous Peoples' History of the United States for Young People</i>	N/A
📺 <i>For a Girl Becoming</i> (Video reading)	Reading 1
Indigenous Responses to Environmental Challenges Project	Step 1: <i>The Earth is Alive</i>: Mapping an Environmental Story



Birds-eye View of Unit at 9 Weeks *(continued)*

WEEK 2

Buffalo Bird Girl

I was born in an earth lodge by the mouth of the Knife river, in what is now North Dakota, three years after the smallpox winter (p. 2-5)

It was cool inside, never hot and stuffy (p. 6-12)

Smithsonian National Museum of American Indian

N/A

An Indigenous Peoples' History of the United States for Young People

Introduction: This Land (pages 1-5)

** *For a Girl Becoming*
(Video reading)**

Reading 2 and  **Beginning Lesson** from New Hampshire Humanities

Indigenous Responses to Environmental Challenges Project

Step 2: The People and their Environment

Step 2A (Optional): Creative Writing with Harjo 1



Birds-eye View of Unit at 9 Weeks *(continued)*

WEEK 3

Buffalo Bird Girl

We thought that the corn plants had souls, as children have souls (p. 13-19)

I look back upon my girlhood as the happiest time of my life (p. 19-22)

Smithsonian National Museum of American Indian

📌 **“Get Started” Leech Lake Ojibwe**, Smithsonian National Museum of the American Indian - American Indian Responses to Environmental Challenges.

An Indigenous Peoples’ History of the United States for Young People

Introduction: This Land (pages 6-10)

📺 ***For a Girl Becoming***
(Video reading)

Reading 3 and 📌 **Intermediate Lesson** from New Hampshire Humanities

Indigenous Responses to Environmental Challenges Project

Step 3: Our Homes and the Environment
Step 3A (Optional): Creative Writing with Harjo 2



Birds-eye View of Unit at 9 Weeks *(continued)*

WEEK 4

Buffalo Bird Girl

Suddenly there came a sound, poh-poh-poh, as of guns... and a woman screamed (p. 22-27)

And then came the corn harvest busiest and happiest time of the year (p. 27-33).

Smithsonian National Museum of American Indian

“Meet the People” Leech Lake Ojibwe, Smithsonian National Museum of the American Indian - American Indian Responses to Environmental Challenges.

An Indigenous Peoples’ History of the United States for Young People

Introduction: This Land (pages 11-15)

For a Girl Becoming
(Video reading)

Reading 4 and **Advanced Lesson** from New Hampshire Humanities

Indigenous Responses to Environmental Challenges Project

Step 4: Our Agriculture and the Environment

Step 4A (Optional): Creative Writing with Harjo 3



Birds-eye View of Unit at 9 Weeks *(continued)*

WEEK 5

Buffalo Bird Girl

With a little ochre and buffalo fat, I painted my cheeks a bright red (p. 33-35).

We all wore winter moccasins, fur lined, with high tops (p. 35-36).

Smithsonian National Museum of American Indian

 **“Our Homeland” Leech Lake Ojibwe**, Smithsonian National Museum of the American Indian - American Indian Responses to Environmental Challenges.

An Indigenous Peoples’ History of the United States for Young People

Chapter 1: Follow the Corn (pages 17-22)

For a Girl Becoming (Video reading)

N/A

Indigenous Responses to Environmental Challenges Project

Step 5: Our Cultural Doings and the Environment



Birds-eye View of Unit at 9 Weeks *(continued)*

WEEK 6

Buffalo Bird Girl

And so I grew up, a happy, contented Indian girl (p. 36-38)
I am an old woman now. The buffalos and black-tail deer are gone, and our Indian ways are almost gone. Sometimes I find it hard to believe I ever lived them (p. 38-40).

Smithsonian National Museum of American Indian

 **“Our Challenge” Leech Lake Ojibwe**, Smithsonian National Museum of the American Indian - American Indian Responses to Environmental Challenges.

An Indigenous Peoples’ History of the United States for Young People

Chapter 1: Follow the Corn (pages 23-27)

 ***For a Girl Becoming***
(Video reading)

N/A

Indigenous Responses to Environmental Challenges Project

Step 6: Our Environmental Challenge



Birds-eye View of Unit at 9 Weeks *(continued)*

WEEK 7

Buffalo Bird Girl

But I have not forgotten our old ways. In the shadows I seem again to see our Indian village, with smoke curing upward from the earth lodges (p. 40-42).

Smithsonian National Museum of American Indian

 **“Our Strategies” Leech Lake Ojibwe**, Smithsonian National Museum of the American Indian - American Indian Responses to Environmental Challenges.

An Indigenous Peoples’ History of the United States for Young People

Chapter 1: Follow the Corn (pages 27-31)

For a Girl Becoming (Video reading)

N/A

Indigenous Responses to Environmental Challenges Project

Step 7: Our Environmental Strategies



Birds-eye View of Unit at 9 Weeks *(continued)*

WEEK 8

Buffalo Bird Girl

Author's Note & An Indian Girl's Story (p. 42-46)

Smithsonian National Museum of American Indian

 **"Our Future" Leech Lake Ojibwe**, Smithsonian National Museum of the American Indian - American Indian Responses to Environmental Challenges.

An Indigenous Peoples' History of the United States for Young People

N/A

 ***For a Girl Becoming***
(Video reading)

N/A

Indigenous Responses to Environmental Challenges Project

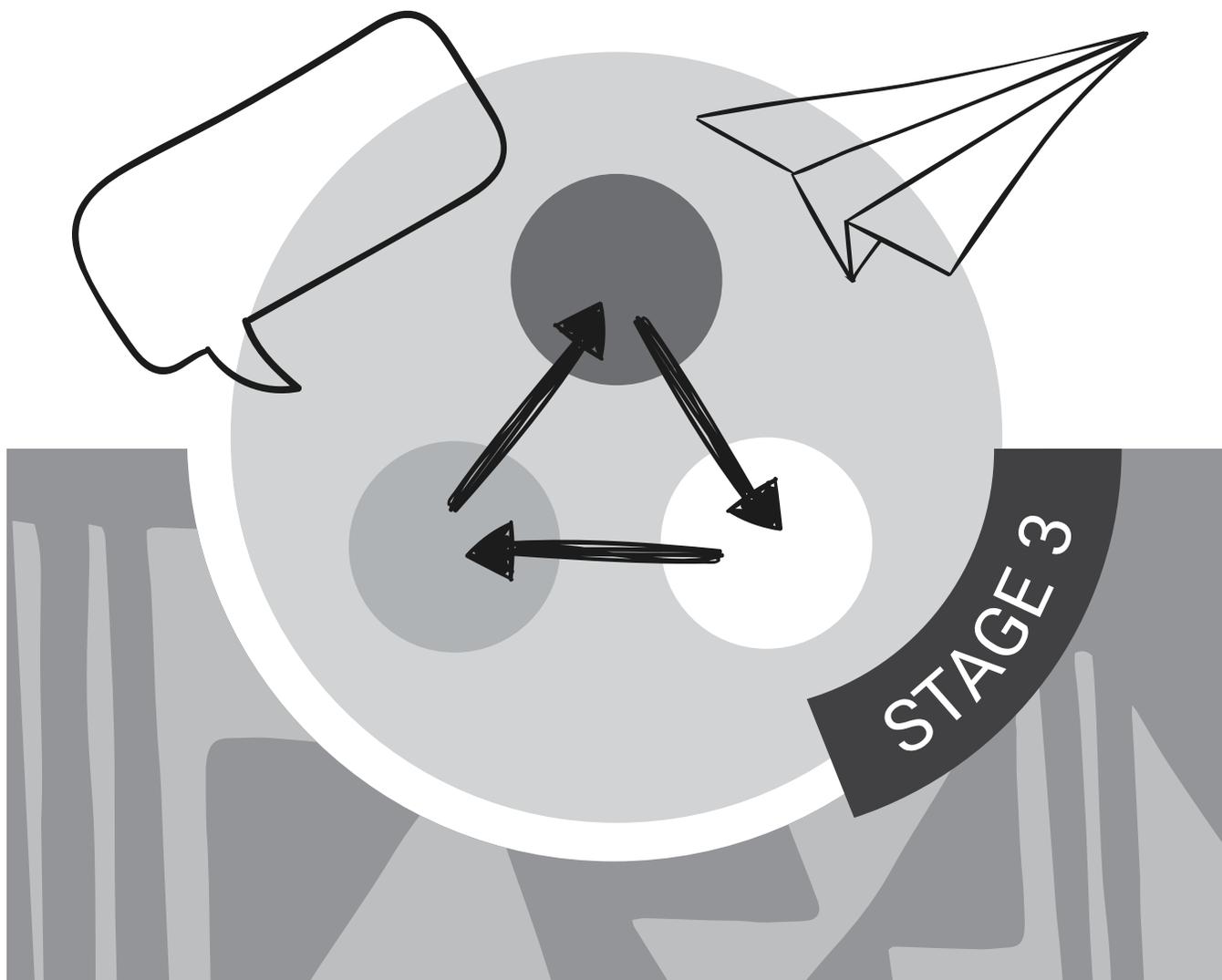
Step 8: Our Environmental Future

WEEK 9

Indigenous Responses to Environmental Challenges Project

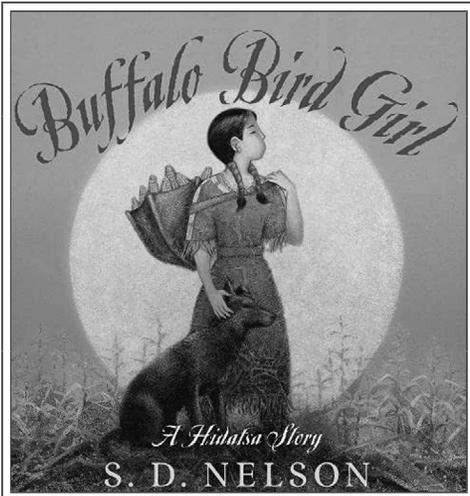
Step 9: Community Presentations

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.”

Core Texts:



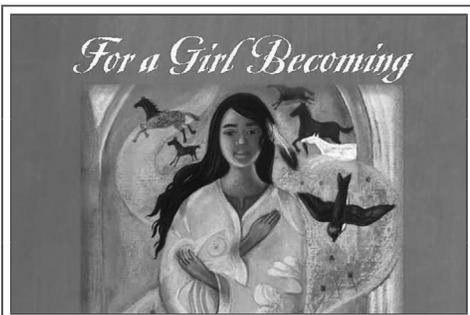
Buffalo Bird Girl

by S.D. Nelson

Genre:	Hybrid genre, a biography written in the first person that is based on interviews conducted with Buffalo Bird Woman (Waheenee) in the early 1900s Fiction
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Story Origin:	Hidatsa
----------------------	---------

Lexile:	890L
Guided Reading Level:	V
Interest evel:	Grades 2-5



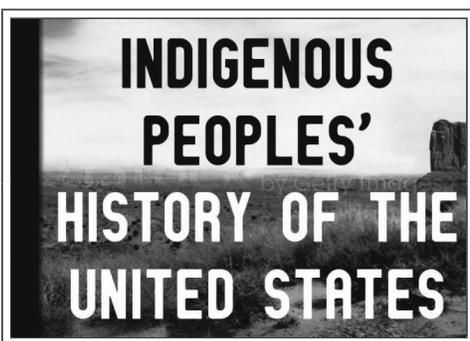
For a Girl Becoming

by Joy Harjo

Genre:	Poetry
---------------	--------

Story Origin:	Muskogee-Creek
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Guided Reading Age:	12-15 years
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An Indigenous Peoples' History of the United States for Young People

by Jean Mendoza (Adapter), Debbie Reese (Adapter), Roxanne Dunbar-Ortiz (Author)

Genre:	Nonfiction/history
---------------	--------------------

Lexile:	1220L
----------------	-------

 **American Indian Responses to Environment Challenges**

video and lesson series produced by The Museum of the American Indian and Native Knowledge 360

Core Unit Values:

- Community
- Culture
- Love
- Perseverance
- Land

Key Unit Equity Terms:

- Culture
- Settler Colonialism
- Movement Building
- Transformative Justice

Lesson Content, Discussion Questions and Embedded Assessment

 [Buffalo Bird Girl Guiding Reading Notes and Writing Activities](#) Week 1 - Week 9

 [Indigenous Peoples' of the United States for Young People Guided Reading Notes and Writing Activities](#) - Week 1 - Week 7 (Application and Assessment Tool 2)

 [For a Girl Becoming Guided Reading Notes and Writing Activities](#) - Week 1 - Week 5
(Application and Assessment Tool 3)

 [Summative Performance Assessment Template](#) - Week 1 - Week 9

 [Smithsonian National Museum of American Indian Guided Reading Notes and Writing Activities](#) - Week 3 - Week 8 (Application and Assessment Tool 3)

 [See Appendix page 46 for thumbnails of Resources](#)

WEEK 1 - Unit Launch

This earth is alive and has a soul or spirit, just as you have a spirit. Other things also have spirits, the sun, clouds, trees, beasts, birds.
(Missouri River, Buffalo Bird Girl's grandfather)

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:

Week 1 is the introduction to Unit 2 and three of its four core texts and resources (the Smithsonian National Museum of American Indian resource begins in Week 3).

Co-define the unit vocabulary found in Stage 1 with students. Post initial class definitions visibly in class.

Week 1 also begins the use of two of the unit resources/texts: *Buffalo Bird Girl* (hybrid genre of this text, a biography written in the first person that is based on interviews conducted with Buffalo Bird Woman (Waheenee) in the early 1900s) and *For a Girl Becoming* (poetry). The other two texts (Smithsonian National Museum of the American Indian and *Indigenous Peoples' History of the U.S. for Youth*) will be introduced in later weeks.

WEEK 1 - Unit Launch

Outcomes/Scope and Sequence:

Overall	Articulate the unit big ideas, EQs, and EUs and find them in the classroom.
READ	<p><i>Buffalo Bird Girl</i></p> <ol style="list-style-type: none"> 1. Task analyze the text for cover, author, reviews, table of contents, sections, and author notes. 2. Analyze the Hidatsa, Mandan, and Arikara map for clues about those peoples' lifestyles, design their own community's map, and compare and contrast their own community map with the text's. 3. Create meaning of Missouri River's (Buffalo Bird Girl's grandfather) opening quote.
READ	<p><i>For a Girl Becoming</i></p> <p>Close Reading 1 - Phase 1 Directions from How to Analyze a Poem from TFA: <i>Have your students read the poem once to themselves and then aloud, all the way through, at LEAST twice. Feel free to play a recording of the poem or show a video of someone reading the poem, too. Afterward, talk to your class about their first impression and immediate responses, both positive and negative. Also, discuss the poem's structure and rhythm. For example, are the lines short and meant to be read slow? Or, does the poem move fast, and if so, why?</i></p>

Week 1 Application:

📌 Indigenous Responses to Environmental Challenges Project
- Step 1 The Earth is Alive: Mapping an Environmental Story.

Note to teachers: Students will begin building up to the end-of-unit performance assessment from the first day of the unit. Each week will include a “step” in students building their own, “Indigenous Responses to Environmental Challenges Project” project (IRtECP).

Comprehension Strategy:

Determine Importance: What's the big idea? So what?¹

Good readers look for things that help them identify big ideas and why they are important.

Look at text features for clues:

- Titles and headings
- Bold print
- Pictures and captions
- Graphs and charts
- Chapter objectives and questions

Tips:

The big idea is...

Most important information

Is...

So far I've learned...

The author is saying...

This idea is similar to...

¹ Adopted from Scholastic's Reading Comprehension Strategies.

WEEK 1 - Unit Launch

Vocabulary

Buffalo Bird Girl

- Euro-American (p. 42)
- Wasna (p. 42)
- Wojapi (p. 42)

An Indigenous Peoples' History of the United States for Youth **Introduction: This Land**

TIER 1

- colonizer (p. 6)
- commodity (p. 2)
- extermination (p. 13)
- genocide (p. 12)
- institutions (p. 7)
- multicultural (p. 9)
- oppressed (p. 10)
- settler (p. 5)
- subjugate (p. 15)
- uncritically (p. 8)
- vindictive (p. 13)

TIER 2

- colonialist settler-state (p. 15)
- cultural conflict (p. 9)
- federally recognized (p. 10)
- reservation (p. 10)
- settler colonialism (pp. 11-12)
- white supremacy (p. 12)

 [What is tiered vocabulary?](#)

WEEK 2-3

I was born in an earth lodge by the mouth of the Knife river, in what is now North Dakota, three years after the smallpox winter.

It was cool inside, never hot and stuffy.

We thought that the corn plants had souls, as children have souls.

I look back upon my girlhood as the happiest time of my life.

Lesson Narrative:

Week 2 begins the reading of three of the four central texts/resources (in Week 3 students begin to use the Smithsonian's Leech Lake Ojibwe interactive resource, the fourth of the four unit texts/resources):

1. Buffalo Bird Girl
2. An Indigenous Peoples' History of the United States for Young People
3. For a Girl Becoming

Prior to beginning the reading, review the Reading Response Notebooks (RRN) with students. There is a Reading Response Notebook for each text (teachers can choose at this early point in the unit if all texts and RRN will be used or if one or more text and/or RRN will be omitted due to time or other constraints). These notebooks are designed to guide student learning and in particular, reading comprehension skills, as they read each text. Teachers should review each component of the Reading Response Journal with students at the beginning of each lesson, prior to reading the text.

Week 2 also continues the incremental building of the summative unit performance assessment. Each week should come with direct student interaction with the [Summative Performance Assessment Template](#) so that students understand where they are going and what step they are currently working on as a part of a complex, multi-step project.

WEEK 2-3

WEEK 2: Outcomes/Scope and Sequence:

Overall	In the G5, U2 Reading Response Notebook, have students record their Week 2 responses to the EQs.
READ	<p><i>Buffalo Bird Girl</i></p> <ol style="list-style-type: none"> <i>I was born in an earth lodge by the mouth of the Knife river, in what is now North Dakota, three years after the smallpox winter. (p. 2)</i> <i>It was cool inside, never hot and stuffy. (p. 6)</i>
READ	<p><i>An Indigenous Peoples' History of the United States for Youth</i></p> <ol style="list-style-type: none"> Introduction: This Land (p. 1-4) Guided Notes <ol style="list-style-type: none"> Vocabulary and Word Meaning Building Critical Awareness Discussion Questions Historical Event Tracker
READ	<p><i>For a Girl Becoming</i></p> <p>Close Reading 2 - Phase 2 Directions from  How to Analyze a Poem from TFA: <i>Think about the title and how it relates to the poem. Titles often provide important clues about what is at the heart of a piece. Likewise, a title may work ironically or in opposition to a poem.</i></p> <p>Questions to talk about and consider are:</p> <ol style="list-style-type: none"> Does the title immediately change how you think about it? Does the poem's title paint a picture that gives a specific time frame, setting or action? Does it imply multiple possibilities? <p> Beginning Lesson from New Hampshire Humanities</p>

Week 2 Application:

 [Indigenous Responses to Environmental Challenges Project](#)

Step 2 - Our People and the Environment (add narrative)

Step 2A (Optional Enrichment): Creative Writing with Harjo

WEEK 2-3

WEEK 3: Outcomes/Scope and Sequence:

Overall	In the G5, U2 Reading Response Notebook, have students record their Week 3 responses to the EQs.
READ	<p><i>Buffalo Bird Girl</i></p> <ol style="list-style-type: none"> 1. <i>We thought that the corn plants had souls, as children have souls. (p. 13)</i> 2. <i>I look back upon my girlhood as the happiest time of my life. (p. 19)</i>
READ	<p><i>An Indigenous Peoples' History of the United States for Youth</i></p> <ol style="list-style-type: none"> 1. Introduction: This Land (p. 4-10) Guided Notes <ol style="list-style-type: none"> a. Vocabulary and Word Meaning (Cont) b. Building Critical Awareness Discussion Questions (Cont) c. Historical Event Tracker (Cont) d. Small Group Choice Board e. Answering Unit Essential Questions
WATCH/ READ	<p>Smithsonian National Museum of American Indian:  "Get Started" Leech Lake Ojibwe - American Indian Responses to Environmental Challenges.</p> <ol style="list-style-type: none"> 1. Define the key terms of: Anishinaabe, Ojibwe, Chippewa, Manoowin, Band. 2. Identify Leech Lake Ojibwe Territories. 3. Identify why wild rice, or manoomin, is important to Ojibwe people. 4. Compare and contrast the historic rice growing of Ojibwe people to Ojibwe people today. 5. Identify the key term used by the U.S. government in treaties with the community.

WEEK 2-3

WEEK 3: Outcomes/Scope and Sequence: *(continued)*

READ	<p><i>An Indigenous Peoples' History of the United States for Youth</i></p> <ol style="list-style-type: none"> 1. Introduction: This Land (p. 10-15) Guided Notes <ol style="list-style-type: none"> a. Vocabulary and Word Meaning (Cont) b. Building Critical Awareness Discussion Questions (Cont) c. Historical Event Tracker (Cont) d. Small Group Choice Board (Cont) e. Answering Unit Essential Questions
READ	<p><i>For a Girl Becoming</i></p> <ol style="list-style-type: none"> 1. Close Reading 3 - Phase 3 Directions from  How to Analyze a Poem from TFA: <i>Understanding the speaker is at the center of a poem may help the piece appear more tangible to students because they're able to imagine a person behind the language.</i> Questions to consider are: <ol style="list-style-type: none"> a. Who "tells" the poem? b. Does the poem give any clues about the speaker's personality, the point of view, age, or gender? c. Who is the speaker addressing? d. Does the speaker seem attached or detached from what is said? <p> Intermediate Lesson from New Hampshire Humanities</p>

Week 3 Application:

 [Indigenous Responses to Environmental Challenges Project](#)
- Step 3 - Our People and the Environment (add narrative)

Step 3A (Optional Enrichment): Creative Writing with Harjo

WEEK 2-3

Comprehension Strategy:

Make Connections: What connections do I make as I read?

Good readers notice pieces of text that relate to or remind them of:

- Their lives, past experiences, and prior knowledge
- Other books, articles, movies, songs, or pieces of writing
- Events, people, or issues

Tips:

- That reminds me of...
- This made me think of...
- I read another book that...
- This is different from...
- I remember when...

Vocabulary

Buffalo Bird Girl

- Smallpox (p. 3)
- Immunity (p. 3)
- Hidatsa (p. 3)
- Great Planes (p. 3)
- Mandan (p. 4)

- Earth-mound (p. 5)
- Missionaries (p. 16)
- Crow (p. 16)
- Shoshone (p. 16)

WEEK 4-5

*Suddenly there came a sound, poh-poh-poh, as of guns...and a woman screamed.
And then came the corn harvest busiest and happiest time of the year.
With a little ochre and buffalo fat, I painted my cheeks a bright red.
We all wore winter moccasins, fur lined, with high tops.*

Lesson Narrative:

Week 4 and 5 continue the reading of all four central texts/resources:

1. *Buffalo Bird Girl*
2. *An Indigenous Peoples' History of the United States for Young People*
3. *For a Girl Becoming*

Weeks 4 and 5 continue use of the Reading Response Notebook for each of the four resources as well as the continuation of the incremental building of the [Summative Performance Assessment Template](#).

WEEK 4: Outcomes/Scope and Sequence:

Overall	In the G5, U2 Reading Response Notebook, have students record their Week 4 responses to the EQs.
READ	<p><i>Buffalo Bird Girl</i></p> <ol style="list-style-type: none"> 1. <i>We thought that the corn plants had souls, as children have souls (p. 13)</i> 2. <i>I look back upon my girlhood as the happiest time of my life (p. 19)</i>
WATCH/ READ	<p>Smithsonian National Museum of American Indian: “Meet the People” Leech Lake Ojibwe - American Indian Responses to Environmental Challenges.</p>

WEEK 4-5

WEEK 4: Outcomes/Scope and Sequence: (continued)

<p>READ</p>	<p><i>An Indigenous Peoples' History of the United States for Youth</i></p> <ol style="list-style-type: none"> 1. Introduction: This Land (pages 11-15) Guided Notes <ol style="list-style-type: none"> a. Vocabulary and Word Meaning (Cont) b. Building Critical Awareness Discussion Questions (Cont) c. Historical Event Tracker (Cont) d. Small Group Choice Board e. Answering Unit Essential Questions
<p>READ</p>	<p><i>For a Girl Becoming</i></p> <ol style="list-style-type: none"> 1. Close Reading 4 - Phase 4 Directions from  How to Analyze a Poem from TFA: Understanding the speaker is at the center of a poem may help the piece appear more tangible to students because they're able to imagine a person behind the language. Questions to consider are: <ol style="list-style-type: none"> a. Who "tells" the poem? b. Does the poem give any clues about the speaker's personality, the point of view, age, or gender? c. Who is the speaker addressing? d. Does the speaker seem attached or detached from what is said? <p> Advanced Lesson from New Hampshire Humanities</p>

Week 4 Application:

 [Indigenous Responses to Environmental Challenges Project](#)
- Step 4 - Our People and the Environment (add narrative)

Step 4A (Optional Enrichment): Creative Writing with Harjo

WEEK 4-5

WEEK 5: Outcomes/Scope and Sequence:

Overall	In the G5, U2 Reading Response Notebook, have students record their Week 5 responses to the EQs.
READ	<p><i>Buffalo Bird Girl</i></p> <ol style="list-style-type: none"> 1. <i>With a little ochre and buffalo fat, I painted my cheeks a bright red (p. 33).</i> 2. <i>We all wore winter moccasins, fur lined, with high tops (p. 35).</i>
WATCH/ READ	<p>Smithsonian National Museum of American Indian:  “Our Homeland” Leech Lake Ojibwe - American Indian Responses to Environmental Challenges.</p>
READ	<p><i>An Indigenous Peoples’ History of the United States for Youth</i></p> <ol style="list-style-type: none"> 1. Chapter 1: Follow the Corn (p. 17-23) Guided Notes <ol style="list-style-type: none"> a. Vocabulary and Word Meaning b. Building Critical Awareness Discussion Questions c. Historical Event Tracker
READ	<p><i>For a Girl Becoming</i></p> <ol style="list-style-type: none"> 1. Close Reading 5 - Phase 4 Directions from  How to Analyze a Poem from TFA: <i>Since you discussed figurative language, mood, setting, and speaker—there’s no better time than to apply what you’ve learned line-by-line. Paraphrasing may seem pretty self-explanatory. However, keep in mind this is not about skipping lines or condensing. Instead you should lead students line-by-line and translate figurative language or unclear phrases into simpler terms that will not get in the way of analyzing the poem later on.</i>

Week 5 Application:

 [Indigenous Responses to Environmental Challenges Project](#)
- Step 5 - Our People and the Environment (add narrative)

WEEK 4-5

Comprehension Strategy:

Synthesize: How do I use what I've read to create my own ideas?

Good readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations.

- Synthesis is creating a single understanding from a variety of sources.

Tips:

- Compare and contrast what I'm reading with what I already know or other sources of information.
- Think of new ways to use this information.
- Can connections I make across this text help me to create new generalizations or new perspectives?

Buffalo Bird Girl

- Shee-peesha (p. 20)
- Lakota (p. 22)
- Threshing (p. 29)

Vocabulary

- Caches (p. 31)
- Travois (p. 35)

An Indigenous Peoples' History of the United States for Youth Chapter 1: Follow the Corn

- Proliferation (p. 19)
- Meso-American (p. 21)
- City-state (p. 21)
- Cultivators (p. 21)
- Contemporary (p. 22)
- Trade Network (p. 22)

- Mexico's Mother Culture (p. 22)
- Hydraulic Agriculture (p. 23)
- Drought (p. 24)
- Autonomous (p. 25)
- Confederacy (p. 25)
- Stewardship (p. 27)

WEEK 6-7

And so I grew up, a happy, contented Indian girl.

I am an old woman now. The buffalos and black-tail deer are gone, and our Indian ways are almost gone. Sometimes I find it hard to believe I ever lived them.

But I have not forgotten our old ways. In the shadows I seem again to see our Indian village, with smoke curing upward from the earth lodges.

Lesson Narrative:

Week 6 and 7 continue the reading of all four central texts/resources:

1. Buffalo Bird Girl
2. An Indigenous Peoples' History of the United States for Young People
3. For a Girl Becoming

Weeks 6 and 7 continue use of the Reading Response Notebook for each of the four resources as well as the continuation of the incremental building of the [Summative Performance Assessment Template](#).

WEEK 6: Outcomes/Scope and Sequence:

Overall	In the G5, U2 Reading Response Notebook, have students record their Week 6 responses to the EQs.
READ	<p><i>Buffalo Bird Girl</i></p> <ol style="list-style-type: none"> 1. <i>And so I grew up, a happy, contented Indian girl (p. 36)</i> 2. <i>I am an old woman now. The buffalos and black-tail deer are gone, and our Indian ways are almost gone. Sometimes I find it hard to believe I ever lived them (p. 38).</i>

WEEK 6-7

WEEK 6: Outcomes/Scope and Sequence: (continued)

WATCH/ READ	Smithsonian National Museum of American Indian:  “Our Challenge” Leech Lake Ojibwe - American Indian Responses to Environmental Challenges.
READ	<p><i>An Indigenous Peoples’ History of the United States for Youth</i></p> <ol style="list-style-type: none"> 1. Chapter 1: Follow the Corn (p. 23-27) Guided Notes <ol style="list-style-type: none"> a. Vocabulary and Word Meaning (Cont) b. Building Critical Awareness Discussion Questions (Cont) c. Historical Event Tracker (Cont) d. Small Group Choice Board e. Answering Unit Essential Questions

Week 6 Application:

 **Indigenous Responses to Environmental Challenges Project**
- Step 6 - Our Environmental Challenge (add narrative)

WEEK 6-7

WEEK 7: Outcomes/Scope and Sequence:

Overall	In the G5, U2 Reading Response Notebook, have students record their Week 7 responses to the EQs.
READ	<p><i>Buffalo Bird Girl</i></p> <p>1. <i>But I have not forgotten our old ways. In the shadows I seem again to see our Indian village, with smoke curling upward from the earth lodges.</i> (p. 40).</p>
WATCH/ READ	<p>Smithsonian National Museum of American Indian: 👉 “Our Strategies” Leech Lake Ojibwe - American Indian Responses to Environmental Challenges.</p>
READ	<p><i>An Indigenous Peoples’ History of the United States for Youth</i></p> <p>1. Chapter 1: Follow the Corn (p. 27-35) Guided Notes</p> <ul style="list-style-type: none"> a. Vocabulary and Word Meaning (Cont) b. Building Critical Awareness Discussion Questions (Cont) c. Historical Event Tracker (Cont) d. Small Group Choice Board (Cont) e. Answering Unit Essential Questions (Cont)
READ	<p><i>For a Girl Becoming</i></p> <p>1. Reading 6 - Phase 4 Directions from 👉 How to Analyze a Poem from TFA: <i>Last but not least, it’s time to get to the core of what the poem is about by identifying its theme. The theme of a poem relates to a universal truth, issue, or conflict. To determine the theme, look over all of your analysis and connect the dots:</i></p> <ul style="list-style-type: none"> a. What is the subject b. Who is the speaker? c. What situation are they in? d. How do they feel about the subject? e. What is the mood?

WEEK 6-7

Week 7 Application:

-  **Indigenous Responses to Environmental Challenges Project**
- **Step 7 - Our Environment Strategies** (add narrative)

Comprehension Strategy:

Synthesize: How do I use what I've read to create my own ideas?

Ask Questions: Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text. Ask questions of the author, yourself, and the text:

- What is the author trying to say?
- What is the message of this piece?
- Do I know something about this topic?
- What do I think I will learn from this text?
- How could this be explained to someone else?
- What predictions do I have about this reading?

Buffalo Bird Girl

- Contented (p. 36)
- Arikara (p. 36)
- Rations (p. 39)
- White man's way (p. 39)
- Waheenee-wea (p. 42)
- Assiniboine (p. 42)
- Nomads (p. 42)
- Forage (p. 43)
- Domesticated (p. 43)
- Forays (p. 43)
- Surplus (p. 43)
- Interconnected (p. 43)
- Cohesion (p. 43)

- Cunning (p. 43)
- Plains Indians (p. 43)
- Horticultural (p. 44)
- Curiosities (p. 44)
- Unintentional (p. 44)
- Smallpox (p. 44)
- Cholera (p. 44)
- Measles (p. 44)
- Indian Reorganization Act of 1934 (p. 44)
- Three Affiliated Tribes (p. 44)
- Sovereign (p. 44)
- Self-determination (p. 44)

Vocabulary

WEEK 8-9

End of Unit

 [Summative Performance Assessment](#)

Lesson Narrative:

Week 8 and 9 are the final two weeks of the unit. Students will finish their Summative Performance Task this week and present it to their class.

WEEK 8: Outcomes/Scope and Sequence:

Overall

In the G5, U2 Reading Response Notebook, have students record their Week 8 responses to the EQs.

WATCH/ READ

Smithsonian National Museum of American Indian:
 [“Our Future” Leech Lake Ojibwe](#)
- American Indian Responses to Environmental Challenges.

Week 8 Application:

 [Indigenous Responses to Environmental Challenges Project](#)
- Step 8 - Our Environmental Strategies (add narrative)

WEEK 8-9

WEEK 9: Outcomes/Scope and Sequence:

Overall

In the G5, U2 Reading Response Notebook, have students record their Week 9 responses to the EQs.

Week 9 Application:

 [Indigenous Responses to Environmental Challenges Project](#)
- *Step 9 - Our Environmental Future* (add narrative)

Extension Lessons from the Zinn Education Project:

These extension lessons are written for middle and high school but the documentaries and resources can be used for 5th grade with appropriate scaffolding.

1.  [Meet Today's Climate Justice Activists - A Mixer on the People Saving the World](#)
2.  [Standing with Standing Rock - A Role Play on the Dakota Access Pipeline](#)
3.  [Teaching Climate Disobedience](#)

UNIT EXTENSION

Unit Extension:

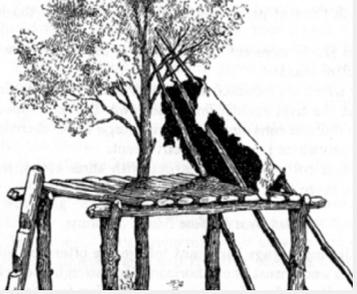
The following extended learning plan uses the original, primary resources from Buffalo Bird Girl's transcribed memories as recorded by Gilbert Livingstone Wilson (below). Students who self-select or are assigned this extension assignment will analyze five, short parts of the original documents from the late 19th and early 20th Century and examine how S.D. Nelson (author of Buffalo Bird Girl) used the transcripts to create the text that anchors this unit.

Buffalo Bird Woman's Garden:

As Recounted by Maxi'diwiac (Buffalo Bird Woman) (ca.1839-1932) of the Hidatsa Indian Tribe. By Waheenee, 1839-1932. Originally published as *Agriculture of the Hidatsa Indians: An Indian Interpretation*. Edited by Gilbert Livingstone Wilson, 1868-1930. Minneapolis: The University of Minnesota (Studies in the Social Sciences, #9), 1917. Ph. D. Thesis.

Week	Extension Project Builder
	<p>The goal of this extension project is to analyze the historical record of Gilbert Livingstone Wilson's interviews with Buffalo Bird Woman as she reflects on her early life as a Hidatsa/Mandan community member. The goal of this step in the extension project is to ground students in key ideas that S.D. Nelson read in the original transcript that inspired him to write the book.</p>
1 & 2	<p>Step 1: Reading Buffalo Bird Woman's Original Transcript. Students should select five of Wilson's one to two-page sections to analyze (for example, they might choose to read, "Planting for a Sick Woman" on page 24 or "The Watcher's Stage" on page 26 or "Sweet Grass's Sun Shade" on page 30). While reading, students should use the Library of Congress'  Primary Source Analysis Tool to evaluate the historical record.</p>

UNIT EXTENSION

Week	Extension Project Builder <i>(continued)</i>		
3 & 4	<p>Step 2: Finding Evidence in Buffalo Bird Woman’s Reflections to Wilson. After reading the five sections, students will create a t-chart to evaluate evidence from the text that Buffalo Bird Girl’s author, S.D. Nelson, used to create the book and what evidence the student read in the five sections that were not present from the book.</p>		
	<p>List the title of the section you read and the page numbers.</p>	<p>What evidence from this section did S.D. Nelson include in the book, Buffalo Bird Girl?</p>	<p>What evidence from this section did S.D. Nelson chose not to use?</p>
	<p><i>i.e., Sweet Grass’s Sun Shade, page 30</i></p>	<p><i>i.e., S.D. Nelson refers a few times to the book to cottonwood trees. Once he refers to them blooming.</i></p>	<p><i>i.e., This is a drawing of a shade structure built on a cottonwood tree’s foundation.</i></p> 
	[Student work]	[Student work]	[Student work]
5 & 6	<p>Step 3: Rethinking Buffalo Bird Girl in a Graphic Novel. Based on the five sections you read from the original Buffalo Bird Woman transcript, write a creative, graphic novel that recreates only instances of Buffalo Bird Girl’s life that S.D. Nelson did not include in his own story.</p> <p>Use this template to create your  Graphic Novel and check out this  tutorial video for ideas of where to start.</p>		
7 & 8	<p>Step 4: Presentations. Present your graphic novel to your class and describe how you took a transcript that is over 100 years old and created an original graphic novel!</p>		

APPENDIX: The Local Environmental Challenges Project Thumbnails

 [Google Slide Template for Students](#)

TEACHERS - The next three slides provide a teacher lens on the summative performance assessment

Performance Assessment Transfer Statement

Transfer Statement

We want our students to learn and comprehend the environmental stories of Indigenous peoples past and present, so that in the long-run, on their own, they will be able to undertake complex research of their own communities' connection to nature and how they can act as stewards of the land for a new generation.

GRASPS Project Description (Page 1)

Goal: Students will explore four sources of information to guide their performance assessment:

- Resource 1: the video series American Indian Responses to Environment Challenges on the Smithsonian Website focusing on the Leech Lake Ojibwe Band.
- Resource 2: The text, *Buffalo Bird Girl: A Hidatsa Story*.
- Resource 3: Indigenous Peoples' History of the United States: Stewards of the Land.
- Resource 4: *For a Girl Becoming*.

The Local Environmental Challenges Project - [Google Slide Template for Students](#)

Throughout the unit (rather than at the end of the unit), students will create a written and multimedia report on their own community's historical and current interaction with the environment, an environmental challenge currently constraining the community, and the future of land stewardship that contends with the challenge. Those actions are broken down by nine project steps that come with directions and templates on the Grade 5, Unit 2 Summative Performance Assessment guide:

- Step 1: *The Earth is Alive*, Mapping an Environmental Story via the The Museum of National Environmental
- Step 2: The People and their Environment
- Step 3: Our Homes and the Environment
- Step 4: Our Agriculture and the Environment
- Step 5: Our Cultural Dances and the Environment
- Step 6: Our Environmental Challenge
- Step 7: Our Environmental Strategies
- Step 8: Our Environmental Future

GRASPS Project Description (Page 1)

Role: Community Researcher, Knowledge Keeper, and Activist

Audience: The Classroom Community and Community Leadership (as defined by student)

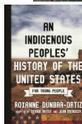
Scenario: Your community has a long history of working in reciprocity with the land. Colonization created environmental challenges between Indigenous communities and their reciprocity with the land. You are charged with identifying an environmental challenge your community is facing and developing a proposal that will create greater harmony between people and the environment.

Product: Written and multimedia report delivered to the community leadership.

Standards:

- CCSS.ELA-LITERACY.RH.5-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.5-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY.RH.5-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.5-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.5-8.9 Analyze the relationship between a primary and secondary source on the same topic. Text Types and Purposes:
- CCSS.ELA-LITERACY.WHST.5-8.1 Write arguments focused on discipline-specific content.
- CCSS.ELA-LITERACY.WHST.5-8.1A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- CCSS.ELA-LITERACY.WHST.5-8.1B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Students - Welcome to your final Unit 2 Project!



This project is broken into seven steps and requires you to use the knowledge, skills, and understanding you learned from each of our four Unit 2 texts. All four texts revolve around the unit essential questions of:

- How does our environment shape the way we live, and how do we in turn shape the environment?
- What is Indigenous relationality and reciprocity of the land and how do we see in the past and the present?
- How did colonialism impact Indigenous relationality and reciprocity of the land?
- What is the future of your community's relationality and reciprocity with the land?

For this project you will identify an Indigenous group and their own interactions with their environment, including an environmental challenge they face and how they are working on sustainable futures.

[PROJECT TITLE]

[STUDENT NAME]
[DATE]

APPENDIX: The Local Environmental Challenges Project Thumbnails *continued*

Step 1 - The People and the Environment

[Students - for the first step you will need to identify both A) a group of people (i.e., a whole Native nation, a subset of a Native nation, a family) to focus on for this project and B) a specific environmental issue faced by that group of people. Describe both A) and B) on this slide and add relevant photos and maps. Add another Step 1 slide if needed.]

Step 2 - Our Homes and the Environment

[Students - for the second step you will need to describe the traditional homes of the group you identified in Step 1 and how those homes are a natural connection to the local environment. Think about Buffalo Bird Girl's earth-mound home and how that was based on local materials and needs of the Mandan and Hidatsa peoples or how the Indigenous peoples of Mesoamerica constructed their city-states and homes. Add another Step 2 slide if needed.]

Step 3 - Our Agriculture the Environment

[Students - for the third step you will need to describe the traditional agricultural practices of the Indigenous group you're studying. Think about the Mandan and Hidatsa peoples connection to corn, or the Ojibwe connection to rice. Add another Step 3 slide if needed.]

Step 4 - Our Cultural Doings and the Environment

[Students - for the third step you will need to research and describe how your chosen group's cultural doings are connected to the local environment. Think about Buffalo Bird Girl's annual cultural doings and the connections to the river, the village, and corn, for example. Add another Step 4 slide if needed.]

Step 5 - Our Environmental Challenge

[Students - for the fourth step you will need to research and describe a specific environmental challenge faced by the Indigenous group you chose to study. What is the challenge? Where does it come from? How did the Indigenous community and Euro-Americans react to the issue? Think about the issues for the Leek Lake Ojibwe people's concerns for maintaining their spiritual connection to wild rice. Add another Step 5 slide if needed.]

Step 6 - Our Environment Strategies

[Students - for the sixth step you will need to research and describe how leaders among your chosen Indigenous group are addressing the environmental challenge you described in Step 5. What are the leaders of the group saying and doing? What do they believe the community needs to do to address the environmental challenge? Add another Step 6 slide if needed.]

Step 3 - Our Environment Future

[Students - for final step, you need to imagine an environmental future for the Indigenous group you researched. What does stewardship look like in the future where the Indigenous peoples and Mother Earth are in harmony? Add another Step 7 slide if needed.]

Step 3 - Our Cultural Doings and the Environment

[Students - for the third step you will need to research and describe how your chosen group's cultural doings are connected to the local environment. Think about Buffalo Bird Girl's annual cultural doings and the connections to the river, the village, and corn, for example. Add another Step 3 slide if needed.]

APPENDIX: Guided Note Template

Native American Responses to Environmental Challenges

MEET THE PEOPLE

What have you learned about this tribe? What makes the place they live in special to them?
Why are the people so concerned about the environmental problem in their community?

ABOUT OUR HOMELAND

What is the local environment like? (land, water, climate, plants, animals)
Name some ways the environment supports the tribe's cultural traditions and economy.

OUR ENVIRONMENTAL CHALLENGE

How has the local environment been damaged?
What caused the damage to the local environment?

OUR STRATEGIES

How are the people of this Native community working to repair the damage to the environment?
Which groups of people are working together to fix the environment?

OUR FUTURE

Why is it important for this community to educate its young people about this environmental issue?
What are the hopes this community has for the future of its culture and environment?

MY COMMUNITY

What environmental problem exists in your community and what are people doing about it?
What can you do to help your community fix this problem?

NATIVE LITERATURE & HISTORY PROGRAM DESIGN

5th GRADE - UNIT 2

APPENDIX: Resources

Summative Performance Assessment Steps

Native Literature Grade 5, Unit 2 Summative Performance Assessment Steps

For Teachers: Introduce the following GRASPS Performance Assessment at the beginning of the unit. Each week students will complete a "step" in the performance assessment that is designed to incrementally result in a completed project. The Google Slide template here provides a scaffolded tool for teachers and students to use as they construct the Unit 2 Summative Performance Assessment.

Transfer Statement
We want our students to learn and comprehend the environmental stories of Indigenous peoples past and present, so that in the long-run, on their own, they will be able to they can undertake complex research of their own communities' connection to nature and how they can act as stewards of the land for a new generation.

Performance Assessment (use GRASPS)

Goal: Students will explore four sources of information to guide their performance assessment:

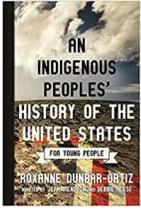
- Resource 1: The video series American Indian Responses to Environment Challenges on the Smithsonian Website focusing on the Leech Lake Ojibwe Band.
- Resource 2: The text, *Buffalo Bird Girl: A Hidatsa Story*.
- Resource 3: *Indigenous Peoples' History of the United States: Stewards of the Land*.
- Resource 4: *For a Girl Becoming*.

The Local Environmental Challenges Project

Throughout the unit (rather than at the end of the unit), students will create a written and multimedia report on their own community's historical and current interaction with the environment, an environmental challenge currently constraining the community, and the future of land stewardship that contends with the challenge. Those actions are broken down by nine project steps that come with directions and templates on the [Grade 5, Unit 2 Summative Performance Assessment guide](#) and:

- Step 1: The People and their Environment
- Step 2: Our Homes and the Environment
- Step 3: Our Agriculture and the Environment

Indigenous Peoples' History - Guided Notes



Introduction: This Land (pages 1-15)

- Then And Now (p. 1-4)
- Origin Stories of the United States (p. 4-8)
- Views of U.S. History (p. 8-10)
- An Indigenous Perspective (10-15)

Students:
Our study of Buffalo Bird Girl and A Girl Becoming have us asking questions about land and how people interact with the land. Specifically, Buffalo Bird Girl's own words tell the story of the Mandan and Hidatsa peoples' connections to their ancestral lands, their interactions with European-American colonizers, and the disappearance of the traditional connection between the land Buffalo Bird Girl's community.

An *Indigenous Peoples' History of the United States* is a non-fiction text that begins with an introduction titled, "This Land." As you read the introduction and then "Chapter 1: The Corn," keep in mind the lessons we are learning from Buffalo Bird Girl, A Girl Becoming, and the four essential questions that guide this unit:

- How does our environment shape the way we live, and how do we in turn shape the environment?
- What is Indigenous relationality and reciprocity of the land and how do we see in the past and the present?
- How did colonialism impact Indigenous relationality and reciprocity of the land?

¹ Some materials adapted from [Reason Press' Teacher's Guide to Indigenous Peoples' History of the United States for Young People](#).

4. What is the future of your community's relationality and reciprocity with the land?

This document will guide you through each subsection of the introduction and first chapter and ask you to make connections to The Local Environmental Challenges Project that is your primary assessment for this unit.

TIPS!!!!

Make sure your responses:

- Answer the question.
- Includes text evidence and descriptive details.
- Is written in complete sentences and makes sense.
- Uses correct grammar and punctuation.

VOCABULARY and WORD MEANING

Directions: Follow your teacher's directions and use the rows that are blank to add words you come across as you read. Remember, you can use reference materials (dictionaries, glossaries, thesauruses), both print and digital to help you find the pronunciation and determine or clarify precise word meaning of key words and phrases. You can also use the template on the following page to help with word meaning.

Tier 2 Vocabulary to Look For:	Tier 3 Vocabulary to Look For:
<ol style="list-style-type: none"> colonizer (p. 6) commodity (p. 2) extermination (p. 13) genocide (p. 12) 	<ol style="list-style-type: none"> colonialist settler-state (p. 15) cultural conflict (p. 9) federally recognized (p. 10) reservation (p. 10)

For a Girl Becoming - Guided Notes

WEEK 1



Students:
Reading 1 - Phase 1 Directions from [How to Analyze a Poem from TEA](#): Have your students read the poem once to themselves and then aloud, all the way through, at LEAST twice. Feel free to play a recording of the poem or show a video of someone reading the poem, too. Afterward, talk to your class about their first impression and immediate responses, both positive and negative. Also, discuss the poem's structure and rhythm. For example, are the lines short and meant to be read slow? Or, does the poem move fast, and if so, why?

TIPS!!!!

Make sure your responses:

- Answer the question.
- Includes text evidence and descriptive details.
- Is written in complete sentences and makes sense.
- Uses correct grammar and punctuation.

FRONT AND BACK TEXT ANALYSIS

With your group, list all of the items you can identify in the front and back cover of the text. Then list all of the items you can't identify. Next, brainstorm and then write 3-5 sentences of what you think the book will be about. Finally, predict the main events in the story.

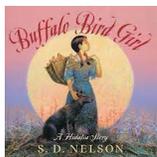
Step 1: list all of the items you can identify in the front and back cover of the text	Step 2: list all of the items you can't identify	Step 3: brainstorm and then write 3-5 sentences of what you think the book will be about	Step 4: predict the main events in the story

AUTHOR'S NOTE

Explore [Joy Harjo's official website](#) here and complete the table below with interesting facts you learned about the poet, author, and musician. Complete the chart below with as much information as you can find.

Author's Name	Author's Background	List the interesting facts you learned about the poet, author, and musician

Buffalo Bird Girl - Guided Notes



This earth is alive and has a soul or spirit, just as you have a spirit. Other things also have spirits, the sun, clouds, trees, beasts, birds, (Missouri River, Buffalo Bird Girl's grandfather)

Students:
This is the first week of the Buffalo Bird Girl Unit. Before starting the reading we're going to analyze the parts of the book other than the words and ideas.

This week you will:

- Analyze the front and back cover for clues about the book.
- Identify the author of the book and read his story (p. 42).
- Study the Great Plains Map (front of text) and the Missouri River Map (back of text) for clues about the geography of the story.
- Identify the key quotes in the text that begin a new part of the story.

TIPS!!!!

Make sure your responses:

- Answer the question.
- Includes text evidence and descriptive details.
- Is written in complete sentences and makes sense.
- Uses correct grammar and punctuation.

With your group, list all of the items you can identify in the front and back cover of the text. Then list all of the items you can't identify. Next, brainstorm and then write 3-5 sentences of what you think the book will be about. Finally, predict the main events in the story.

Step 1: list all of the items you can identify in the front and back cover of the text	Step 2: list all of the items you can't identify	Step 3: brainstorm and then write 3-5 sentences of what you think the book will be about	Step 4: predict the main events in the story

AUTHOR'S NOTE

Read the author's note on page 42 as a class or group. Complete the chart below with as much information as you can find.

Author's Name	Author's Background	List the questions you have for the author after reading his Author's Note.

