

# NATIVE LITERATURE PROGRAM DESIGN

9/10<sup>th</sup> GRADE



## UNIT 1

## Native Science-Fiction



UNIT 1

Native Science-Fiction

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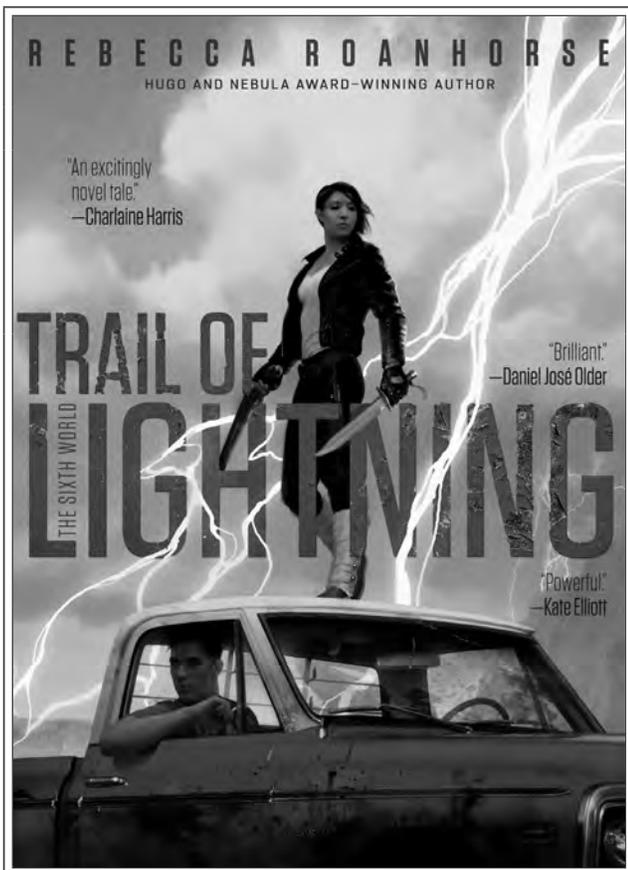
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### Core Texts:



### *Trail of Lightning*

by Rebecca Roanhorse

**Genre:** Science Fiction

**Story Origin:** Dinéyah

**Grade level:** 7 - 12

**Lexile Level:** HL700L

### Unit Supporting Texts - Non-Fiction:

#### **Appropriation**

–  **Native Cultural Appropriation**

 **Critique of Rebecca Roanhorse's Trail of Lightning**

 **Diné Perspective on Anti-Blackness**

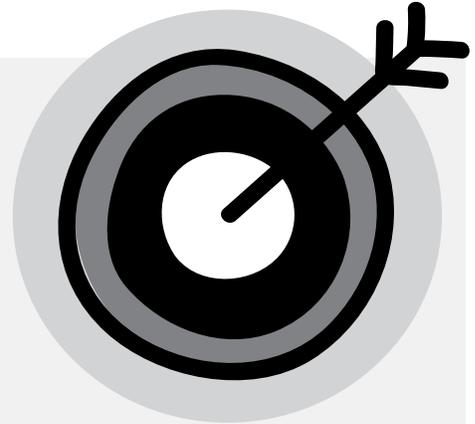
 **The Dangers of the Appropriation Critique**

 **Scrutinized Identity**

## UNIT 1 - DESIRED RESULTS

### BIG IDEAS

- Anti-black
- Cultural Appropriation and Misappropriation
- Intersectionality
- Inclusion
- Culture Keepers



### Essential Questions

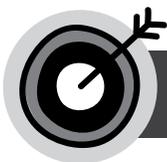
(based on yearlong Big Idea)

- Who should have access to & ability to share cultural stories?

### Enduring Understandings

(based on yearlong Big Ideas)

- Who should access to & ability to share cultural stories (Students will complete this EU at the end of the course based on their experiences in and outside of the classroom)?



### Anchor Standards

 [Appendix page 18](#)



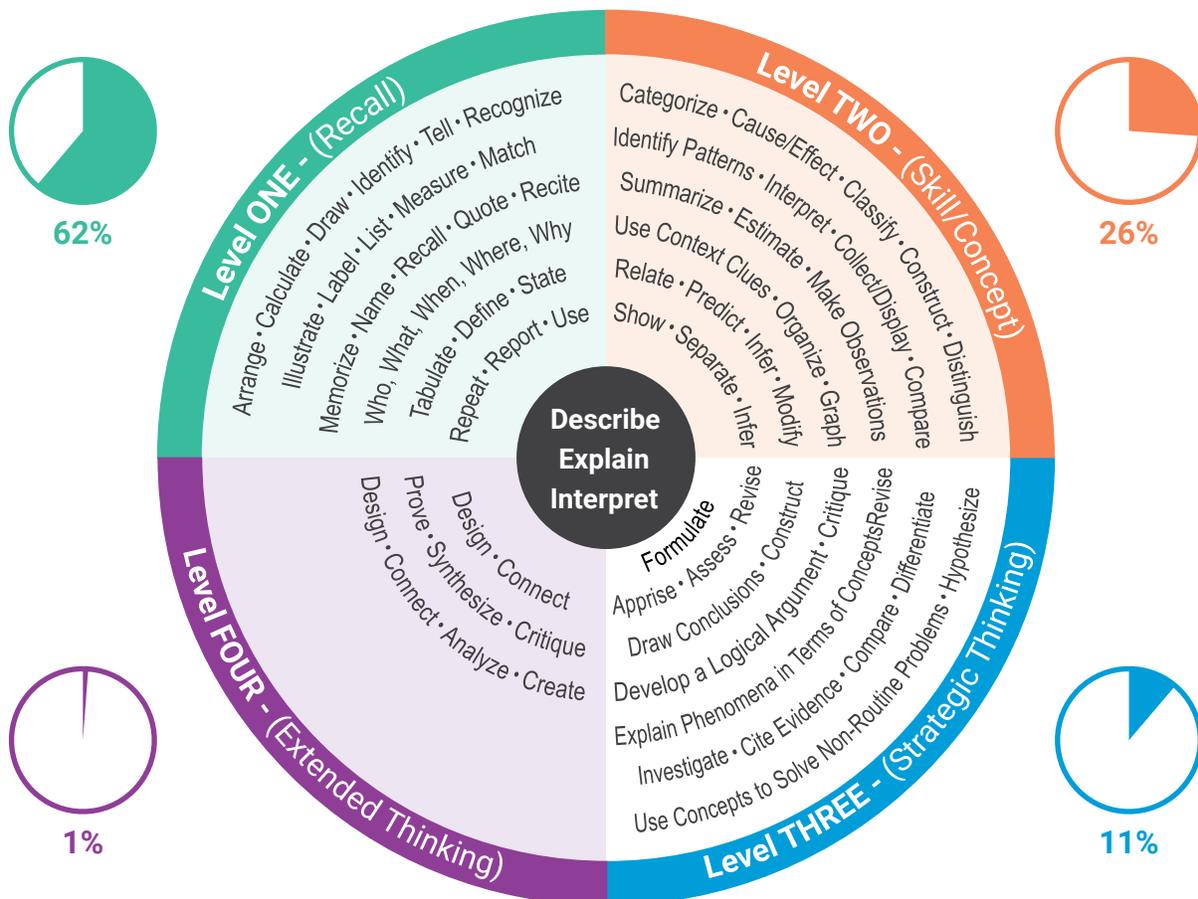
### UNIT Depth of Knowledge (DOK) Levels

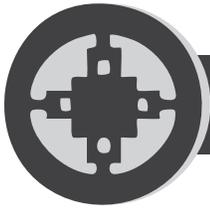
Research overwhelmingly shows a strong positive correlation between student engagement and academic success, retention, and overall student well-being. In the spring of 2025, NISN conducted an audit of the Native Lit curriculum for both Depth of Knowledge (DOK) and Universal Design for Learning (UDL) 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](http://udlguidelines.cast.org)



### UDL Guidelines

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

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	Lessons: 2, 3, 4, 5, 6, 7, 8	Lessons: 1
	Design Options for Sustaining Effort & Persistence	Design Options for Language & Symbols	Design Options for Expression & Communication
Support	Lessons: 1, 2, 3, 4, 5, 6, 7, 8	Lessons: 1	Lessons: 2, 3, 4, 5, 6, 7, 8
	Design Options for Emotional Capacity	Design Options for Building Knowledge	Design Options for Strategy Development
Executive Function	Lessons: 1, 5, 6	Lessons: 1, 2, 3, 4, 5, 6, 7, 8	Lessons: 1



#### 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

## UNIT 1 - ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn how to be critical readers (of various texts), listeners, and thinkers, so that in the long run, on their own, they will be empowered enough within their Indigenous identities to persuasively, passionately, and clearly express their own perspectives via discussion or the written word (policy, stories, creative work).



## Performance Assessment

USE GRASPS

### Goal:

#### Argumentative Essay:

After reading the novel and the articles on Roanhorse, write an argumentative essay outlining your opinion on the situation.

- Given that Rebecca Roanhorse is not Diné, yet clearly uses Diné elements, do you agree with how she portrays Diné culture? If not, what can you do to challenge her influence in Native literature?
  - Some Diné scholars argue that Rebecca Roanhorse's *Trail of Lightning* "twists Diné culture" for the sake of selling books, not honoring Diné culture.
- A. Maggie Hoskie is a fantastic example of a well-rounded female character with agency who, in the course of her work and life, has dealt with instances of sexism, misogyny, and violence against women and girls.
- 1a) What does Maggie symbolize?
  - 2a) Is Maggie's journey a metaphor for the challenges Indigenous women face?
- B. Argue for a theme of the entire novel. What message do you think Roanhorse was trying to convey through this story?
- C. Look more closely at Coyote. What purpose does he serve in the novel?
- D. Relationships are complicated. How does Maggie's relationship with Kai serve as a guiding force in the novel?



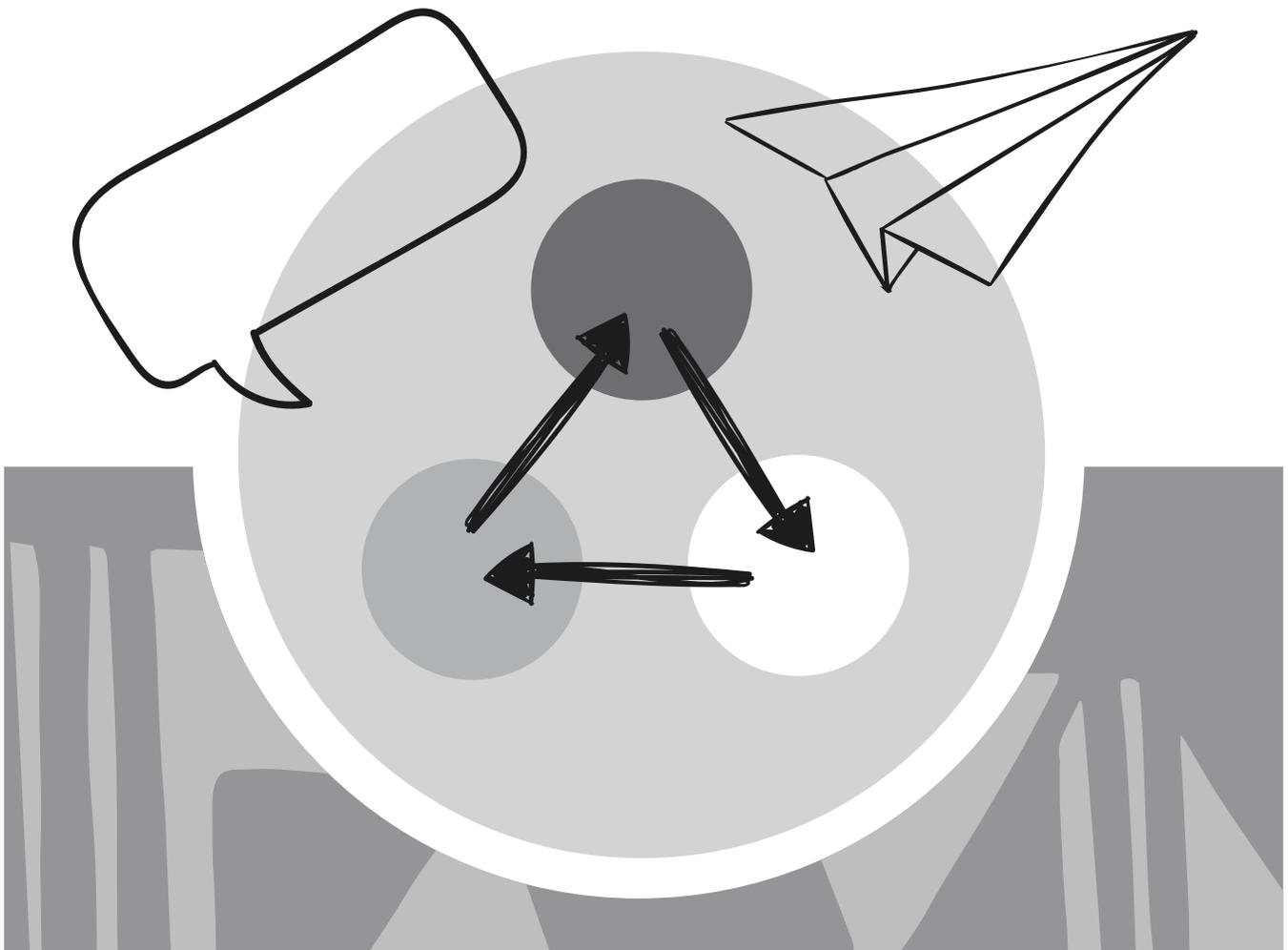
### Performance Assessment *continued*

<b>Role:</b>	Student, teacher, cultural knowledge keeper
<b>Audience:</b>	Native School Boards, Students, Parents, Community Members, Cultural Knowledge Keepers, Publishing Industry
<b>Scenario:</b>	After reading Rebecca Roanhorse's controversial novel, <i>Trail of Lightning</i> , choose a prompt and complete an essay that outlines your opinion on the subject
<b>Product:</b>	Argumentative Essay
<b>Standards:</b>	<p> <a href="#">CCSS.ELA-LITERACY.W.9-10.1</a></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, statements and fallacious reasoning</p>

# UNIT 1 - SCOPE + SEQUENCE

**Core Emphasis on Big Ideas:** Anti-black, Culture, Cultural Appropriation and Misappropriation, Intersectionality, Inclusion, Culture Keepers

**and Essential Questions:** (Essential questions that center equity, race, sovereignty, and self-determination) Who gets to tell our stories? (Who am I? Where do I come from? What can I speak to based on my experiences? What right or access should or do I have to other peoples' cultures or stories?)



### LESSON 1

## Lesson Narrative:

**Suggested Timeframe:** 4-5 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** Who is allowed to tell certain stories? Can anyone share a story no matter where they are from or who they are? What makes something sacred? What are feelings around this issue? Students will explore these questions.

**Mini-lesson:** Brief introduction to the novel and the author. Make sure to acknowledge Roanhorse is not from the Navajo Nation. Though she's writing about it, her Indigenous roots are Ohkay Owingeh Pueblo. Bring up culture. Ask students what they think that is or what it is to them. Have them share out.

#### Workshop:

- **Read** Chapters 1-4 of *Trail of Lightning*
- **Annotate** the assigned chapters. Annotation of teacher's choice: **graphic organizer** online application, post-it notes, etc.
- **Discussion:** Your class has thoroughly reviewed this chapter. Have students discuss the motifs and how the first chapter sets the reader up for what to expect for the rest of the novel. Use your annotation sheet and the chapters **Discussion Prep and Reflection Document**. Break students up into groups of 3-4 and have them complete a 5-7 minute recorded discussion.
- **Creative work:** Have students write a short paragraph about what their **clan/culture power** would be; if students don't know their clans, have them think about what their cultural powers might be in connection to however they identify culturally. You can opt to have students draw a representation of this as well.
- **Optional:** Invite community member(s) for oral stories/ cultural stories connected to turquoise.

**Closing:** Exit Tickets for each 45 min class:  
Complete a "One & Done"

- List one thing you learned OR
- List one question you might have OR
- List one thing you found interesting or unique!

#### Lesson Question(s):

- What is culture?
- What makes something sacred?

#### Key Equity Terms

- Culture

## Embedded Assessment(s)

Annotation • Discussion • Creative Work

### LESSON 2

## Lesson Narrative:

**Suggested Timeframe:** 4-5 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** How does climate and the environment around us affect our culture?

**Mini-lesson:** We're learning that this is the 6th World and life after "Big Water." Introduce the idea of a setting. Ask students what they have learned from other teachers about "the setting" in a story in literature. Is it important? Or is it secondary to the characters and their story? Now ask them about the environment. Where do they live currently? Where are they from originally? Is the environment important to their culture and/or their cultural doings?

#### Workshop:

- **Read** Chapters 5-9 of *Trail of Lightning*
- **Annotate** the assigned chapters. Annotation of teacher's choice: **graphic organizer**, online application, post-it notes, etc.
- **Writing Prompt:** Coffee/Gohwééh is considered rare in this flooded/drought world. What are five other things you infer are also rare and why?
- **Discussion:** Your class has thoroughly reviewed this chapter. Use your annotation sheet and the chapters **Discussion Prep and Reflection Document**. Have students engage in a discussion around this week's findings: ideas of culture, storyline, character development, etc. Conduct a Socratic Seminar.
- **Creative work:** Create a map that mirrors what the novel is talking about. What would Turtle Island/The United States look like after Big Water?

**Closing:** Exit Tickets for each 45 min class:  
Complete a "One & Done"

- List one thing you learned OR
- List one question you might have OR
- List one thing you found interesting or unique!

#### Lesson Question(s):

- How does climate and the environment around us affect our culture?

#### Key Equity Terms

- Culture: Climate Change

## Embedded Assessment(s)

Annotation • Discussion • Creative Work • Writing Prompt

## Lesson Narrative:

**Suggested Timeframe:** 2-3 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** Who gets to tell a story? This week students should have this question in the back of their mind while connecting it to the introduction of Coyote and thinking about how he is changing the story and what connection he has to Maggie and her story. Think about the power a story can have and think about what power Coyote has in Maggie's story. Do your students think Coyote is conscious of what he's asking of Maggie now will change her life?

**Mini-lesson:** Brief introduction to the week's reading. We were just introduced to Coyote. What role does he play in the book/do you think he will play in the book? What is a coyote's role, if any, in your tribe, culture and/or story?

### Workshop:

- **Read** Chapters 10-14 of *Trail of Lightning*
- **Annotate** the assigned chapters. Annotation of teacher's choice: **graphic organizer**, online application, post-it notes, etc.
- **Writing Prompt:** Coffee/Gohwééh is considered rare in this flooded/drought world. What are five other things you infer are also rare and why?
- **Discussion:** Your class has thoroughly reviewed this chapter. Use your annotation sheet and the chapters **Discussion Prep and Reflection Document**. Have students engage in a discussion around this week's findings: plot, coyote's role, Kai, etc. Break students up into groups of 3-4 and have them complete a fishbowl style discussion and rotate every 5-7 minutes. Students on the outer edge of the bowl have to grade the group of students inside the fishbowl using the **Discussion Rubric**.
- **Creative work:** Draw a picture of Coyote based on the description in the novel.

**Closing:** Exit Tickets for each 45 min class:  
Complete a "One & Done"

- List one thing you learned OR
- List one question you might have OR
- List one thing you found interesting or unique!

### Key Equity Terms

- Appropriation and Cultural Knowledge Keepers

## Embedded Assessment(s)

Annotation • Discussion • Creative Work

## Lesson Narrative:

**Suggested Timeframe:** 4-5 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** What role does Nezghani play in this novel? Focus on the relationships between Maggie, Kai, Coyote, and Nezghani. Especially Nezghani.

**Mini-lesson:** Brief introduction to the week’s reading. This week we’re going to explore the character of Nezghani. Who is Nezghani? What role does he play in the book/do you think he will play in the book? Think about the type of relationship he has with Maggie. How would you describe it? Again going back to how we know people through their actions/inactions, words, dress, friends, family, etc.

### Workshop:

- **Read** Chapters 15-19 of *Trail of Lightning*
- **Annotate** the assigned chapters. Annotation of teacher’s choice: **graphic organizer** online application, post-it notes, etc.
- **Discussion:** Your class has thoroughly reviewed this chapter. Use your annotation sheet and the chapters **Discussion Prep and Reflection Document**. Have students engage in a discussion around this week’s findings: plot, Coyote’s role, Kai, etc. Break students up into groups of 3-4 and have them complete a 5-7 minute recorded discussion.
- **Creative work:** Draw a picture of Nezghani based on the description in the novel.
- **Option for inviting a Navajo community member for oral stories/ cultural stories connecting to Nezghani.**

**Closing:** Exit Tickets for each 45 min class:  
Complete a “One & Done”

- List one thing you learned OR
- List one question you might have OR
- List one thing you found interesting or unique!

### Lesson Question(s):

- What role does Nezghani play?

### Key Equity Terms

- Appropriation and Cultural Knowledge Keepers

## Embedded Assessment(s)

Annotation • Discussion • Creative Work

### LESSON 5

## Lesson Narrative:

**Suggested Timeframe:** 4-5 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** What role does violence play in the novel and how elements of the Dine culture are portrayed? Explore the motif of violence in the book. Is it necessary to the telling of the story?

**Mini-lesson:** Brief introduction to the week’s reading. Ask students if violence ever has a purpose? After receiving some answers, frame it in the context of the book and explore the motif of violence. Is the violence necessary in the novel? What role does violence play in the book/do you think it will play in the book? Think about the impact it has on you as a reader.

#### Workshop:

- **Read** Chapters 20-24 of *Trail of Lightning*
- **Annotate** the assigned chapters. Annotation of teacher’s choice: **graphic organizer**, online application, post-it notes, etc.
- **Discussion:** Your class has thoroughly reviewed this chapter. Use your annotation sheet and the chapters **Discussion Prep and Reflection Document**. Have students engage in a discussion around this week’s topic: **violence in the novel**.
- Conduct a Socratic Seminar and Writing Assessment
- **Writing Assessment:** Free write one page discussing your personal interpretation and reaction to the violence incorporated into the story. Does it feel earned? Does it ever feel “wrong?” Complete the writing prompt prior to the discussion, so students can have more time to think and articulate themselves.
- **Option for a Navajo community member to share appropriate oral stories/ cultural stories connecting to violent acts and/or offering spaces for healing from violent acts.**

**Closing:** Exit Tickets for each 45 min class:  
Complete a “One & Done”

List one thing you learned OR  
List one question you might have OR  
List one thing you found interesting or unique!

#### Lesson Question(s):

- What role does violence play in the novel and how elements of the Dine culture are portrayed?

#### Key Equity Terms

- Appropriation and Cultural Knowledge Keepers
- Anti-black

## Embedded Assessment(s)

Annotation • Discussion • Writing Prompt

## Lesson Narrative:

**Suggested Timeframe:** 4-5 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** Look at the All-American in the novel. The place and the people are not only a safe haven for Maggie and Kai, but a resource that provides them more physical back-up as they head into battle. Discuss and investigate any deeper meanings behind the name All-American. Did Roanhorse do this on purpose?

**Mini-lesson:** What is the purpose of a symbol in a novel? What is a symbol? **Optional prezi on symbolism that you can work through with the students.** What is the symbolism behind the All-American?

What are the connotations (words, feelings, ideas) that come to mind when you hear the term “All-American?” Write them down and as we read portions of the novel with the All-American and the people with the All-American in them revisit your list. Do any of those ideas match up?

Think about who lives in the All-American as well. Who runs it? Are they Native, black, white, a mix? Does that in any way add to what it means for the symbolism of the All-American?

### Workshop:

- **Read** Chapters 25-29 of *Trail of Lightning*
- **Annotate** the assigned chapters. Annotation of teacher’s choice: **graphic organizer**, online application, post-it notes, etc.
- **Discussion:** Your class has thoroughly reviewed this chapter. Use your annotation sheet and the chapters **Discussion Prep and Reflection Document**. Have students engage in a discussion around this week’s topic: What does the All-American Symbolize? Break students up into groups of 3-4 and have them complete a fishbowl style discussion and rotate every 5-7 minutes. Students on the outer edge of the bowl have to grade the group of students inside the fishbowl using the **Discussion Rubric**.
- **Writing prompt:** Free write one page discussing your personal interpretation of the All-American. Is it symbolic? If so, in what way? Complete the writing prompt prior to the discussion, so students can have more time to think and articulate themselves.

**Closing:** Exit Tickets for each 45 min class:  
Complete a “One & Done”

- List one thing you learned OR
- List one question you might have OR
- List one thing you found interesting or unique!

### Lesson Question(s):

- Is there any symbolism behind the All-American?

### Key Equity Terms

- Appropriation and Cultural Knowledge Keepers

## Embedded Assessment(s)

Annotation • Discussion • Writing Prompt

### LESSON 7

## Lesson Narrative:

**Suggested Timeframe:** 4-5 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** Can Maggie survive the fight in the arena? This week you want to focus on predictions. How will the fight between Nezghani and Maggie in the arena end? Does Maggie have a chance?

#### Mini-lesson:

Brief introduction to the week's reading. Nezghani is a god and Maggie is a monster slayer, yes, but she is human at the end of the day despite the power of her clan powers. Ask students what predictions they have regarding the fight. Can they foresee any plot twists?

#### Workshop:

- **Read** Chapters 30-34 of *Trail of Lightning*
- **Annotate** the assigned chapters. Annotation of teacher's choice: **graphic organizer**, online application, post-it notes, etc.
- **Discussion:** Your class has thoroughly reviewed this chapter. Use your annotation sheet and the chapters **Discussion Prep and Reflection Document**. Have students engage in a discussion around this week's topic: **Coyote (What does he really want?), Kai and Maggie (Do they have a plan?), Nezghani and Maggie (Who will win? Will it really be a fight to the death?)**. Break students up into groups of 3-4 and have them complete a 5-7 minute recorded discussion.
- **Creative work.** Character tree. Start with Maggie at the top and draw the other characters she's connected to and who is connected to them. You might also choose to have Nezghani at the top.

**Closing:** Exit Tickets for each 45 min class:  
Complete a "One & Done"

- List one thing you learned OR
- List one question you might have OR
- List one thing you found interesting or unique!

#### Lesson Question(s):

- Can Maggie survive?

#### Key Equity Terms

- Appropriation and Cultural Knowledge Keepers
- Whiteness

## Embedded Assessment(s)

Annotation • Discussion • Creative Work

## Lesson Narrative:

**Suggested Timeframe:** 4-5 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** Was the end of the novel satisfying (culturally, emotionally, etc.)?

### Mini-lesson:

Brief introduction to the week's reading. Endings: Have students answer the question "What makes a "good" ending?"

### Workshop:

- **Read** Chapters 35-38 of *Trail of Lightning*
- **Annotate** the assigned chapters. Annotation of teacher's choice: **graphic organizer**, online application, post-it notes, etc.
- **Discussion:** Your class has thoroughly reviewed this chapter. Use your annotation sheet and the chapters **Discussion Prep and Reflection Document**. Have students engage in a discussion around this week's topic: **the novel's ending**. Conduct a socratic seminar.
- **Creative work.** Create an artistic representation of the battle ground. It can be a drawing, a playlist of 5-10 songs with a small explanation of how the songs reflect the book's final chapters, a painting, beading, a storyboard (like a comic book), clay work, short story, a poem, etc. Be open to other suggestions by students.

**Closing:** Exit Tickets for each 45 min class:  
Complete a "One & Done"

- List one thing you learned OR
- List one question you might have OR
- List one thing you found interesting or unique!

### Lesson Question(s):

- Was the end of the novel satisfying (culturally, emotionally, etc.)?

### Key Equity Terms

- Cultural Appropriation and Misappropriation

## Lesson Narrative:

**Suggested Timeframe:** 4-5 45-minute class periods

**Warm-up Suggestion:** Open each class with a warm-up around grammar (mechanics and usage) and/or vocabulary (especially vocabulary connected to the reading).

**AIM:** Address the controversy surrounding Rebecca Roanhorse.

**Mini-lesson:** Have students answer the following questions: Where are you from? What place? What culture? What race and ethnicity do you belong to?

Now imagine someone from a different place wrote about the place you're from and your culture/ethnicity, but did so incorrectly. Then imagine the writing became wildly popular and now outsiders view the place you're from and the people in the place inaccurately. Also imagine the possibility that the writer and the people in that place OR that writer shared information that wasn't theirs to share. Have students share their viewpoints. Explain that the class will be investigating a similar situation in this lesson.

### Workshop:

#### Read and Annotate the Following Articles:

- [“Who Can Adopt a Native American Child? A Texas Couple vs. 573 Tribes”](#); [“When Native American Children Are Adopted By White Families, It Isn’t Always A Happy Ending”](#); [“Reckoning With Anti-Blackness in Indian Country”](#); [“The Elizabeth Warren of the Sci-Fi Set”](#).
- **Annotate** the assigned chapters. Annotation of teacher’s choice: [graphic organizer](#), online application, post-it notes, etc.
- **Discussion:** Your class has thoroughly reviewed this chapter. Use your annotation sheet and the chapters [Discussion Prep and Reflection Document](#). Have students engage in a discussion around this week’s topic: **Was Roanhorse appropriating? Did she do something wrong? Is she being discriminated against?** Break students up into groups of 3-4 and have them complete a 5-7 minute recorded discussion.

**Closing:** Exit Tickets for each 45 min class:  
Complete a “One & Done”

- List one thing you learned OR
- List one question you might have OR
- List one thing you found interesting or unique!

#### Lesson Question(s):

- How do I write an essay?

#### Key Equity Terms

- Anti-black
- Cultural Appropriation and Misappropriation
- Whiteness
- Culture Keepers

## Embedded Assessment(s)

Annotations • Discussion

9-10TH QUARTER REFLECTION



Due: At the end of each week

**Directions:** For Quarter 1, reflect on your learning so far. Use sentence starters and stems when you need them. Please type into the blue highlighted area.

**Question #1: *What did you learn this quarter?***

- What did you find interesting or memorable?
- What was confusing or do you have further questions about?
- Where do you want to explore further?
- Where/How do you need help?

*One thing I found interesting/memorable was...*

*Another interesting fact I learned this quarter was...*

*Something I didn't understand was...*

*I plan to explore... further. I am interested in this because...*

**Question #2: *We are focused on these skills* {TEACHER LIST SKILLS BELOW}:**

*I feel strong with the following skills...*

*Do you feel like you need more practice or clarification around any of the skills listed above?*

*Be specific...*

**Question #3: *Outside connections.***

*In what ways does this class connect with other classes you have? ...*

*In what ways does this class connect with your life outside of school? ...*

**Question #4: *Teacher and you.***

*What did your teacher do well with when teaching you this quarter? ...*

*What is something your teacher could improve upon or help support you with in the future? ...*

*What did you do well this quarter? ...*

*What is something you could improve upon in the future? ...*

### Teacher Resources:

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- [📄 Model Essay Schaffer Outline](#)
  - [📄 Essay Rubric W/O Counter Claim](#)
  - [📄 Graphic Organizer](#)
  - [📄 Discussion Prep and Reflection Document](#)
  - [📄 Clan/Culture Power](#)
  - [📄 Discussion Rubric](#)
  - [📄 Optional prezi on symbolism that you can work through with the students](#)
  - [📄 Key Equity Terms](#)
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### Designer Positionality Statement

**KATHERINE PAGE:** I was born and raised in Albuquerque, New Mexico. I'm more at home in an urban environment. I'm a cisgender woman. I'm Mestiza; my cultural and racial mestizaje is Mexican, Spanish, Italian, Isleta Pueblo, Laguna Pueblo, and German/Welsh. I had the privilege of earning two higher educational degrees out of high school: my MFA in poetry from the University of Maryland and my Bachelors degree in English from The University of New Mexico. I started my teaching in 2004 teaching at the University of Maryland, LaGuardia Community College, Achievement Prep (Washington DC), Harlem Children's Zone, and The Institute of Reading Development. In 2010 I came back to New Mexico, earned my teaching certification for the state, and started working at the Native American Community Academy.

*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 1 - 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:</p>	<p> <b>CCSS.ELA-LITERACY.RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p> <b>CCSS.ELA-LITERACY.RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p> <b>CCSS.ELA-LITERACY.RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>Writing</p>	<p> <b>CCSS.ELA-LITERACY.W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence statements and fallacious reasoning.</p> <p> <b>CCSS.ELA-LITERACY.W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>Speaking and Listening</p>	<p> <b>CCSS.ELA-LITERACY.SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p>
	<p> <b>CCSS.ELA-LITERACY.L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>