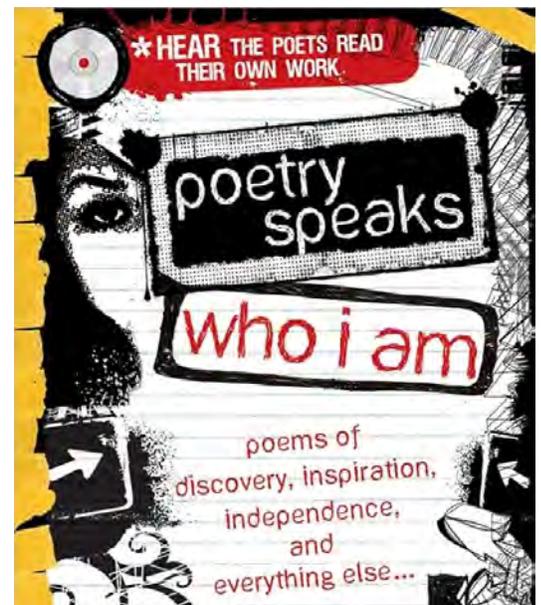
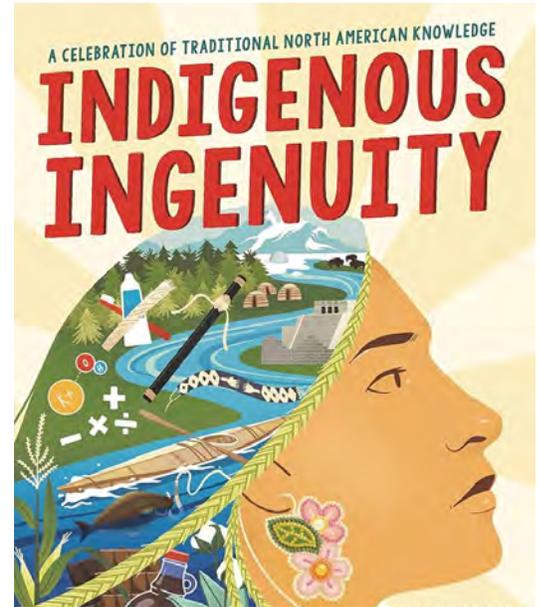
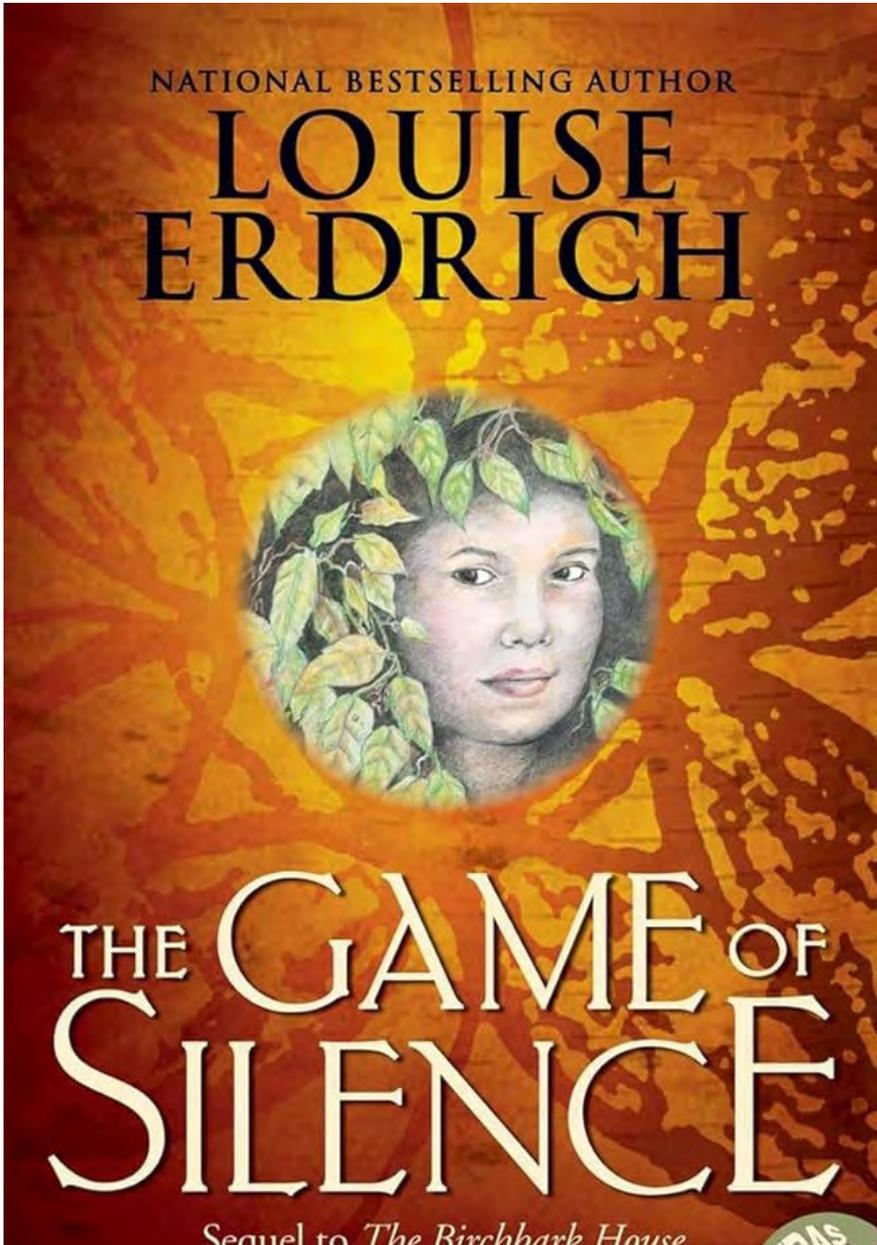


NATIVE LITERATURE PROGRAM DESIGN

5th GRADE



UNIT 3

ACTION



UNIT 3

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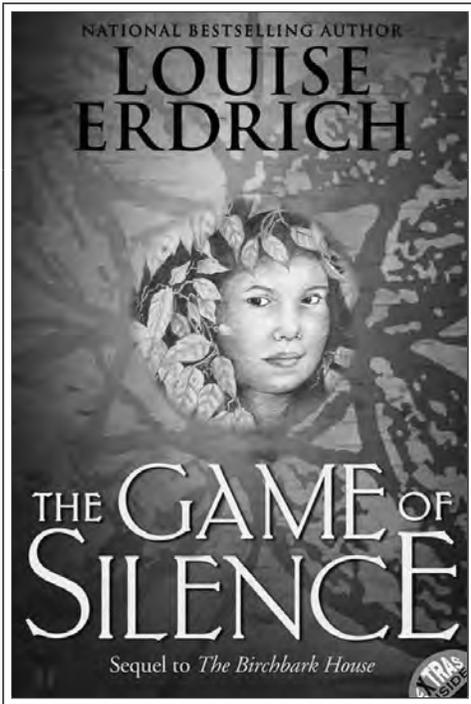
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Designer: **DIANE KATZENMEYER-DELGADO**

NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer’s curriculum for financial profit.

Core Texts:



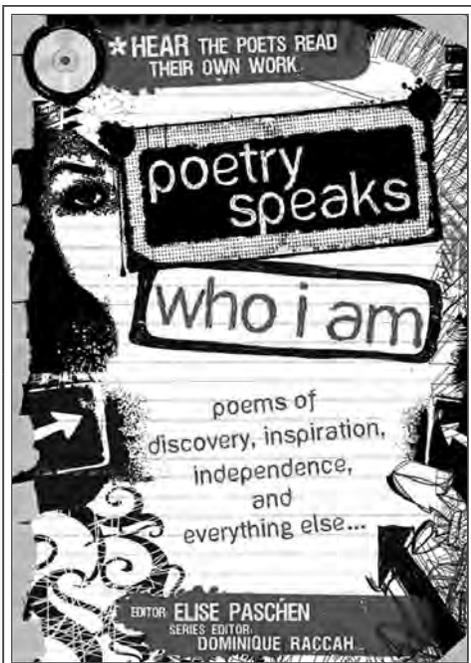
The Game of Silence

by Louise Erdrich

(second book in The Birchbark House Series)

Genre:	Historical Fiction
Story Origin:	Anishinabe (Ojibwa or Chippewa)
Setting:	1850 on an island in Lake Superior

Text Complexity:	900L
Grades:	4-6
Ages:	9-11 years
Guided Reading Level:	W
ATOS Reading Level:	5.9



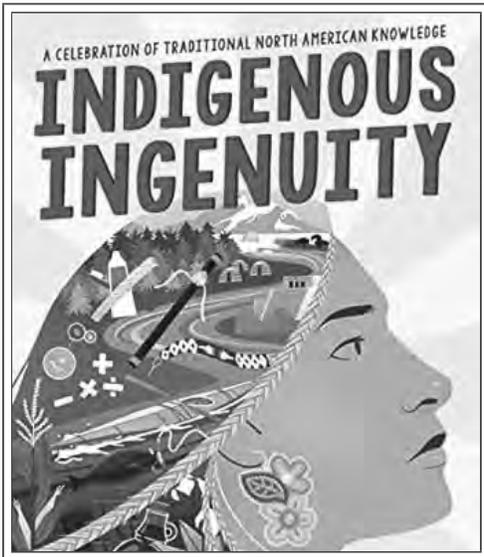
Poetry Speaks to Who I Am: 100 Poems of Discovery, Inspiration, Independence, and Everything Else for Teens

Edited by Elise Paschen

- “Legacies” by Nikki Giovanni (Use with Part 1 and/or Part 2)
- “Alone” by Seigfreid Sassoon (Use with Part 4, Chapter 15)

Text Complexity:	N/A
Grades:	7-12
Ages:	12-16 years
Guided Reading Level:	N/A

Core Texts: (continued)



Indigenous Ingenuity: A Celebration of Traditional North American Knowledge

By Deidre Havrelock and Edward Kay

Genre: Juvenile Nonfiction

Author Origin: Saddle Creek Nation in Alberta, Canada

Lexile Level: NA

Grades: 3 - 7

Ages: 8 - 12 years

Supporting Teacher Material for Differentiation and Scaffolded Supports:

Graphic organizers

- [Character Traits](#)
- [Main Idea](#)
- [Point of View](#)
- [Puzzle Pieces](#)
- [Main Idea - Topic](#)
- [What do I Already Know](#)

Assessment rubrics

- [Learning Progression for Narrative Writing](#)
- [General Student Presentation Rubric](#)

Storyboard & graphic novel templates

- [Graphic Novel Storyboard Templates](#)

Tiered vocabulary resources

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

RACE Assessment

- [ACE Writing Rubric](#)
- [Constructed Response & Text Evidence](#)

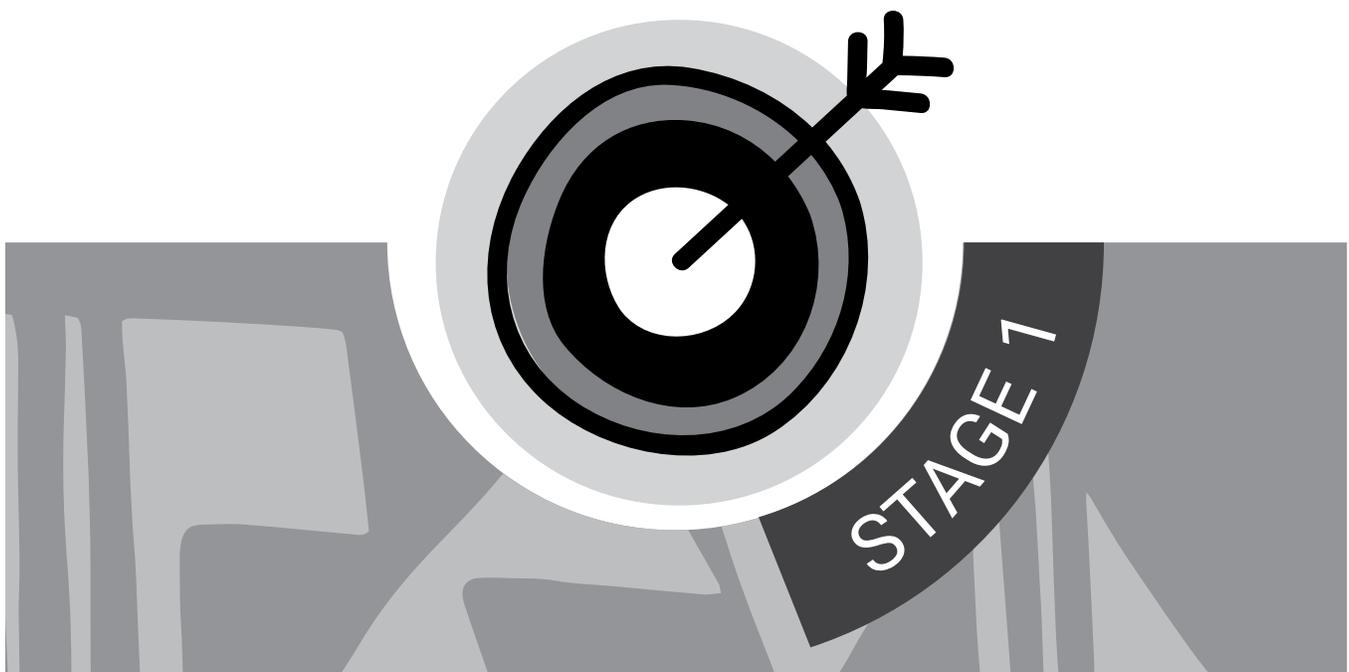
Unit Overview:

Students will read *The Game of Silence*, the second book in *The Birchbark House Series*, that follows the main character Omakayas on her journey towards adulthood. In this book, Omakayas confronts many changes: the arrival of new community members whose homeland has been stolen, the visions and skill as a healer she is working to control, and eventually the forced removal of her own family from the island of Moningwanaykaning. Students will continue routines learned in the first unit (journaling from Omakayas's perspective and responding to questions in the RACE format). Students will also consider the importance of the traditional stories embedded within the larger narrative of *The Birchbark House Series*. Students will then author their own fables that communicate a lesson they believe to be valuable.

DESIRED RESULTS

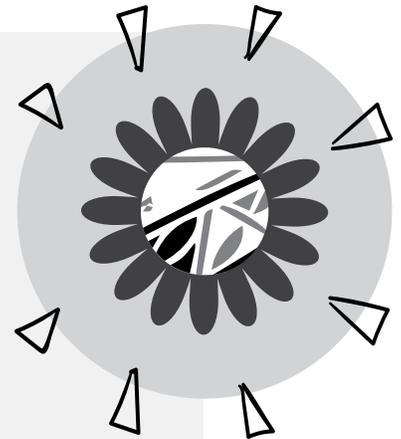
REFERENCES

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



BIG IDEAS

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



Essential Questions

Enduring Understandings

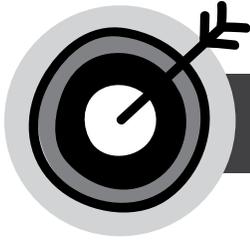
(based on yearlong Big Idea)

- What changes am I experiencing on my journey as an adolescent?
- How do my relationships, community, and culture provide me with guidance and insight on my journey towards adulthood?
- What role do stories play in helping us navigate change?

- Our families, friends, communities and cultures can support us in developing a vision for our journey towards adulthood.
- Our life journey is shaped by the environment that surrounds us.
- Strong ideas about texts are supported with evidence that is skillfully quoted or paraphrased.

Unit Key Equity Terms:

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



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.

English Language Arts Anchor Standards

Reading

Literature or
Informational

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

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

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

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

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

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

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

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



Anchor Standards

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



Anchor Standards

Language

CCSS.ELA-LITERACY.L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.4.a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.5.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.ELA-LITERACY.L.5.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-LITERACY.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.5.5.a: Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-LITERACY.L.5.5.b: Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-LITERACY.L.5.5.c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CCSS.ELA-LITERACY.L.5.6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



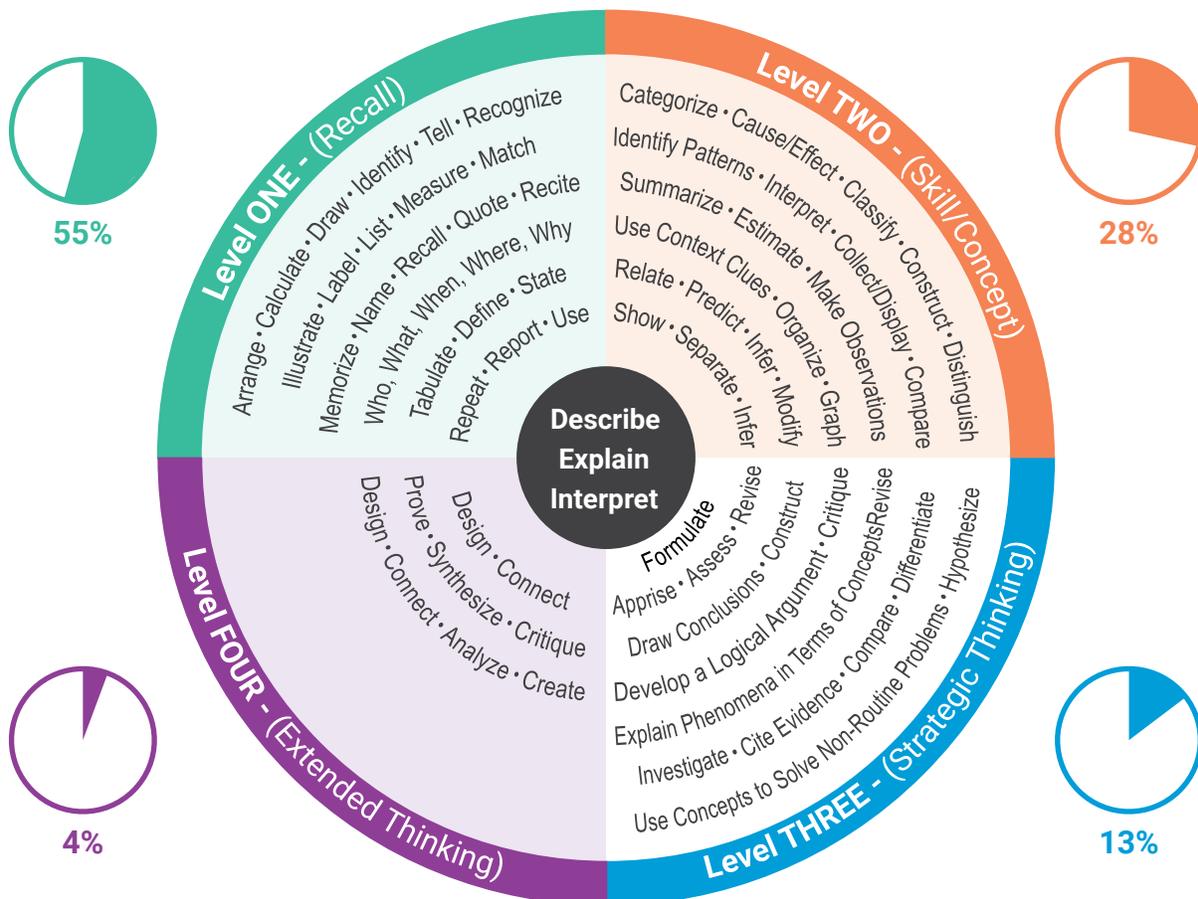
UNIT Depth of Knowledge (DOK) Levels

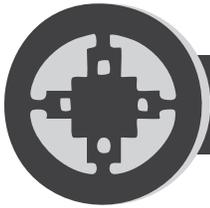
Research overwhelmingly shows a strong positive correlation between student engagement and academic success, retention, and overall student well-being. In the spring of 2025, NISN conducted an audit of the Native Lit curriculum for both Depth of Knowledge (DOK) and Universal Design for Learning (UDL)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

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

Reference Articles:

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





The Universal Design for Learning Guidelines

What is UDL?

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

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

Citation: udlguidelines.cast.org



UDL Guidelines

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

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



UNIT LESSONS - UDL

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



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



ELD Standards

Links to WIDA

- [📄 American Indian English Language Learners](#)
- [📄 Full 2020 Framework](#)
- [📄 Grades 4-5](#)

English Language Development Standards:

- **Standard 1:** English language learners communicate for social and Instructional purposes within the school setting
 - ELD-SI.4-12.**Inform**
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
 - ELD-SI.4-12.**Explain**
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
- **Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
 - ELD-LA.4-5.**Narrate.Interpretive** (Listening, Reading, Viewing)
 - Interpret language arts narratives by
 - Identifying a theme from details
 - Analyzing how character attributes and actions develop across event sequences
 - Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes
 - ELD-LA.4-5.**Narrate.Expressive** (Speaking, writing, representing)
 - Construct language arts narratives that
 - Orient audience to context
 - Develop and describe characters and their relationships
 - Develop story with complication and resolution, time and event sequences
 - Engage and adjust for audience

English Language Development Standards: (continued)

- **Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**
 - ELD-SS.4-5.**Explain.Interpretive** (Listening, Reading, Viewing)
 - Interpret social studies explanations by
 - Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for a series of contributing factors or causes
 - Evaluating disciplinary concepts and ideas that are open to different interpretations
 - ELD-SS.4-5.**Explain.Expressive** (Speaking, writing, representing)
 - Construct social studies explanations that
 - Introduce phenomena or events
 - Describe components, order, causes and effects, or cycles using relevant examples and details, probable causes and effects of developments or events

<p>PART 1-3:</p>	<p>Domain Focus: Listening, Speaking, Reading & Writing</p> <p>Key Language Use: Explain & Inform</p> <p>Sheltering Strategies:</p> <p>Listening: provide visually-supported key words and their meaning, check in for understanding using leveled questioning</p> <p>Speaking: model language and expected language functions (how they should be using language), provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, provide sentence stems or frames to support the level of DOK expected in student's speech</p> <p>Reading: preview text complexity and vocabulary, provide graphic organizer such as story maps and organizers for words and meanings (e.g. Framer model), provide audio version of book or read aloud to provide access, provide pictures of complex words to provide comprehension, check in frequently for comprehension, plan for peer partner reading for oral language rehearsal.</p> <p>Writing: use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing</p>
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English Language Development Standards: (continued)

PART 4:

Domain Focus: Listening, Speaking, Reading & Writing

Key Language Use: Explain & Inform

Sheltering Strategies:

Reading: preview text complexity and vocabulary, provide graphic organizer such as story maps and organizers for words and meanings (e.g. **Fruyer model**), provide audio version of book or read aloud to provide access, provide pictures of complex words to provide comprehension, check in frequently for comprehension, plan for peer partner reading for oral language rehearsal

Writing: use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, provide step-by-step process for essay writing and research writing, provide exemplars of both types of writing

ASSESSMENT EVIDENCE

Transfer Statement:

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





Performance Assessment

Use GRASPS

Goal: Students will consider the importance of the traditional stories embedded within the larger narrative of The Birchbark House Series. Students will then author their own fables that communicate a lesson they believe to be valuable.

Role: Throughout the Birchbark House Series, Louise Erdrich incorporates traditional stories within the larger narrative. Often these stories teach a lesson or provide guidance to the characters. Your role, as an author, is to identify a lesson or area of guidance and build an engaging fable around that lesson with Indigenous animals from the region of the country you reside. As a storyteller, you will need to weave in descriptive details and dialog that keep the audience engaged while teaching a lesson.

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

Scenario: As a storyteller, you will need to identify all the key elements of your story; the setting, the characters (traits, details and descriptions), the lesson, guidance or moral to be taught, and the timeline and events (beginning, middle and ending, key elements of dialog and other elements of writing. You will need to weave all the descriptive details and story elements together to become an engaging fable that your audiences will adore!

Product: **Part 1:** Students will write their own fable that includes animal characters. They will utilize narrative techniques, including dialogue and description, to write an engaging story. (75 points)
Part 2: Students will also write a reflection about the life lesson in their story and explain why they believe this lesson is important. (25 points)

Assessment for Writing Rubric:

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



Performance Assessment *(continued)*

Suggested 6 - Week Timeline:

Week 1:	Identify a lesson, moral or element of guidance.
Week 1-2:	Develop characters and traits, identify Indigenous animals and their traits, timeline, and setting (elements of a story).
Week 2:	Develop the plot and rough draft (consider creating a storyboard).
Week 3:	1st draft Consider 1:1 or small group critique or writing conferences to provide student guidance and feedback.
Week 4-5:	2nd draft Consider 1:1 or small group critique or writing conferences to provide student guidance and feedback. Revise and add more descriptive details.
Week 6:	3rd and final draft (polished and ready to publish) Part 2: Written Reflection After Week 6: Author's Presentations
Standards:	<p><u>Writing:</u> Grade 4: 4.W.3, 4.W.5, 4.W.6, 4.W.7, and 4.W.8 Grade 5: 5.W.3, 5.W.5, 5.W.6, 5.W.7, and 5.W.8 Grade 6: 6.W.3, 6.W.4, 6.W.5, 6.W.6</p> <p><u>Speaking and Listening:</u> Grade 4: 4.SL.2 and 4.SL.4 Grade 5: 5.SL.2 and 5.SL.4 Grade 6: 6.SL.2, 6.SL.4, and 6.SL.6</p> <p><u>Language:</u> <i>*Focus on Conventions of Standard English and Knowledge of Language</i> Grade 4: 4.L.1, 4.L.2, and 4.L.3 Grade 5: 5.L.1, 5.L.2, and 5.L.3</p>



Assessment Goals for English Language

In the following chart, place your EL students by language proficiency level and by domain focus (speaking, listening, reading, writing) for assessing during the unit. Go to the ELD standard(s) (**Grades 4-5 ELD Standards**) that matches your unit, select the Key Language Use (Inform, Narrate, Explain, Argue), use the Proficiency Level Descriptors for either the Interpretive Communication Mode (Listening, Reading, and Viewing) and/or the Expressive Communication Mode (Speaking, Writing, and Representing) to narrow down to a specific focus for Discourse, Sentence, Word, and Phrase criteria to write specific goals for your students that align with the outcome for the unit.

(There are a few examples in the chart that should be removed and replaced with your own students.)

Can-Do-Name-Chart Language Proficiency Levels

Domain (Speaking, Writing, Listening, Reading, Viewing, Representing): Writing & Speaking

ELD Standard(s): (1) Social and Instructional Language (2) Language for Language Arts (3) Language for Social Studies

Key Language Use (Inform, Narrate, Explain, Argue): Inform

Discourse Focus (Organization, cohesion, or density of language):

Cohesion of Language

Sentence (grammatical complexity)

Word, Phrase (precision of language)

Can-Do-Name-Chart Language Proficiency Levels *(continued)*

Language Proficiency Level	Students	Language Proficiency Level Criteria Assessment Verb: Inform by: Writing & Speaking	Goals: 1) create a timeline of yourself and your Core Values 2) present to the classroom community and families
		Able to Do	Next Proficiency Level
Level 1 Entering			
Level 2 Emerging	Writing Scores: Student A (2.3) Student B (2.4) Student C (2.2)	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> few frequently used cohesive devices, (repetition is mostly used or predictable frames) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> few frequently used words and phrases with emerging precision 	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some frequently used cohesive devices (demonstratives) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments and emerging use of simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> some frequently used words and phrases with some precision
Level 3 Developing	Speaking Scores: Student A (3.0) Student B (3.4) Student C (3.2)	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some frequently used cohesive devices (demonstratives) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments and emerging use of simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> some frequently used words and phrases with some precision 	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some formulaic cohesive devices (pronoun referencing) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> a small repertoire of words and phrases with developing precision (best friend, the red ball)
Level 4 Expanding			
Level 5 Bridging			
Level 6 Reaching			

SCOPE + SEQUENCE



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

UNIT LAUNCH

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

Lesson Narrative 1:

Part A:

At the launch, include an introduction to the Essential Questions, the Unit Grasp Project (Stage 2), the text and text features:

- Table of Contents - Like *The Birchbark House*, this text is told and organized into four seasonal parts.
- (page 251-256) Glossary and Pronunciations Guide of Ojibwe Terms
- Extras beginning on page 257 include a) Letter from Louise Erdrich, b) Omakayas's Map of Adventures and c) Make Your Own Family Tree

Part B: Close Reading of the Prologue (pages ix - xiii)

Vocabulary and Word Meaning to Preview and Discuss:

- Clenched (page xi)
- "The love was a deep black hole, bitter and profound" (page x)

Close Reading

- First Reading: Get the Gist - What the Text Says
Teacher read aloud or listen to a recorded reading, **The Game of Silence: Prologue** (6:15 min)
- Second Reading: Dig a Little Deeper - How the Text Says It
Explore Vocabulary and Word Meaning
 - Clenched (page xi)
 - "The love was a deep black hole, bitter and profound" (page x)
- Third Reading: Put It All Together - What the Text Means
(see the content on the following page)

UNIT LAUNCH

Third Reading: Put It All Together - What the Text Means

1. On page x of the prologue, we are reintroduced to Omakayas's closest family members as she waits on her favorite rock watching the jeemaanan approach.

How does Omakayas describe her love for each?

Draw a character diagram and label the characteristics as Omakayas describes.

2. (page xi - xii) As the jeemaanan, the canoes, got closer to the island Omakayas notes, "The picture is enlarged." ***What does that mean?***

Stop, Chat and Jot

Like a detective, Omakayas looks for clues as to their identity.

With your elbow partner, identify a few key details and thoughts to share. Jot them down in your notebook and be ready to share out when asked.

3. Inference Quick Write

Teacher Tip -

Read aloud once and describe the prompt. Reread a second time asking students for any clarifying questions before getting started. You may need to discuss the word meaning of *foreshadow* and *fate*. Determine the time allocation for the quick write and if/how you want students to share their responses.

Prompt

At the close of the Prologue, Omakayas knows something is wrong but she doesn't know what it is. The author **foreshadows** that her fate and the **fate** of her family would take a turn.

Using your background knowledge and what you learned about the time period when reading *The Birchbark House*, what do you think this means?

UNIT LAUNCH

Core Unit Values:

- Respect
- Responsibility
- Generosity
- Perseverance

Key Equity Terms:

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

Comprehension Strategies:

- Summarization helps students remember the sequence of key ideas and details.
- Comparing and Contrasting characters and elements within the text helps students identify similarities and differences.
- Inferences require students to look closely at text evidence and utilize reasoning to reach a conclusion or prediction.
- Having students examine text from a particular character's point of view deepens comprehension and requires students to visualize the story key ideas and details.

Close Reading Strategies:

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

Pacing Notation:

Generally, the goal is to read two chapters per week. Therefore for Part 1, allocate three weeks, assuming 4 or more ELA classes per week. Remember you can be selective with which components within the Guided Notes/Interactive notebook you choose to utilize and localize.

PART 1: NEEBIN/SUMMER

Chapters 1-6 (pages 1-96)

Lesson Narrative 2:

Introduce  **The Game of Silence Guided Notes/Interactive Notebook Part 1.**
Students will use this as they read and will complete individual and group activities.

Chapter 1 Discussion and Reflective Writing Prompts

STOP, JOT and SHARE pages 1-2 	Teacher Directions: <ul style="list-style-type: none"> Read aloud pages 1-2. Tell the students to listen for descriptive details of the people as they approached and waded onto the shore. After students complete the Stop and Jot, consider having them share with an elbow partner or call on a few students to share out a descriptive detail they heard.
Student Directions:	

	
DOODLE and DIAGRAM pages 17-18	

	Teacher Tip: Allocate 2 minutes for students to review the passage after you have read aloud. Allocate 6 minutes for Triad Talk (2 minutes per participant) and 5 minutes for sharing with the larger group, selecting a few to share.						
TRIAD TALK page 76 Summarizing- Key Ideas and Details- Inference	Two Strike Girl, Omakayas, and Twilight are each demonstrating determination and other emotions on page 76. Within your triad, each person should choose a character and be ready to talk about how they are feeling and why. Cite evidence to support your position. Use the space below to capture notes to share within your group and to record what your peers share. Be prepared to share with the larger group if asked.						
<table border="1" style="width: 100%;"> <tr> <th style="width: 33%;">Two Strike Girl</th> <th style="width: 33%;">Omakayas</th> <th style="width: 33%;">Twilight</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>		Two Strike Girl	Omakayas	Twilight			
Two Strike Girl	Omakayas	Twilight					

	
Winning Strategy PARTNER TALK Describe some of the strategies for Winning the Game of Silence as described on pages 12-15 and pages 18-19. Record 1-2 strategies in full sentences on the right.	

Teacher Tips -

- This can be provided in print or digital form for students.
- Use some, all or localize and adapt to your needs.
- Preview the contents of the interactive notebook to determine how you will structure the learning activities.

Supporting Texts/Media for a Listening Library:

All links are from Dru Lattin's recordings on YouTube.

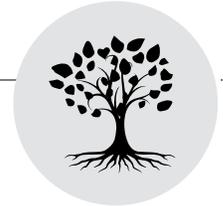
- Chapter 1: [The Raggedy Ones](#) (13:15 minutes)
- Chapter 2: [The Game of Silence](#) (22:14 minutes)
- Chapter 3: [Fish Soup](#) (25:42 minutes)
- Chapter 4: [The Red Dog's Puppies](#) (22:01)
- Chapter 5: [The Canoe Makers](#) (9:57 minutes)
- Chapter 6: [The Ricing Disasters](#) (24:18 minutes)

PART 1: NEEBIN/SUMMER

Chapters 1-6 (pages 1-96)

Lesson Question:

How can I apply close reading strategies to better understand how the author is using stories to help me navigate and understand change?



Vocabulary

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

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

To learn more about tiered vocabulary:

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

Graphic organizers for vocabulary:

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

- **Chapter 1:** (page 3) raggedy, wolfishly, explosive words, (page 4) intrigue, (page 6) flushed
- **Chapter 2:** (page 15) forfeit, (page 17) rangy, (page 18) deign, and (page 22) frowzy
- **Chapter 3:** (page 33) warier, (page 36) slough, (page 41) to lament, (page 46) excited intrigue, (page 47) hoisted their dresses
- **Chapter 4:** (page 52) momentous, bolting, and nonchalant, (page 54) motherly alarm, (page 58) arrested motion and (page 62) trounced
- **Chapter 5:** (page 68) sever the root, (page 69) smiled with a wan grace, and (page 71) mottled and sheath

• Chapter 6:

Teacher Tip - Focus on the word's meaning in the context of phrases.

- (page 74) fussily applied
- (page 75) fairly flew
- (page 75) bustle of activity
- (page 76) spoke with derision
- (page 78) the laden rice stalks
- (page 80) roused
- (page 81) "Her heart was stuffed with prickles of shame".
- (page 83) ominous tinge
- (page 89) froth of whitecaps

PART 1: NEEBIN/SUMMER

Chapters 1-6 (pages 1-96)

Chapter 1: The Raggedy Ones (pages 1-11)

Pages 2-7 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - pages 2-3
- Characters and their Traits - page 4
- Stop, Jot and Share - page 5
- Reflective Writing - pages 5-6
- Close Reading with Class Discussion on Key Ideas and Details - page 6
- Weekly Journal Entry - Summarization and Point of View - page 7

Opportunities for Assessment: Chapter 1

- | | |
|--|---|
| <ul style="list-style-type: none">• Vocabulary Work• Characters and Character Traits• Discussion Participation | <ul style="list-style-type: none">• Reflective Writing Prompts• Weekly Journal Entry |
|--|---|

Chapter 2: The Game of Silence (pages 12-30)

Pages 8-17 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 8
- The Game of Silence Elbow Talk and Reflective Writing - page 9
- Class Discussion: Inference and Context Clues - page 10
- The Game of Silence Doodle and Diagram and Winning Strategies Partner Talk/ Writing - page 11
- Class Discussion: Impending Threats - Inference - page 12
- Ways of Preserving the Word- Small Group Compare and Contrast Stop and Jot - pages 13-14
- Close Reading, Table Discussions and Reflective Writing: Drawing Conclusions from Key Ideas and Details - page 15
- Mini Reading Response Prompts (Choice of 2) - page 16
- Weekly Journal Entry- Summarization, Inference and Point of View - page 17

Opportunities for Assessment: Chapter 2

- | | |
|---|--|
| <ul style="list-style-type: none">• Vocabulary Work• Discussion Participation• Reflective Writing Prompts• Group Work - Compare and Contrast | <ul style="list-style-type: none">• Close Reading Activities• Reading Response Prompts• Weekly Journal Entry |
|---|--|

PART 1: NEEBIN/SUMMER

Chapters 1-6 (pages 1-96)

Chapter 3: Fish Soup (pages 31-49)

Pages 18-21 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 18
- Fish Soup Descriptive Writing and Illustration - page 19
- Close Reading Partner/ Triad Choice Board: Point of View/ Summarization - page 20
- Girls from Different Cultures Compare and Contrast - page 21

Opportunities for Assessment: Chapter 3

- | | |
|---|--|
| <ul style="list-style-type: none">• Vocabulary Work• Descriptive Writing Passage | <ul style="list-style-type: none">• Close Reading/ Writing Choice Board (Point of View)• Compare and Contrast Cultural Analysis |
|---|--|

Chapter 4: The Red Dog's Puppies (pages 67-73)

Pages 22-28 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 22
- Red Dog's Puppies Discussion and Reading Response Questions - page 23
- The Beautiful Sleepwalker Writing Assignment: Character Description - page 24
- Partner Talk, Class Discussion and Opinion Quick Write - page 25
- Pinch's Prank- Draw and Describe Cause and Effect - page 26
- Sibling Interpersonal Connections: Quick Write, Partner Talk, and Share - page 27
- Stop and Jot and Weekly Journal Entry - page 28

Opportunities for Assessment: Chapter 4

- | | |
|--|--|
| <ul style="list-style-type: none">• Vocabulary Work• Reading Response Prompts• Discussion Participation• Writing: Character Description | <ul style="list-style-type: none">• Draw and Describe Cause and Effect• Sibling Interpersonal Connections Activity• Weekly Journal Writing |
|--|--|

PART 1: NEEBIN/SUMMER

Chapters 1-6 (pages 1-96)

Chapter 5: The Canoe Makers (pages 67-73)

Pages 29-32 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 29
- Close Reading: Key Ideas and Details (Canoes and Sand Beds) - page 30
- Weekly Journal Entry - RACE Strategy - pages 31-32

Opportunities for Assessment: Chapter 5

- | | |
|--|--|
| <ul style="list-style-type: none">• Vocabulary Work• Reading Response Prompts | <ul style="list-style-type: none">• Weekly Journal Writing - RACE Strategy |
|--|--|

Chapter 6: The Ricing Disasters (pages 74-94)

NOTE: This chapter is filled with hard work, emotion and challenges

Pages 33-40 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 33
- Ricing Time Close Reading and Quick Write Choice Board - page 34
- Triad Talk: Inference, Summarization and Key Ideas and Details - page 35
- Partner or Group Chat: Point of View - page 36
- Weekly Journal Entry: Point of View - Perspectives - page 37
- Class Discussion and Reading Response Prompts - page 38
- Reading Response Choice Board - pages 39-40

Opportunities for Assessment: Chapter 6

- | | |
|---|---|
| <ul style="list-style-type: none">• Vocabulary Work• Reading Response Prompts• Discussion Participation | <ul style="list-style-type: none">• Weekly Journal Writing• Choice Board Written Responses |
|---|---|

PART 2: DAGWAGING/FALL

Chapters 7-9 (pages 97-156)

Lesson Narrative 3:

Students will use  [The Game of Silence Guided Notes/Interactive Notebook Part 2](#). Students will use this as they read and will complete individual and group activities.

VOCABULARY and WORD MEANING

Word	Information and/or Definition
Illustration	Sentence

PARTNER TALK CHOICE

 <p>PARTNER TALK A The Black Gown pages 134 - 135</p> <p>We are introduced to a new character, Father Baraga. Reread pages 134 - 135.</p> <p>Talk with your partner and determine how you would describe Father Baraga.</p> <p>Draw and describe Father Baraga in the space on the right.</p>	
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Chapter 9 VOCABULARY and WORD/ PHRASE MEANING

Directions: Follow your teacher's directions and use the rows that are blank to add words you come across as you read.

Chapter	Word and page number	Kid Friendly Definition	Write a Kid Friendly Sentence
9	arsenal of bows and arrows (p. 143)		
9	stolen vermillion (p. 143)		
9	"even though the night was far advanced" (p. 145)		

<p>Chapter 7 The Sweat Lodge Core Value Choice Board <i>Read Like a Detective</i></p> 	<p>Choice: _____</p> <ul style="list-style-type: none"> Be prepared to share your answers with the class. <p>CORE VALUES Respect - Responsibility - Generosity - Perseverance</p>
<p>A The Cabin and the Sweat Lodge</p>	<p>B Two Strike and Yellow Kettle</p>
<p>Reread pages 117 - 121 and annotate so that you may go back easily to the text for evidence.</p> <p>There are many jobs to do in maintaining the cabin and the sweat lodge.</p> <ol style="list-style-type: none"> Which Core Values do you see demonstrated in this passage? Draw and describe 3 - 4 jobs as illustrated on pages 117 - 121. 	<p>Reread pages 121 - 125 and annotate so that you may go back easily to the text for evidence.</p> <p>Two Strike challenges her mother, Yellow Kettle. Describe and summarize the encounter from the perspective of the Core Values; Respect, Responsibility, Generosity and Perseverance.</p>

Teacher Tips -

- This can be provided in print or digital form for students.
- Use some, all or localize and adapt to your needs.
- Preview the contents of the interactive notebook to determine how you will structure the learning activities.

PART 2: DAGWAGING/FALL

Chapters 7-9 (pages 97-156)

Supporting Texts/Media for a Listening Library:

All links are from Dru Lattin's recordings on YouTube.

- Chapter 7: [The Rabbit Blanket](#) (34:54 minutes)
- Chapter 8: [The Trader's](#) (20:59 minutes)
- Chapter 9: [Two Strike's War](#) (16:09 minutes)

Vocabulary

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

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

To learn more about tiered vocabulary:

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

Graphic organizers for vocabulary:

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

- **Chapter 7:** (page 100) exasperated, (page 115) sauntered close, (page 116) in earnest, (page 121) imperiously and wrath, (page 122) furrowed and (page 124) destiny
- **Chapter 8:** (page 126) strong portagers, (page 128) barter ["Oho! Sharp dealings from pretty girls."], and a rich substantial feeling, (page 131) speaking tracks [decode the meaning], (page 132) coax, and (page 139) burning water

- **Chapter 9:** (page 143) arsenal, vermillion, (page 145) "even though the night was far advanced", (page 151) to methodically pick out, and (page 152) avenge.

PART 2: DAGWAGING/FALL

Chapters 7-9 (pages 97-156)

Chapter 7: The Rabbit Blanket (pages 97-125)

Pages 2-8 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - pages 2-3
- *The Rabbit Blanket* Close Reading Discussion and Reflective Writing Prompts - page 4
- *The Little Person* Close Reading Discussion and Reflective Writing Prompts - page 5
- *Aangelina's Zhooniyaa* (Money) Weekly Journal Entry - page 6
- *The Sweat Lodge* - Core Value Choice Board - page 7
- Close Reading Class Discussions (pages 124-125) - page 8

Opportunities for Assessment: Chapter 7

- | | |
|---|---|
| <ul style="list-style-type: none"> • Vocabulary Work • Reading Response Prompts • Discussion Participation | <ul style="list-style-type: none"> • Weekly Journal Writing • Core Value Choice Board |
|---|---|

Chapter 8: The Trader's (pages 126-141)

Pages 8-14 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 9
- Doodle and Describe (pages 126-130) - page 10
- Class Discussion (pages 131-133) - page 11
- Partner Talk Choice Board (pages 134-137) - page 12
- Weekly Journal Entry, RACE Format (pages 138-141) - pages 13-14

Opportunities for Assessment: Chapter 8

- | | |
|--|---|
| <ul style="list-style-type: none"> • Vocabulary Work • Doodle and Describe • Reading Response Prompts | <ul style="list-style-type: none"> • Discussion Participation • Weekly Journal Writing, RACE Format |
|--|---|

PART 2: DAGWAGING/FALL

Chapters 7-9 (pages 97-156)

Chapter 9: Two Strike's War (pages 142-156)

Pages 15-19 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 15
- Two Strike's Return Quick Write - page 16
- Two Strike's War Guided Discussion and Partner Talk (pages 143-147) Inference - Prediction- Opinion - page 17
- Weekly Journal Writing, Choice Board (pages 147-153) - page 18-19

Opportunities for Assessment: Chapter 9

- | | |
|---|---|
| <ul style="list-style-type: none">• Vocabulary Work• Quick Writes• Reading Response Prompts | <ul style="list-style-type: none">• Discussion Participation• Weekly Journal Writing, Choice Board |
|---|---|

PART 3: BIBOON/WINTER

Chapters 10-13 (pages 157- 204)

Lesson Narrative 4:

Students will use  [The Game of Silence Guided Notes/Interactive Notebook Part 3](#). Students will use this as they read and will complete individual and group activities. This can be provided in print or digital form for students.

Chapter 10 *Old Tallow's Coat* Close Reading Discussion and Reflective Writing Prompts

<p>Winter's Arrival pages 157 - 159</p>	<p>Read and listen to the passage at least two times as you complete the reading response activities below.</p>
 <p>PARTNER TALK</p>	<p>What are the signs that indicate winter is here as described on pages 157 - top of 159? As you and your partner reread and discuss, jot quick notes in the space below.</p>
 <p>QUICK WRITE</p>	<p>Using your notes from above, write a short paragraph that includes text evidence of the signs of winter's arrival.</p>

<p>Weekly Journal Entry Chapter 12</p> <p>The Messenger pages 195 - 199 Summarization - Inference - Point of View</p>	<p>Directions: Since the men left, Omakayas has had them in her thoughts. She has worried. She has maintained hope.</p> <p>Create a journal entry from Omakayas's point of view after she heard Cloud's description of events.</p> <p>When citing text, remember to include the page number and paragraph</p>

<p>Chapter 10</p>  <p>The Little Girl and the Windigoo pages 159 - 165 Key Events and Details - Main Idea</p>	<p>Long winter nights are good for storytelling. Listen to the story, <i>The Little Girl and the Windigoo</i>, as told by Nokomis. Reread and listen again as you complete parts A-C to locate text evidence to support your responses.</p> <p>Part A: Story Map - Complete the graphic organizer (illustrations and words) below as you listen/read a second time documenting the stories key events and details.</p> <p>Part B: Identify the lesson within Nokomis's story.</p> <p>Part C: Story Connections</p>
<p>Part A: Story Map</p>	

		Dates	Class Period
Part C: Cause and Effect		EFFECT	Rx (The remedy)
<p><i>"Omakayas was deeply impressed by the power of the cold."</i> (page 195)</p>	1		
<p>Go back and reread pages 172 -174. Include your annotated notes in the space on the right that illustrate the effects of a sudden drop in temperature</p>	2		
<p>As you listen and reread, document the effects of a sudden drop in temperature</p>	3		

Teacher Tips -

- This can be provided in print or digital form for students.
- Use some, all or localize and adapt to your needs.
- Preview the contents of the interactive notebook to determine how you will structure the learning activities.

PART 3: BIBOON/WINTER

Chapters 10-13 (pages 157- 204)

Supporting Texts/Media for a Listening Library:

All links are from Dru Lattin's recordings on YouTube.

- Chapter 10: [Old Tallow's Coat](#) (22:05 minutes)
- Chapter 11/ 12: [Deydey and the Soul Stealer and Chapter 12: The Messenger](#) (17:54 minutes)
*Chapter 12 begins at 11:25 minutes.
- Chapter 13: [The Wedding Vest](#) (22:42 minutes)
*Chapter 13 and 14 are together on the same recording. Chapter 13 is 3:26 minutes

Vocabulary

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

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

To learn more about tiered vocabulary:

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

Graphic organizers for vocabulary:

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

- **Chapter 10:** (page 157) magnificence, (page 163) tallow, (page 167) astounded, mystified, and sour person, (page 177) irascible
- **Chapter 11:** (page 186) half turn of the moon, adhere, (page 187) spoke straight, (page 189) brooded, (page 91) fronds

- **Chapter 12:** (page 196) exuberant, (page 198) faltered
- **Chapter 13:** (page 202) taut

PART 3: BIBOON/WINTER

Chapters 10-13 (pages 157- 204)

Chapter 10: Old Tallow's Coat (pages 157-185)

Pages 2-11 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - pages 2-3
- Winter's Arrival Partner Talk- Quick Write- Personal Connection (pages 157-159) - page 4
- *The Little Girl and the Wiindigoo* (pages 159-165) Key Events and Details - Main Idea - pages 5-6
- *Learning the Tracks* (pages 169-170) - Personal Reflection and Connection - page 7
- *Setting Snares* Close Reading (pages 170-174) - Cause and Effect- pages 8-9
- *The Great Leap Into Nothing* Reading Response - page 10
- Weekly Journal Entry: The Healing Gift (pages 183-185) Summarization - Inference - Point of View - page 11

Opportunities for Assessment: Chapter 10

- | | |
|---|--|
| <ul style="list-style-type: none"> • Vocabulary Work • Quick Writes • Reading Response Prompts | <ul style="list-style-type: none"> • Discussion Participation • Weekly Journal Entry |
|---|--|

Chapter 11: Deydey and the Soul Stealer (pages 186-194)

Pages 12-14 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 12
- Partner Think, Quick Write, Debate and Opinion Writing (pages 187 - top of 189) Key Ideas and Details- Inference - page 13
- Pinch's Strange Fish and The Gift Reading Response Choice Board - page 14

Opportunities for Assessment: Chapter 11

- | | |
|---|--|
| <ul style="list-style-type: none"> • Vocabulary Work • Quick Writes • Reading Response Prompts | <ul style="list-style-type: none"> • Discussion Participation • Debate participation |
|---|--|

PART 3: BIBOON/WINTER

Chapters 10-13 (pages 157- 204)

Chapter 12: The Messenger (pages 195-199)

Pages 15-18 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - page 15
- *The Messenger* Guided Discussion - Summarization, Reflection and Inference - page 16
- Core Values close Reading Discussion and Response - page 17
- Weekly Journal Entry - Summarization - Inference - Point of View - page 18

Opportunities for Assessment: Chapter 12

- | | |
|--|---|
| <ul style="list-style-type: none">• Vocabulary Work• Quick Writes• Reading Response Prompts• Discussion Participation | <ul style="list-style-type: none">• Core Value Close Reading Discussion and Response• Weekly Journal Entry |
|--|---|

Chapter 13: The Wedding Vest (pages 200-204)

Pages 19 in the Guided Notes/Interactive Notebook.

- The Wedding Vest Reading Response Prompts - Key Ideas and Details and Connections - page 19

Opportunities for Assessment: Chapter 13

- | | |
|---|--|
| <ul style="list-style-type: none">• Quick Writes• Reading Response Prompts | <ul style="list-style-type: none">• Discussion participation |
|---|--|

PART 4: ZEEGWUN/SPRING

Chapters 14 -16 (pages 205-248)

Lesson Narrative 5:

Students will use  **The Game of Silence Guided Notes/Interactive Notebook Part 4.** Students will use this as they read and will complete individual and group activities. This can be provided in print or digital form for students.

Chapter 14 Close Reading Discussion and Reflective Writing Prompts

<p>Partner Talk</p>  <p>pages 205 -206</p>	<p><i>While setting the stage for Spring, how does the author, Louise Erdich, foreshadow what is to come?</i></p>
<p>Reread these pages for a second reading. What specific language stands out to you that foreshadows what is coming? Record the words and phrases on the right and be ready to share aloud if asked.</p>	

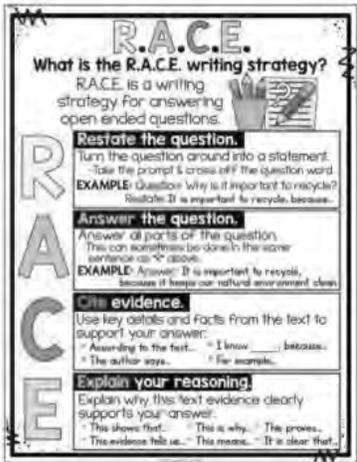
<p>The Lake Splits</p>  <p>pages 206 - 207</p> <p>Word and Phrase Meaning Key Ideas and Details</p>	<p>As you listen, read and reread <u>The Lake Splits</u>, focus on the descriptive details the author uses to paint a picture in the reader's mind.</p> <ul style="list-style-type: none"> How does she incorporate the five senses in her words? How does she use metaphors and similes to add descriptive details?
<p>What words and phrases stand out to you that you were able to visualize with great detail? Record a few in the space to the right.</p>	

The Game of Silence Compare and Contrast

The Game of Silence was used several times throughout the text for different purposes.
Directions: Compare and Contrast at least two (2) of the usages including at the end of the story. Be sure to cite text evidence in your written response.

Page _____	Page _____	Page 248
<p>Purpose of Usage:</p>	<p>Purpose of Usage:</p>	<p>Purpose of Usage:</p>
<p>Text Details</p>	<p>Text Details</p>	<p>Text Details</p>

<p>The Departure pages 243 - 245.</p>  <p>Inference- Point of View</p>	<p>After the wedding ceremony there were many goodbyes and exchanges. Omakayas's dog got free from his hiding spot in her canoe.</p> <p>How was this a bittersweet moment?</p> <p>Discuss what bittersweet means. Go back and reread through the eyes of Bizheens, Break apart Girl and Omakayas to be able to infer how this moment was bittersweet for each character.</p>
<p>For Bizheens?</p>	

 <p>R.A.C.E. What is the R.A.C.E. writing strategy? R.A.C.E. is a writing strategy for answering open ended questions.</p> <p>Restate the question. Turn the question around into a statement. Take the prompt & cross off the question word. EXAMPLE: Question: Why is it important to recycle? Restate: It is important to recycle, because...</p> <p>Answer the question. Answer all parts of the question. This can sometimes be done in the same sentence as "C" above. EXAMPLE: Answer: It is important to recycle, because it keeps our natural environment clean.</p> <p>Cite evidence. Use key details and facts from the text to support your answer. According to the text... I know... because... The author says... For example...</p> <p>Explain your reasoning. Explain why this text evidence clearly supports your answer. This shows that... This is why... The process... The evidence tells us... This means... It is clear that...</p>	<p>What character traits, Core Values, family members and resources does Omakayas embrace and lean into as she navigates her journey as an adolescent?</p> <p>Include text evidence in your 5 paragraph essay. Paragraph 1: Introduction Paragraph 2: Evidence 1 Paragraph 3: Evidence 2 Paragraph 4: evidence 3 Paragraph 5: Conclusion</p>
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Teacher Tips -

- This can be provided in print or digital form for students.
- Use some, all or localize and adapt to your needs.
- Preview the contents of the interactive notebook to determine how you will structure the learning activities.

PART 4: ZEEGWUN/SPRING

Chapters 14 -16 (pages 205-248)

Supporting Texts/Media for a Listening Library:

All links are from Dru Lattin’s recordings on YouTube.

- Chapter 14: [Deydey Guides the Black Rope](#) (pages 205 - 222) *Chapter 13 and 14 are together on the same recording. Chapter 14 begins at 3:26 minutes and continues here, [Chapter 14 Part 2](#) (17:55 minutes) for the first 7 minutes.
- Chapter 15: [Alone with the Spirits](#) (17:55 minutes) *Chapter 15 begins at 7:00 minutes. Pages 231-232 are on [Chapter 15 part 2](#) (3:38 minutes of the 11:27 minutes)
- Chapter 16: [The Return and the Departure](#) (20:47 minutes) minutes)

Vocabulary

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

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

To learn more about tiered vocabulary:

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

Graphic organizers for vocabulary:

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

- **Chapter 14:** (page 205) “grab a few more souls” and “to read the ice” , (page 206) inking and shards, (page 207) addled, (page 214) “if she had no hope, she would not be disappointed”

- **Chapter 15:** (page 228) “welled out and coursed down her cheeks” and “shivering croon”, (page 230) utmost gravity and subdued quietness
- **Chapter 16:** (page 233) edge of nightfall, (page 235) profound, (page 247) “the air went dappled green”

PART 4: ZEEGWUN/SPRING

Chapters 14 -16 (pages 205-248)

Chapter 14: Deydey Guides the Black Rope (pages 205-222)

Pages 2-9 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word Meaning - pages 2-3
- Close Reading Discussions/ Reflective Writing Prompts - page 4
- *The Lake Splits* - pages 4-5
- *The Dream* Text Based Discussions - page 6
- *The Rescue* Text Based Discussions - page 7
- *The Lost Ones Return* - Inference Partner Talks - page 7
- *The Ice Canoe* Talk and Quick Write- Inference and Drawing Conclusions - page 8
- Weekly Journal Entry- Summarization - Inference - Point of View - page 9

Opportunities for Assessment: Chapter 14

- | | |
|---|---|
| <ul style="list-style-type: none">• Vocabulary Work• Quick Writes• Reading Response Prompts | <ul style="list-style-type: none">• Discussion Participation• Weekly Journal Entry |
|---|---|

Chapter 15: Alone with the Spirits (pages 223-232)

Pages 10 - 12 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word /Phrase Meaning - pages 10
- *Alone with the Spirits* Stop 'n Jot Writing and Discussion - page 11
- Weekly Journal Entry- Summarization - Key Ideas and Details - Inference - page 12

Opportunities for Assessment: Chapter 15

- | | |
|---|---|
| <ul style="list-style-type: none">• Vocabulary Work• Stop and Jots | <ul style="list-style-type: none">• Discussion participation• Weekly Journal Entry |
|---|---|

PART 4: ZEEGWUN/SPRING

Chapters 14 -16 (pages 205-248)

Chapter 16: The Return and the Departure (pages 233-248)

Pages 13-22 in the Guided Notes/Interactive Notebook.

- Vocabulary and Word /Phrase Meaning - pages 13
- *Fishtail's Arrival* - Partner Talk and Quick Write - page 14
- *Fishtail's Report* - *Reflective Writing and Partner Talks* - Inference - page 15
- Doodle and Describe: Moving Preparations and Choices - page 16
- Reflective Writing - page 16
- The Departure - Inference and Point of View - page 17
- Old Tallow's Jeemaan- Key Ideas and Details - page 18
- The Game of Silence Compare and Contrast - page 19
- End of the Unit RACE Essay - pages 19-22

Opportunities for Assessment: Chapter 16

- | | |
|--|---|
| <ul style="list-style-type: none">• Vocabulary Work• Quick Writes• Reading Response Prompts• Discussion participation | <ul style="list-style-type: none">• Doodle and Describe• Compare and Contrast• Written Responses• End of the Unit RACE Essay |
|--|---|

END OF UNIT

Culminating Activity Options and Extensions

Lesson Narrative 6:

Students will engage in seven interactive projects on which they will learn about aspects of Louise Erdich’s *The Game of Silence* and the Ojibwe culture. Students will also be able to extend their learning through making connections to other Indigenous communities as well as their own community and culture.

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

Game of Silence Cultural Exploration Choice Board:

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

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

Assignment Guidelines

- The assignment can be completed individually, with a partner or in a triad as per your teacher’s directions.
- The project involves three parts:
 1. Research
 2. Preparation of presentation materials and displays
 3. Presentation of knowledge
- Project rubrics detail assessment guidelines.

<p>1 TEXTILES and CLOTHING Explore how the Ojibwe prepared hides, wove mats, made clothing and beading as described in <i>Game of Silence</i>.</p>	<p>2 TRANSPORTATION Explore the indigenous process of making canoes as described in <i>Game of Silence</i> and from your research.</p>	<p>3 FISHING and TRAPS Explore the traditions of fishing and making traps within <i>Game of Silence</i>, deeper. Create a presentation describing several methods.</p>
<p>4 SACRED TOBACCO Explore tobacco as one of the 4 medicines and as an offering. Map the uses of tobacco as illustrated within <i>Game of Silence</i> and how these uses align with traditional indigenous uses of tobacco.</p>	<p>Cultural Explorations Choice Board</p> 	<p>5 TRADITIONAL GAMES Explore the traditional games children played within the text. Compare to traditional games from your community and social networks.</p>
<p>6 HEALTH SCIENCES Explore the traditional methods of maintaining health and wellbeing as described in Parts 1–3 in <i>Game of Silence</i>. What traditional medicines were used to heal and how did they do amputations?</p>	<p>7 TRADITIONAL KNOWLEDGE and KNOWLEDGE KEEPERS Within <i>Game of Silence</i>, we saw many examples of traditional knowledge (non-western) and when Knowledge Keepers shared their teachings. Using both text resources, create a presentation that documents multiple examples of each. Include who you connect with as a Knowledge Keeper.</p>	

<p>1 TEXTILES and CLOTHING In <i>Game of Silence</i>, some in each part In <i>Indigenous Ingenuity</i> Chapter 6</p>	<p>2 TRANSPORTATION In <i>Game of Silence</i> Part 1 Chapter 5 In <i>Indigenous Ingenuity</i> pages 21-24</p>	<p>3 FISHING and TRAPS In <i>Game of Silence</i>, some in each part In <i>Indigenous Ingenuity</i> Chapter 4 pages 76 - 81</p>
<p>4 SACRED TOBACCO In <i>Game of Silence</i>, some in each part In <i>Indigenous Ingenuity</i> Chapter 4, pages 73-74</p>	<p>Cultural Resources</p> 	<p>5 TRADITIONAL GAMES In <i>Game of Silence</i> Part 3 Chapter 10 and other parts In <i>Indigenous Ingenuity</i> Chapter 10</p>
<p>6 HEALTH SCIENCES In <i>Game of Silence</i>, in Chapter 5 (pages 68 - 69), Chapter 7 (pages 100 - 102), and Chapter 10 (pages 180 - 183)</p>	<p>Seek out other resources to use in your research in addition to these two texts.</p>	<p>7 TRADITIONAL KNOWLEDGE and KNOWLEDGE KEEPERS In <i>Game of Silence</i>, some in each part In <i>Indigenous Ingenuity</i> within the Introduction</p>

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