

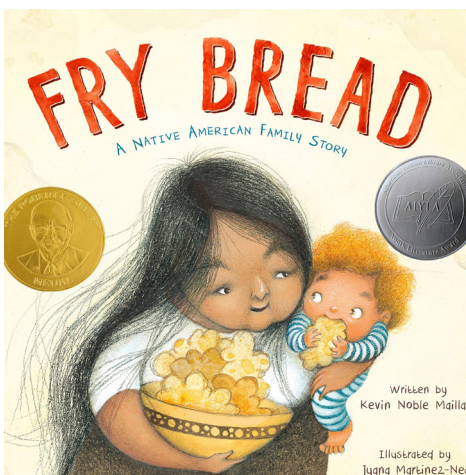
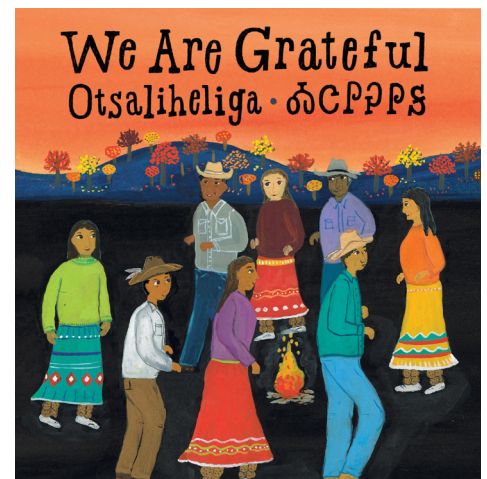
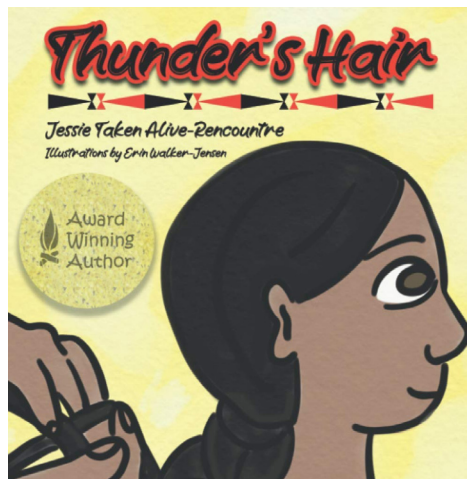
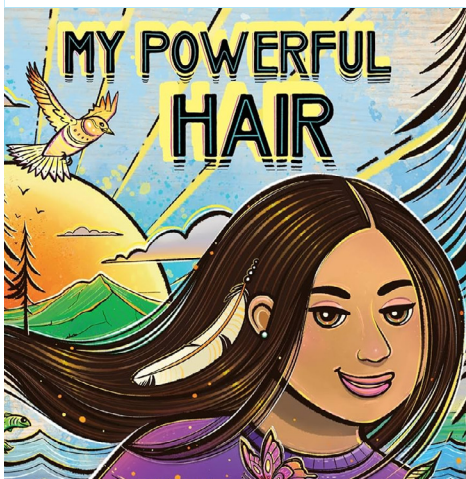
NATIVE LITERATURE & HISTORY PROGRAM DESIGN

1st GRADE



UNIT 1

Core Values & Cultural Identity



UNIT 1

Calendar Window: 2 months

 [Yearlong Curriculum](#)

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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:



- ***We Are Grateful: Otsaliheliga***
by Traci Sorell (Cherokee Nation)
- ***When We Are Kind***
by Monique Gray Smith (Cree, Lakota)
- ***This Land: the History of the Land We are On***
by Asley Fairbanks
- ***When We Were Alone***
by David Robertson (Cree)
- ***My Powerful Hair***
by Carole Lindstrom (Anishinaabe/Me'tis)
- ***Thunder's Hair***
by Jessie Taken Alive-Recountre (Hunkpapa Lakota)
- ***We Are Grateful: Otsaliheliga***
by Traci Sorell (Cherokee Nation)
- ***Fry Bread***
by Kevin Noble Maillard (Seminole Nation)

Supporting Texts/Media:



- 📺 [Monique Gray Smith - When We Are Kind](#) (4:28 minutes) Read by the author.
- 📺 [When We Are Kind | Read Aloud Storytime for Kids](#) (3:30 minutes)
- 📄 [When We Are Kind Teacher Resource](#) from Orca Publishing
- 📺 [Native American Book Talk | This Land by Ashley Fairbanks](#) (3:08 minutes)
- 📺 [When We Were Alone | Kids Read Aloud Books](#) (1:30 minutes)
- 📺 [Teaching Difficult Subjects with “When We Were Alone”](#) (5:01 minutes)
- 📺 [My Powerful Hair \(Native American Bedtime children’s book\)](#) (5:09 minutes)
- 📺 [Fry Bread A Native American Family Story Read Aloud Kids Book](#) (3:12 minutes)
- 📺 [Navajo Grandma Fry Bread Dough Recipe Episode 2](#) (7:33 minutes)

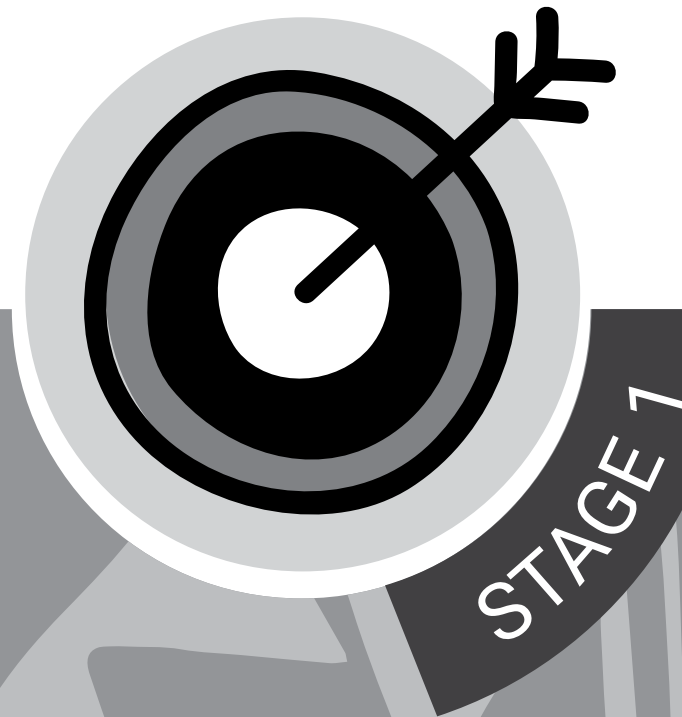
Resources:

- 📄 [coloursofus.com - 100 Native American Children’s Books](#)
- 📄 [teachingbooks.net - American Indian Collection](#)

DESIRED RESULTS

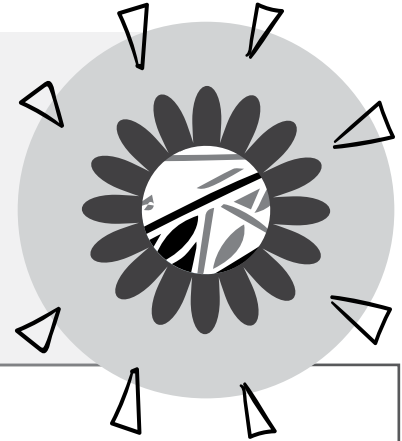
REFERENCES

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



BIG IDEAS

- Core Values
- Advocacy and Action
- Identity
- Native Scholar



Mediation and Tapping Mantra



- I am a Native Scholar.
- I embrace my community and their Core Values.
- Through Native Lit I will find my voice and call to action.
- I will be the Native Scholar I am.

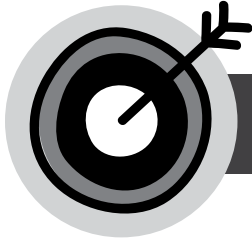
Essential Questions

- How can my Core Values help me understand who I am and my relationship to the world around me?
- How can my Core Values help me understand and connect to my community in a good way?
- How are Core Values connected to being a Native Scholar?
- How can I develop and demonstrate the characteristics of a Native Scholar?
- How can I use comprehension strategies and guided discussions around Native Literature to help me understand my connections to others and the world around me?

Enduring Understandings

- Learning requires exploration of one's identity.
- Our Core Values help us identify who we are as Indigenous people.
- Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before.
- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Learning involves recognizing the consequences of one's actions.

Note: EU 1 and 5 are First Peoples Principles of Learning.



Anchor Standards

English Language Arts Anchor Standards

<p>Reading</p> <p>Literature or Informational</p>	<p>CCSS.ELA-Literacy.RL.1.1 - Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RL.1.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RI.1.1 - Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.1.2 - Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p>Writing</p>	<p>CCSS.ELA-Literacy.W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>CCSS.ELA-Literacy.W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Speaking and Listening</p>	<p>CCSS.ELA-Literacy.SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CCSS.ELA-Literacy.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS.ELA-Literacy.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS.ELA-Literacy.SL.1.6 - Produce complete sentences when appropriate to task and situation.</p>

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn how to utilize their Core Values and literacy skills as Native scholars to make an impact on their community, so that in the long-run, on their own, they will be able to take their knowledge of the Core Values they possess and use that to create positive change within their own communities through a community action project.





Performance Assessment

Use GRASPS

Goal: Our Core Values help us identify who we are as Indigenous people. Each of us has Core Values that shape who we are. These Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before.

Your goal is to create a Community Map. As you create the community map you will explore your community and its values. Values include Core Values that may be similar or different from your school's Core Values and your own. What is your community known for and how is that represented?

This can be done in a drawing of yourself, a picture, a model of you, or any other visual representation of you that showcases your community and the Core Values you value and demonstrate.

Role: You are a researcher. You will plan, create, and present a visual representation of you showcasing your community and the Core Values you and your community represent.

Audience: Your class, community and families.

Scenario: You are the creator, author, and/ or illustrator of a self portrait of yourself and your community. As you explore each you will be creating a Community Map, and assessment of who you are and where you are from.

Product:

Part I: Community:
How would I describe my community? What does my community represent?
Create a visual representation of your community using the template provided. Your illustrations should include 1 - 2 simple sentences that best describe your community and what your community represents and values. You may use more than one page in your project.

Part II: My Core Values:
What are the Core Values that represent my community, my family and myself?
Create a visual representation of a few of the Core Values that represent your community, family and yourself using the template provided. Your illustrations should include 1 - 2 simple sentences that best describe the core Values. You may use more than one page in your project.

Part III: Presentations: You will present your Community Mapping Assessment to your peers, community, and families. A video of presentation can be shared through an online communication platform if applicable. Your presentation will include a formal introduction of yourself before you present your project.

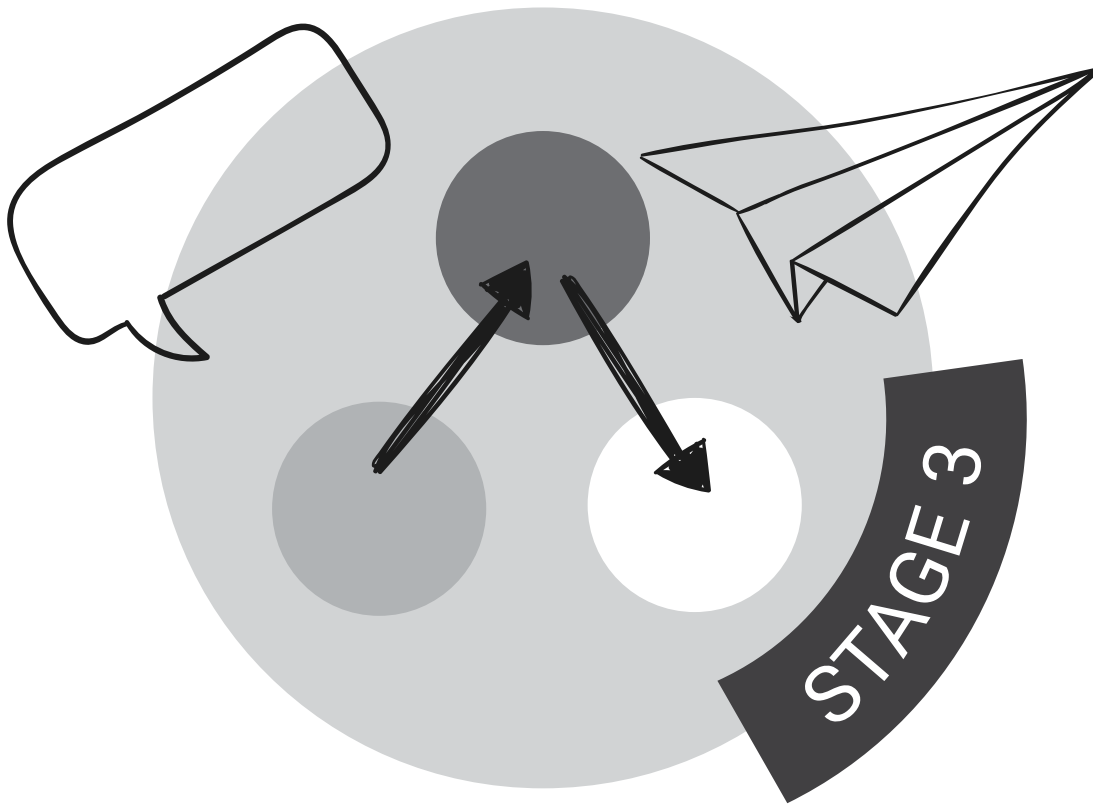


Performance Assessment (continued)

- Standards:**
- **Reading Information:** RI.1.2 and RI.1.3
 - **Speaking and Listening:** SL.1.1, SL.1.3, SL.1.4, SL.1.5 and SL.1.6
 - **Writing:** W.1.3

<p>Assessment Rubrics and Resources:</p>	<p>My Community Mapping Assessment and Presentation Rubric:</p> <p>PDF version Microsoft Word version</p>
<p>Teacher Tips and Guidelines:</p>	<p>Begin Part 1 with your students by engaging them in a group discussion and brainstorming what could be a part of their representation model of their community. Create a brainstorm list as an anchor chart that students can reference as they work on their project.</p> <p>Universal Design for Learning:</p> <p>For Access:</p> <ul style="list-style-type: none"> • Interaction: Provide variety for students to access materials and tools. Consider using crayons, markers, watercolors and even collage as a way for students to create their illustrations. Encourage students to access technology within the classroom as applicable. • Perception: Provide and support opportunities for students to customize how they will display and present their Community Mapping Assessment. • Welcoming Interests and Identities: Optimize choice and autonomy, relevance and authenticity for students as they decide what they want to include in their project. Encourage their creativity. <p>For Support:</p> <ul style="list-style-type: none"> • Be able to provide individualized and small group support as students embark on this project. • Foster collaboration and peer support. • Be available to help students with their invented spelling and sentences as they begin to write.
<p>Pacing Timeline:</p>	<p>It is recommended that you introduce the Performance Task in week 2 with the text, <i>The Land</i>.</p> <p>In week 3, with the text, <i>When We Are Alone</i>, begin to work with students on how they should introduce themselves in a formal setting.</p> <p>Weeks 8 and 9 are allocated for the Community and Self Mapping Assessment and presentations.</p>

SCOPE + SEQUENCE



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.

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, teacher tips, linked resources and timeline guidance.

Unit Launch:

Setting the Stage for U1: Gather students in a circle to introduce Unit 1.

Ask students:

- What is a Native Scholar?
- How can my Core Values help me become a Native Scholar?

Say, *Let's start by breaking up the component words of Native Scholar and exploring what we think they mean.* Make a T-chart on a chart paper or whiteboard. On one side write "Native" and on the other side, "Scholar". Guide students through a discussion and record their responses.


Say, *Hmm, now that we have explored the words apart, let's put some together to make meaning.* What is a Native Scholar? After students have spent some time exploring the possible meaning, share the kid friendly version of Qualities of a Native Scholar. Take time to help unpack what each means from the perspective of a first grade student. As a first grade student they will be engaging in activities and learning that will help define them as a Native Scholar.

Share and teach students the Native Lit Meditation and Tapping Mantra. For Native Lit, we focus on positive affirmations. You may use the [introduction presentation](#) to teach the technique to your students

Mediation and Tapping Mantra

- I am a Native Scholar.
- I embrace my community and their Core Values.
- Through Native Lit I will find my voice and call to action.
- I will be the Native Scholar I am.

Resources:

 [Qualities of a Native Scholar](#) adapted with adult and student friendly "I can" statements.

Teacher Resources for Tapping:

 [Tapping... for kids by a kid](#) (2:48 minutes)

 [ocetiwakan.org](#) - Life Skills of a Young Lakota or Native American resources

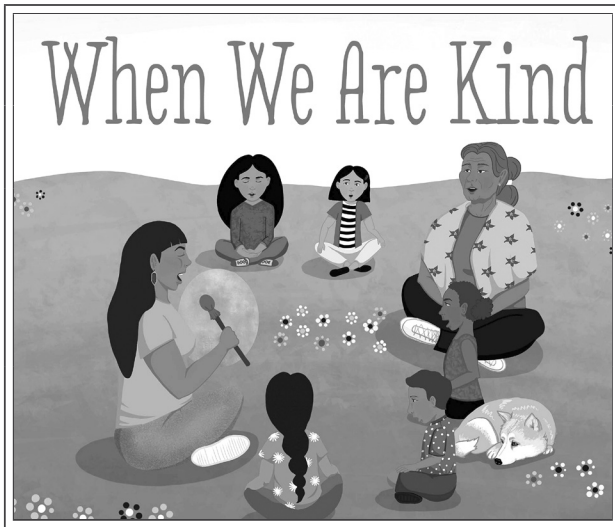
 [Introduction Presentation](#)



Teacher Tip: Emotional Freedom Technique (EFT) Tapping is a widely used technique which involves tapping on specific acupressure points on the face and body while verbalizing affirmations related to the issue causing distress, often using simple language and imagery appropriate for their age to help them manage emotions like anxiety, stress, or frustration; key points to remember include: identifying the specific issue, using a simple tapping sequence, incorporating positive affirmations, and making the process fun and engaging with playful language or imagery; always ensure a child feels comfortable and safe when practicing tapping techniques.

WEEK 1 - *When We Are Kind*

Core Text:



When We are Kind

by Monique Gray Smith

Illustrated by Nicole Neidhardt

Genre: Fiction/Picture Book

Origins: Author: Cree Nation/Lakota/Scottish
Illustrator: Navajo Nation

Lexile: NP

Guided Reading Level: G

Grade Level: PreK - Grade 3

Supporting Texts/ Media:

Text is available in English, French and Dine/ English

🎥 [Monique Gray Smith - When We Are Kind](#) (4:28 minutes) Read by the author.

🎥 [When We Are Kind | Read Aloud Storytime for Kids](#) (3:30 minutes)

📖 [When We Are Kind Teacher Resource](#) from Orca Publishing

BIG IDEAS

- Respect
- Responsibility
- Compassion
- Kindness
- Reciprocity

Story Narrative:

When We Are Kind celebrates simple acts of everyday kindness and encourages children to explore how they feel when they initiate and receive acts of kindness in their lives. Celebrated author Monique Gray Smith has written many books on the topics of resilience and reconciliation and communicates an important message through carefully chosen words for readers of all ages. Beautifully illustrated by artist Nicole Neidhardt, this book encourages children to be kind to others and to themselves.

Monique Gray Smith “wrote *When We Are Kind* to prompt a dialogue among young people, their care providers and educators about kindness and the importance of the connections children make with their friends, classmates and families.” - Orca Book Publishers

Lesson Objective(s) and Comprehension Strategies

I can make personal connections to the text, helping me to comprehend the author's purpose.

I can listen, look, and read closely to the text and pictures for clues that help me identify key ideas and details.

Essential Question:

How are Core Values (respect, responsibility, compassion, kindness, and reciprocity) presented in Native Literature?



Anchor Standards

Reading: Literature

RL.1.2 **RL.1.4**

Writing:

W.1.8

Speaking and Listening:

SL.1.2

Lesson Narrative and Timeline:

These lessons were designed for a period of 4-5 lessons over the course of one week. Day 1 includes the unit launch prior to reading the core text for the week.

Lesson Narrative Overview:

During week 1, students will explore what it means to be kind. As students build community within their classroom at the beginning of the year, *When We Are Kind*, provides the opportunity to explore the Core Values of respect, responsibility, compassion, kindness, and reciprocity in the context of their classroom and school communities. Students will be able to make personal connections and have opportunities to demonstrate kindness.

Learning Activities:

Day 2:

Close Reading 2

Essential Question:

How are Core Values (respect, responsibility, compassion, kindness, and reciprocity) presented in Native Literature?

Lesson Objective(s) and Comprehension Strategy:

- I can make personal connections to the text, helping me to comprehend the author's purpose.
- I can listen, look, and read closely to the text and pictures for clues that help me identify key ideas and details.

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students and the comprehension strategies.
- Introduce, *When We Are Kind* and the origin of the story.
- Share information about the author and illustrator.
- Share with students that in this week's story we are going to learn about different ways to be kind.
- Introduce the vocabulary words in the table below.

Vocabulary	Vocabulary (Before Reading)	Vocabulary (During Reading)
<ul style="list-style-type: none"> • kind and kindness • compassion • empathy <p>Core Values:</p> <ul style="list-style-type: none"> • respect • responsibility • compassion • kindness • reciprocity 	<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words or examples of each as illustrated in the text.</p> <p>When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.</p>

- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *When We Are Kind* aloud.



Teacher Tip: Use questioning frequently by inviting students to identify how the illustrations and words show kindness. Invite students to share personal connections they may have with the examples in the story. Keep a chart, or on a whiteboard, and record student responses.

Learning Activities:

(continued)



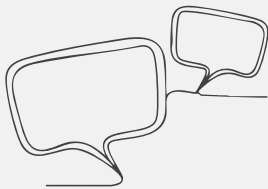
Class Discussion Prompts:

- What does kindness mean to you?
- What are some ways you show kindness (to your friends, family, or community members)?
- How do you feel when you are kind to others?
- What are some ways others have shown you kindness?
- How do you feel when someone is kind to you?
- Why do you think it's important to be kind to one another? And to the world around us and all that is in it?

Day 3 and 4:

Close Reading 2

Embedded Assessment



Looking Closely at Text Clues for Analysis

Introduction:

Say, Today as we read our text one more time, **think** about ways that “we” as a class are kind, feel joy, feel happy, feel comforted and loved, feel grateful and feel respected. After we **listen** to the story we will **talk** with our elbow partner to share ideas and make a list that we will use to make a class book of our own.

Reading:

Read aloud or listen to the story, When We Are Kind, a second time.

Partner Talk:

Ask students to turn to their elbow partner and share their ideas. You can have students do several rounds and change partners if applicable. For example, this time turn to your elbow partner on your left. Determine how long for each round allowing for time for each partner to share at least one idea. After each round, call on one partner from each pair to share something that their partner shared. This encourages active listening. Record student responses that can be used to make your class book.

Learning Activities:

(continued)



Class Book Project:

Materials: Cardstock for book pages, art materials for illustrations and lined paper for the text, glue sticks and a hole punch and rings for binding.

Create a class book modeled after the text patterns in *When We Are Kind*. Use the following sentence stems for starters.

- We are kind when....
- We feel joy when.....
- We feel happy when....
- We feel comforted when....
- We feel loved when....
- We feel grateful when.....
- We feel respected when.....
- When we are kind, we remember we are all related.



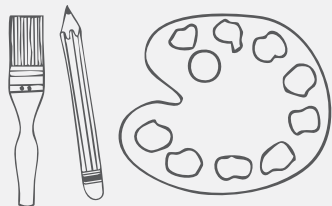
Teacher Tip: Decide if you want students to each create a page or to work in pairs. Identify students who can create the book cover illustration.

Adaptations:

Have students create their own book, using 3 - 4 of the sentence stems from above.

Day 5:

Explore the extension activities or use the day to catch up on lessons and activities from the unit.



Extension Activity 1: Kindness Rocks

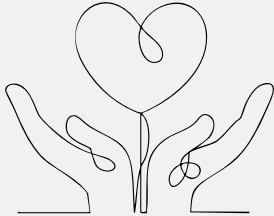
Materials: large rocks, acrylic or other waterproof paints, brushes

- **Step 1:** Go on a nature walk to gather larger rocks, river rocks or smaller pieces of flagstone. If you can't take your class on a nature walk, ask them to go on one with a family member and bring in their rocks to class.
- **Step 2:** Clean and dry the rocks and stones.
- **Step 3a:** As a class brainstorm "kindness" messages. Create an anchor chart for students to reference when painting their rocks and stones.
- **Step 3b:** Decorate each rock and stone with a "kindness" message.
- **Step 4:** After the rocks have dried, decide where to place the rocks where others can see them.

Resource: [The Kindness Rock Project](#)

Learning Activities:

(continued)



Extension Activity 2: Kindness Project

This project asks students to apply what they have learned about kindness from the text.

- **Student Task:** Students are charged with performing an act of kindness at school, at home, or somewhere within their community.

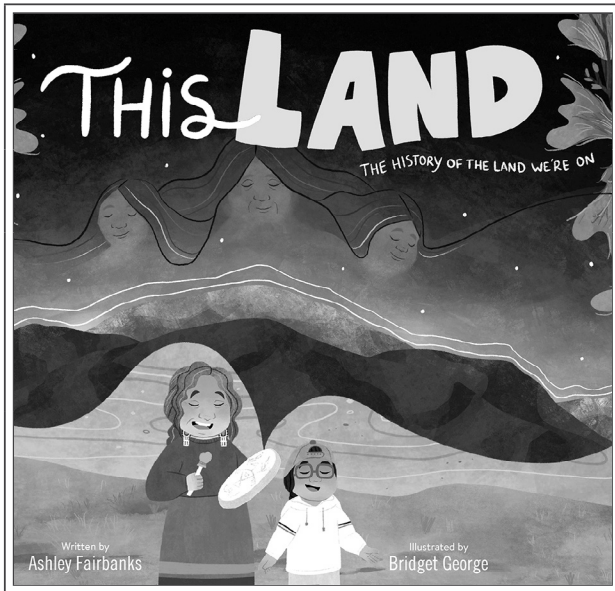


Teacher Tip: Decide the timeframe for students to complete their task and what evidence you want students to be able to share with the class in a talking or sharing circle. This could be oral and/or a written journal entry with an image illustrating their act of kindness.

- **Community Sharing:** Have students share their act of kindness with their classmates in a talking or sharing circle.

WEEK 2 - *This Land: The History of the Land We're On*

Core Text:



This Land: The History of the Land We Are On

by Ashley Fairbanks
Illustrated by Bridget George

Genre:	Nonfiction/Picture Book
Origins:	Story: Anishinaabe Author/Illustrator Origin: Anishinaabe

Lexile:	630L
Guided Reading Level:	Grades 1-2
Grade Level:	PreK - 4

Supporting Texts/ Media:

📺 [Native American Book Talk | This Land by Ashley Fairbanks](#) (3:08 minutes)

BIG IDEAS

- Identity

CORE VALUES:

- Respect
- Compassion

KEY EQUITY TERMS:

- Empathy

Story Narrative:

Publisher's Synopsis:

This land is your land now, but who did it belong to before? This engaging primer about native lands invites kids to trace history and explore their communities.

Before my family lived in this house, a different family did, and before them, another family, and another before them. And before that, the family who lived here lived not in a house, but a wigwam. Who lived where you are before you got there? *This Land* teaches readers that American land, from our backyards to our schools to Disney World, are the traditional homelands of many Indigenous nations. *This Land* will spark curiosity and encourage readers to explore the history of the places they live and the people who have lived there throughout time and today.

WEEK 2 - This Land: The History of the Land We're On

Lesson Objective(s) and Comprehension Strategies

Objectives:

- Students will be able to describe the informational text's key ideas using both the picture and text clues.
- Students will explore the historical story of the land where they either live on, or the area they reside, or go to school.
- Students will be able to identify and connect with at least one Core Value demonstrated within the text.

Comprehension Strategy:

I can determine the key ideas in a text using illustrations and details from the text. (RI.1.7)

Enduring Understandings:

All land has history.

Native people have lived here before the settlers arrived and Native people still live here.

Essential Questions:

Whose land are you on? Why is that land important?

How is land considered sacred?

How can learning about the history of the land be healing?



Anchor Standards

Reading: Information

[RI.1.1](#) [RI.1.4](#) [RI.1.6](#) [RI.1.7](#)

Writing:

[W.1.1a](#) [W.1.2](#) [W.1.7](#)

Speaking and Listening:

[SL.1.1](#) [SL.1.1a](#) [SL.1.2](#) [SL.1.4](#) (Mini Research)

Lesson Narrative and Timeline:

These lessons were designed for a period of 4-5 lessons over the course of one week.

** At the end of the week, introduce students to the Stage 2 Performance Task.

Lesson Narrative Overview:

The narrator of this story is a non-indigenous child who is curious about who lived where she lives before her. She demonstrates social justice in action. She actively seeks out information about the land and its inhabitants that came before. Through the lesson activities, students will explore their communities and the history of the land and of other locations that they share a connection with.

WEEK 2 - *This Land: The History of the Land We're On*



Teacher Tip and Timeline:

This week, students will be engaged in a project, **Exploring the History of Place**.

As you prepare your materials and resources, ensure your students have access to ways to locate information on the place they choose. This could be through accessing a school or community library, online resources, family and extended family members or other applicable resources.

Include a template and materials for the “Greetings from _____” postcards. You could use 5 x 7 or 8.5 X 11 cardstock for the postcards. Consider adding postcard details on either side as applicable.

Have a pre-parent letter to go home with project details and once students choose their place, write it in, and send the letter home with each student as an extension project to be done at home and in class.

Learning Activities:

Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- Introduce the enduring understandings, essential questions and lesson objectives with students.
- Introduce *This Land: The History of the Land We're On* and the origin of the story.
- Introduce the vocabulary words in the table below.

Vocabulary and Phrase Meaning	Vocabulary (Before Reading)	Vocabulary (During Reading)
<ul style="list-style-type: none"> • annoying • reservations • ancestors • wigwam • Indigenous • Nokomis • bayous • coast to coast • sacred <p>Tribal names as identified in the text</p>	<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.</p>

WEEK 2 - *This Land: The History of the Land We're On*

Learning Activities: *(continued)*

The story map template includes the following sections:

- Book Title:** A line for writing the title.
- Author:** A line for writing the author's name.
- Characters:** A box with a drawing of two people and a line for writing names.
- Setting:** A box with a drawing of a sun and a line for writing the location and time.
- Sequence of Events:** A horizontal flowchart with three boxes labeled "BEGINNING", "MIDDLE", and "END", connected by arrows.

- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *This Land: The History of the Land We're On* aloud.
- Ask students to identify the characters and the sequence of events that happened in the story. Consider making a visual story map of the key events.



Teacher Tip: Create story map pages with picture boxes (or use the [NISN GO Story Map-BME template](#)) and while recapping the story ask individual or students pairs to illustrate key parts of the story map. Point out that as we read the story again, more details can be added.

Day 2:

Close Reading 2

Embedded Assessment



Looking Closely at Text Clues and Problem Solving

- **Setting the Stage:** Say: *Yesterday we read, This Land: The History of the Land We're On. What do you remember about what you heard?* Provide students some Think Time to recall key details. Consider quietly flipping through some of the pages allowing students to do a picture walk to activate their memory.
- **Read aloud** or listen to the story, *This Land: The History of the Land We're On*, a second time.
- **Class Discussion and Writing:** The land your school and community is on.
 1. Reread the song in the text.

"This land is sacred. This land is living. From the Black Hills to Pueblo Canyon. From the swampy bayous to the salmon swimming, this land all has history."

Model and engage students in a discussion about the land your school and community are on. Ask students to identify what the community is known for, what events are considered local, and what the community values. Record keywords and descriptions shared by students and staff during the discussion. Using their words and descriptions, create a poem or song about your school's land.

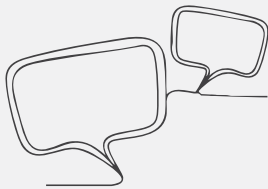
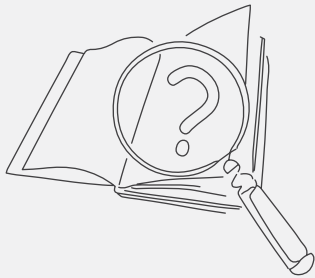
WEEK 2 - *This Land: The History of the Land We're On*

Learning Activities: *(continued)*

Day 3:

Close Reading 3

Embedded Assessment



Looking Closely at Text Clues for Analysis

- **Setting the Stage:** Say, *Yesterday we read, This Land: The History of the Land We're On. we learned about many new places where we may or may not have knowledge of. We are going to focus on locations other than our community today.*
- **Read aloud** or listen to the story, *This Land: The History of the Land We're On*, a third time.
- **Partner Talk:** Ask students to think about places or communities where they have relatives or ancestors. Ask them to quietly raise their hand, or give you a signal, when they have one or more places in mind. Have them pair up with a partner and share their place and some details of what they know. Allocate enough time for both partners to share. When you bring the class back together, ask 2- 3 students to share about their place.
- **Discussion:** Ask, *How would you go about learning about the history, the story of a place you want to learn about?* Make a list on a whiteboard or chart paper of the ideas shared. Add other strategies they can use.
- Introduce the **Exploring the History of Place Project** as a mini-research project. Students will explore the history of a place they choose. Provide time within your class schedule for students to work on their research with adult assistance as available. Invite parents, family members or extended family members to assist students with their research.

Once students have chosen a location, go to [native-land.ca](https://www.native-land.ca) And type in an address or location.

Ask students to focus on the following questions:
- *Who's land are you on? Why is it important?*

Provide some class time for students to get started. Ideally, by the end of class time, students will have identified a location and have some ideas of why the location is Important.

WEEK 2 - *This Land: The History of the Land We're On*

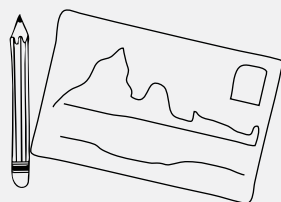
Learning Activities:

(continued)

Day 4:

Close Reading 4

Embedded Assessment



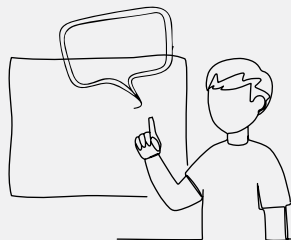
Analysis and Application

- **Read aloud** or listen to the story, *This Land: The History of the Land We're On*, a fourth time.
- **Let's think about our essential questions.** Ask the students,
 - How is land considered sacred?*
 - How can learning about the history of the land be healing?*
 Go deeper with students on the word meanings of sacred and healing as needed. Guide students through a structured and guided conversation.
- **Check in** with students on the progress they may have made on their project research. Ask, *What have you learned about your chosen place so far?*

Allocate part of the class time for working on completing their research, creating their "Greetings from _____" postcard and getting ready for their presentations to their classmates.

Day 5:

Student Presentations



Use the final day for students to present their projects to their classmates during a community circle. Students should: Introduce themselves

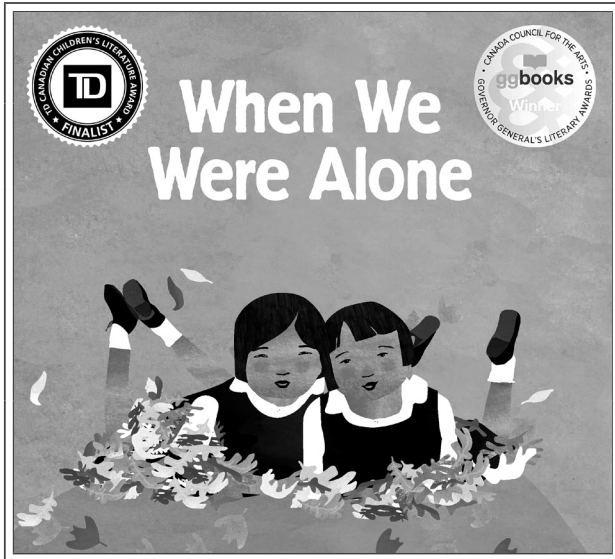
- Share their location
- Share 2 -3 or more pieces of information about their location that answer: *Who's land are you on? Why is it important?*
- Share their postcard

Encourage students to share positive feedback to their peers as they present.

Determine how postcards can be on display so others can view.

WEEK 3 - *When We Were Alone*

Core Text:



When We Were Alone

by David Robertson

Illustrated by Julie Flett

Genre:	Historical Fiction/Informational Text
Origins:	Story: Cree Nation Author: Norway House Cree Nation Illustrator: Cree- Metis

Lexile:	600L
Guided Reading Level:	O - P
Grade Level:	Grades 1 - 3

Supporting Texts/ Media:

📺 [When We Were Alone | Kids Read Aloud Books | Orange shirt Day Read Aloud | Residential School Story](#) (1:30 minutes) *David Robertson, the author, reviews how to pronounce the cree words within his text.*

📺 [Teaching Difficult Subjects with “When We Were Alone”](#) (5:01 minutes)
Created by Portage and Main Publishers, David Robertson, the author, discusses with a primary level teacher strategies for classroom usage with young students.

BIG IDEAS

CORE VALUES KEY EQUITY TERMS

- Culture
- Language
- Respect
- Resistance
- Resilience

Story Narrative:

When a young girl helps tend to her grandmother’s garden, she begins to notice things that make her curious. Why does her grandmother have long, braided hair and beautifully colored clothing? Why does she speak another language and spend so much time with her family? As she asks her grandmother about these things, she is told about life in a residential school a long time ago, where all of these things were taken away. *When We Were Alone* is a story about a difficult time in history, and, ultimately, one of empowerment and strength.

Lesson Objective(s) and Comprehension Strategies

- I can compare and contrast to describe the connection between events and pieces of information and how they are connected.
- I can distinguish between information provided by pictures and information provided by the words in a text.

Essential Question:

How does Native Literature help me understand the value of indigenous culture and language?



Anchor Standards

Reading: Information

[RI.1.1](#) [RI.1.6](#)

Writing:

[W.1.2](#)

Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.5](#)

Lesson Narrative and Timeline:

These lessons were designed for a period of 4-5 lessons over the course of one week.

- During this week, students should also focus on learning how and practicing how they will formally introduce themselves integrating their native languages. This is a skill that requires practice and support over time. Students will be expected to formally introduce themselves at the end of the unit as they present their Stage 2 projects. This is included on Day 5 in the lesson narrative, but introduce this at the beginning of the week and allocate time to focus on this skill through the week and coming weeks.

Lesson Narrative Overview:

While reading, *When We Were Alone*, students will explore how ko'kum found joy and happiness even when she was in locations and situations where it was challenging. Students will learn to identify resilience and coping strategies as ko'kum demonstrates her commitment to keeping her culture and language alive.

This text embodies several indigenous perspectives and as you explore with your students choose a few that are most applicable to your location and students.

Lesson Narrative Overview: *(continued)*

Students will explore the text focusing on making personal connections, comparing and contrasting and cause and effect through close reading strategies, class and partner discussions and daily reflective journaling.

Learning Activities:

Day 1:

Close Reading 1

Key Concepts of Indigenous Perspectives

You can use these perspectives to guide discussions as you read aloud the text with your students.

- Seasons (spring, fall (autumn), winter and summer)
- Connections to nature, land, and animals
- Importance of family and community
- Culture and language (cree language, long hair/braids, jingle dress dancer)

From the *When We Were Alone Parent/Teacher Guide* by Susy Komishin (Portage and Main Press)

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce, *When We Were Alone* and the origin of the story.
- Introduce the vocabulary words in the table below

Vocabulary and Phrases	Vocabulary (Before Reading)	Vocabulary (During Reading)
<p>Tier 2 “She was like a chameleon”</p> <ul style="list-style-type: none"> • prune • hues • bannock • poem <p>Tier 3 Cree Words Ko’kum - <i>grandmother</i> No’sisim - <i>my grandchild</i> No’kum - <i>my grandmother</i> No’komis - <i>my uncle</i></p>	<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word’s meaning in the context of the story.</p>



Teacher Tip: Use the link in the supporting texts and materials to practice the correct pronunciations.

Learning Activities: *(continued)*



- As you read for the first time, ask students to listen for text clues and picture clues. Ask students to focus on happiness, what brought the main character joy?
- Read *When We Were Alone* aloud.
- Ask students, ***What brought ko’kum joy? What made her happy?***
- Lead your students through a class discussion. As they identify clues they remember from the story, go back to those pages and show the pictures and reread the text.
- After students have identified most or all of the examples of joy from the text, ask them to do a **Doodle and Draw Journal Entry for Day 1** ([Word](#) and [PDF](#)). Encourage them to be creative with their pictures and use words when they are able.

Day 2:

Close Reading 2

Compare and Contrast Cause and Effect

Embedded Assessment



Looking Closely at Text Clues for Analysis

- **Setting the Stage:** As we read the story again today, we are going to look closely for the differences ko’kum experienced from home to her experiences at the boarding school. We will look and listen closely for the differences and try to determine why there were differences.
- **Read aloud** or listen to the story, *When We Were Alone*, a second time.
- As students identify how things are different at home and then at school, pause and record them on a class anchor chart for Day 2 ([Word](#) and [PDF](#)).



Teacher Tip: There are four illustrated within the text: colors, hair, language and being with family. You will notice the anchor chart has three columns: home, school and why. Using the templates make a larger one for your class or use a document camera to project at a larger scale.



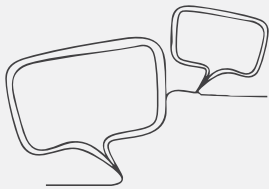
- After you have read the story and recapped what they have found as text evidence, have each student choose one pair to illustrate (home and school) using the **Reflective Journal Entry for Day 2** ([Word](#) and [PDF](#)). Encourage students to use the chart and text for descriptive details and to use both pictures and words in their entry.

Learning Activities: *(continued)*

Day 3:

Cause and Effect

Embedded Assessment



Looking Closely at Text Clues for Analysis

- As we read the story again today, we are going to look closely for the coping strategies used by the boarding school students and their resiliency.
- **Essential Question:** *What did the students at boarding school do to not forget their language and culture?*
- **Read aloud** or listen to the story, *When We Were Alone*, a third time. As you listen, pay attention to the clues to help answer our essential question. Remember clues can come in the words and in the pictures.
- Using a class anchor chart or on chart paper/ whiteboard, record each action the boarding school students experienced and how the students coped. Repeat the essential question: *What did the students at boarding school do to not forget their language and culture? What are some examples we saw in the text? In the words and in the pictures?* Guide the students through a discussion and as they identify actions and coping strategies, acts of resilience, record them on an anchor chart for student reference. Consider adding simple picture drawings to each to help make the students connect the words and pictures.



Teacher Tip: There are four illustrated within the text: colors, hair, language and being with family. You can use this anchor chart template ([Word](#) and [PDF](#)) as a guide. Using the templates make a larger one for your class or use a document camera to project at a larger scale.



- Have each student choose one coping strategy and example of resiliency to document in a Reflective Journal entry. Encourage students to use both pictures and words in their entry and to use the class anchor chart and *When We Were Alone* as a reference. You can use this Reflective Journal Entry for Day 3 ([Word](#) and [PDF](#)) as a template

Learning Activities: *(continued)*

Day 4:

Close Reading 4

Embedded Assessment

Focus on Cultural Connections and Identity



Teacher Tip:

You may need to repeat the questions more than once and frame it for students with some personal examples.



Personal and Cultural Connections

- **Setting the Stage:** As we read the story again today, I want you to focus on two areas.
 1. How does a person share who they are with others? How does someone share their identity?
 2. When and why do people dress the same?
What clues can we find in the text as we listen today?
- **Read aloud** or listen to the story, *When We Were Alone*, a fourth time.
- After reading the story, bring the class together for a discussion. Revisit the questions:
 1. *When and why do we dress the same? What clues did we find in the story?* (Write down some of the students' responses on a whiteboard or chart tablet.)
 2. After you have had a few students share, shift the question and ask students to think about themselves and their community, their lived experiences. Ask again, *When and why do we dress the same?* (Write down some of the students' responses on a whiteboard or chart tablet.) You may want to carry the conversation further. Ask, *How does it make you feel when you have to dress like others?* (Write down some of the students' responses on a whiteboard or chart tablet.)
- We are going to shift from thinking about the text and the characters in the text to focusing on you. *How do you share who you are with others? How do you share or show your identity?* Provide students some think time. Repeat the questions and ask students to pair up with an elbow partner and quickly share some of their ideas. Walk around and listen in to partner talk. After 3 - 4 minutes bring the group back together and ask for volunteers to share some examples. Record their examples on a whiteboard or chart tablet.
- After the class discussions, have the students complete a Reflective Journal Entry for Day 4 ([Word](#) and [PDF](#)), a self portrait, of how they demonstrate their identity.

Learning Activities:

(continued)

Day 5



Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Extension Activity 1: Learning your Formal Introduction

As students will be presenting their knowledge during different points in the school year, they will need to know how to formally introduce themselves following their community and/or cultural protocols.

For example:

- “Hello, my name is _____” in your native language.
- “I am from _____” in your native language.
- Include your grandparents, parents, clans and your tribal affiliation including any dialects of the language you speak.

Extension Activity 2: Interview or Talk with an Elder or Community Member

- Ask students to talk with an elder or community member who experienced residential boarding school.
- Have students ask the elder or community member, ***What strategies did you use to stay connected with your language and culture when you were away from home?***

Extension Activity 3: Social Studies Connections

Research the nearest residential boarding school to your community. Learn what you can and be prepared to share 2 -3 facts of information about the school, its location and geographics.

For example:

- Locate the school on a map. Draw a simple map showing where the school is in relation to you. Include the cardinal directions (N, S, E and W), identifying landforms and other identifying information.
- Consider identifying how to calculate the distance from your home to the school and how long it may take to get there.

WEEK 4 - My Powerful Hair

Core Text:



My Powerful Hair

by Carole Lindstrom

Illustrated by Steph Littlebird

Genre: Cultural Fiction

Origins: Author: Anishinaabe/Me'tis
Illustrator: Oregon's Confederated Tribes of Grand Ronde

Lexile: AD

Grade Level: PreK - Grade 3 (Ages 4 - 8)

Supporting Texts/ Media:

▶ [My Powerful Hair \(Native American Bedtime children's book\)](#)
Carole Lindstrom, Steph Littlebird (5:09 minutes)

BIG IDEAS

**CORE VALUES
KEY EQUITY TERMS**

- Respect
- Cultural Identity
- Strength
- Resilience

Story Narrative:

*Our ancestors say our hair is our memories,
our source of strength and power,
a celebration of our lives.*

Mom never had long hair—she was told it was too wild. Grandma couldn't have long hair—hers was taken from her. But one young girl can't wait to grow her hair long: for herself, for her family, for her connection to her culture and the Earth, and to honor the strength and resilience of those who came before her. From Carole Lindstrom comes an empowering and healing celebration of hair and its significance across Indigenous cultures.

Lesson Objective(s) and Comprehension Strategies

- I can answer questions about key details in a text and identify the sequence of events, the plot. (RL.1.1)
- I can explain the central message or lessons within the story based upon key details. (Ancestral messages) (RL.1.2)
- I can use key details to describe the major events of the story. (RL.1.3)

Essential Questions:

How is hair a symbol of strength and power?

How is hair part of someone's cultural identity?

What lessons can we learn from our ancestors?



Anchor Standards

Reading: Information and Literature

[RL.1.1](#) [RL.1.2](#) [RL.1.3](#)

Writing:

[W.1.2](#)

Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.5](#)

Lesson Narrative and Timeline:

These lessons were designed for a period of 4-5 lessons over the course of one week.

Lesson Narrative Overview:

There is a common thread across indigenous cultures of the importance of hair. Hair holds power and strength and hair is a manifestation of the spirit. Within the lesson activities for *My Powerful Hair*, students will learn about the significance of hair, culture, and lessons learned from her ancestors through the eyes of a young girl.

Learning Activities:

Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *My Powerful Hair*, and the origin of the story.
- Read the Author's Note, in the back of the text, to the class before the first reading.
- Introduce the vocabulary words in the table below.

Vocabulary and Phrases	Vocabulary (Before Reading)	Vocabulary (During Reading)
<p>Tier 2</p> <ul style="list-style-type: none"> • pextension • woven • reinforces • vibrancy • journeyed • energies <p>Tier 3</p> <p>Nokomis - <i>my grandmother</i></p> <p>Nimishoomis - <i>my grandfather</i></p> <p>Giga-waabamin - <i>I shall see you</i></p>	<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.</p>

- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *My Powerful Hair*, aloud.
- Ask students to identify the characters and the sequence of events that happened in the story.

Day 2:

Close Reading 2

Sequence of Events

(the plot)

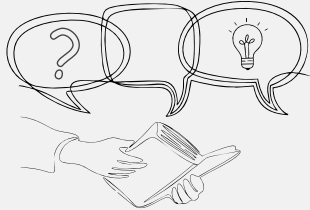
Embedded Assessment

Looking Closely at Text Clues for Analysis

- **Setting the Stage:** Say, *As we read the story again today, we are going to look closely for text details that will help us sequence the events within the story. We will be looking for key events and clues that will help us put the events in order of how they appear in the story. When we are done, we will be creating a timeline of events.*

Learning Activities:

(continued)



- **Read aloud** or listen to the story, *My Powerful Hair*, a second time. As students identify an event, consider recording it on a whiteboard or chart tablet.
- After you finish reading, lead the students through a discussion. Consider asking: *What were some of the key events that you saw and hear in the story?* Encourage students to provide as much detail as they can about what they remember. Go back and reread sections of the story to reinforce key details.
- As you reread the key event details, ask students: *Do you notice anything about the main character's hair? How long was it? Does the length of her hair give us any information about time and when events may have happened?*
- Reread the text as needed to allow students to have a good understanding of the sequence of events. Provide students a copy of the **Sequence of Events Cut and Paste Activity for Day 2** ([📄 PDF](#)) to complete. They will need scissors and a glue stick.

Day 3:

Close Reading 3 Embedded Assessment



Looking Closely at Text Clues for Analysis

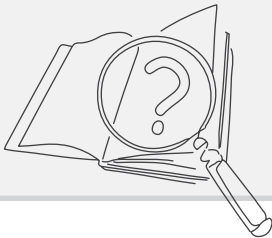
- **Setting the Stage:** Say, *As we read the story again today, we are going to focus on what gets woven into her hair as a result of each experience, a key event, that she shares with readers.*
- **Read aloud** or listen to the story, *My Powerful Hair*, a third time.
- After reading, ask students to pair up with an elbow partner. Each student should share one thing that they heard that was woven into her hair as a result of the experience. Partners should share different examples. Have students each choose a starting role, a speaker or a listener. Listen in as partners talk. You may need to cue them to switch roles. As you bring students back to the larger group, ask a few to step up and share something their partner shared. This helps build active listening skills.
- **Reflective Journal:** Have students think about themselves and their hair. Ask them, *What is woven in your hair as a result of your experiences?* Have them complete the Daily Reflective Journal Entry for Day 3 ([📄 Word](#) and [📄 PDF](#)). Encourage them to use both words and pictures, adding color with crayons or colored pencils if available.

Learning Activities: *(continued)*

Day 4:

Close Reading 4 Embedded Assessment

Focus on the Lessons from the Ancestors



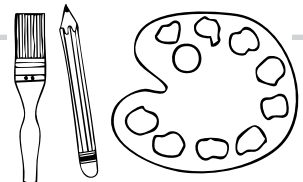
Looking Closely at Text Clues for Analysis

- **Setting the Stage:** Say, *As we read the story again today, we are going to focus on the lessons we learn from our ancestors about the power of one's hair.*
- **Read aloud** or listen to the story, *My Powerful Hair*. There are five lessons from our ancestors. As you come to each lesson from an ancestor, pause and reread. Take time to look at the illustrations on each page. *How do the illustrations reinforce the message? What do you see? Can you summarize each lesson in your own words? What would you include in a picture?*

• Art Project:

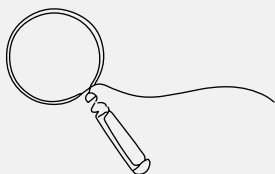
Teacher Prep:

- Print out several copies of the [Lessons from the Ancestors PDF](#), on cardstock if you can. Cut out each and let students choose one to illustrate.
- Decide what art materials you want to provide for your students. It is recommended to use thicker paper like cardstock or heavier drawing or watercolor paper. Students can use colored pencils, crayons, watercolors, oil pastels, or other paint mediums you may have available.
- Prepare the workspaces for your students to paint. Cover tables if needed and put away other supplies they may have at their workspaces.
- The art projects could be compiled into a class book or displayed somewhere in your classroom or school.



Say, Today we are each going to take one of the five ancestor lessons and create an illustration to go with the lesson. You will choose one and create the illustration to go with it. This could include a self portrait of yourself. Be creative and try to use all your space on the page, like the illustrator did in My Powerful Hair. When your illustration is complete and dry, we will attach your "Lesson from an Ancestor" to your illustration.

Day 5



Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Extension Activity 1: Mini Research Project: Hair Across Cultures

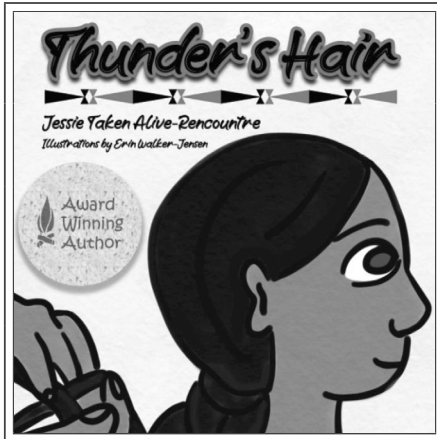
Explore the meaning and significance of hair across different cultures and tribes and how it relates to cultural identity.

Possible areas to explore:

- Indigenous identities
- Black identities
- Asian identities

WEEK 5 - *Thunder's Hair*

Core Text:



Thunder's Hair

by Jessie Taken Alive- Recountre
Illustrated by Erin Walker-Jensen

Genre:	Fiction/Picture Book
Origins:	Hunkpapa Lakota, Standing Rock Sioux Tribe

Lexile:	n/a
Grade Level:	Grades 1-5

BIG IDEAS

CORE VALUES KEY EQUITY TERMS

- Respect
- Advocacy
- Wellness
- Bravery
- Wisdom

Story Narrative:

Thunder is tired of dealing with bullies at school who pick on him because of his long hair. They don't understand why a boy would grow his hair long. When he is sure he has made up his mind to cut it, his grandmother reminds him of the power of having long hair.

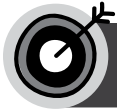
Essential Questions:

How does reading Native Literature help me understand the lessons of our ancestors?

How can my Core Values help me balance my own wellness?

Lesson Objective(s) and Comprehension Strategies

- I can demonstrate the ability to advocate for personal, family and community health.
- I can recognize problems and positive solutions within the text and in real life situations.
- I can use key details in the text to describe the elements of the story including, characters, settings and major events and outcomes.
- I can identify how Core Values can be demonstrated in a good way and when they are not demonstrated.
- I can demonstrate the ability to advocate for personal, family and community health.
- I can analyze the influence of family, peers, culture, and other factors on health behaviors.



Anchor Standards

Reading: Information and Literature	👤 RL.1.1 👤 RL.1.2 👤 RL.1.3 👤 RL.1.5
Writing:	👤 W.1.1 👤 W.1.5
Speaking and Listening:	👤 SL.1.1 👤 SL.1.2 👤 SL.1.5

Lesson Narrative and Timeline:

These lessons were designed for a period of 4-5 lessons over the course of one week.

Lesson Narrative Overview:

Through the week's lesson activities there is a focus on student's socio- emotional learning and strategies to combat bullying, through the lens of student wellness and well-being. Students will explore and learn strategies that the main character, Thunder, learned to combat bullying at school from members of his family and close friends. Students will also identify strategies and resources they have available to use as they navigate being a young student.

Learning Activities:

Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *Thunder's Hair* and the origin of the story.
- Introduce the vocabulary words in the table below.

Vocabulary	Vocabulary (Before Reading)	Vocabulary (During Reading)
<ul style="list-style-type: none"> • morning ritual • portraying • snarled • clenched • swelled • defeated • hardship • confidence 	<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story</p>

Learning Activities:

(continued)

- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *Thunder's Hair* aloud.
- Ask students to identify the characters and the sequence of events that happened in the story.

Day 2:

Close Reading 2

Compare and Contrast Cause and Effect

Embedded Assessment



Looking Closely at Text Clues and Problem Solving

- **Setting the Stage:** Say, *today when we read, we are going to focus on Core Values. We are going to look and listen closely for clues of when Core Values are demonstrated and by whom. We are also going to look and listen closely for when Core Values are not demonstrated and by whom and how that makes Thunder feel.*
- **Read aloud** or listen to the story, *When We Were Alone*, a second time.
- **Part 1: Class Discussion: Core Values**
Using the **Core Values T-Chart** ([Word](#) and [PDF](#)), guide students through a discussion focusing on Core Values. Be prepared to lead with an example for each column to start the conversation.
 - Where did we see characters demonstrating a Core Value?
 - Where did we see characters NOT demonstrating a Core Value?

Guide students to share which character, which Core Value and details of their Actions. What the character specifically did. You may need to go back to the text and reread sections to help provide specific details by asking probing questions.

As students provide text evidence, record their responses on a larger version of the Core Value T- chart, or project larger using a document camera.

- How did Thunder feel when people were demonstrating their Core Values?
- How did Thunder feel when people were NOT demonstrating their Core Values?

Learning Activities:

(continued)

- **Part 2: Mini Lesson: Tattling vs Telling**

Setting the Stage: Say, during the story family elders and friends gave Thunder advice. We are going to explore that more on Day 4, but today, we are going to focus on the advice his friend, Keya, gave Thunder. Let's find that in the text. Let's reread that section.

Keya advised Thunder to tell the teacher. "There's a difference between reporting something when someone is being hurtful to another compared to tattling just to get someone in trouble."

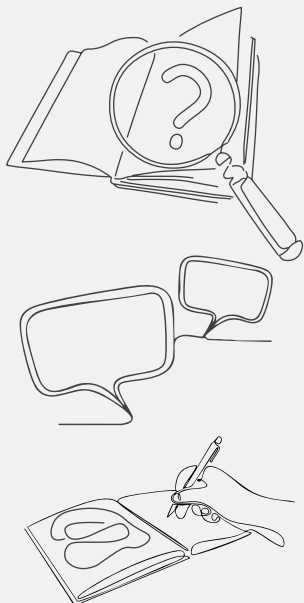
What do you think Keya means? What is the difference between tattling and telling?

Ask students for a few examples of each. If a student mentions an example that is actually an example of the other, help guide them to understand the difference. (Example of a [Tattling vs Telling Anchor Chart](#) from Jessica Levis, grade 1 teacher at Kha'p'o Community School in Santa Clara Pueblo, NM) If you use an anchor chart, guide students to see where their example falls in the chart. *Is it tattling? Or is it telling? Telling is ok.*

Day 3:

Close Reading 3

Embedded Assessment



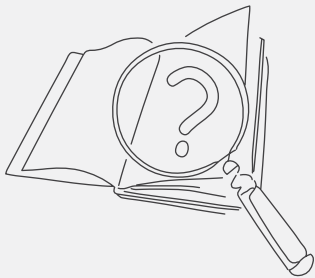
Looking Closely at Text Clues for Conflict Resolution Strategies

- **Setting the Stage:** As we listen to our story today, we will focus on how Thunder resolved his problem with the boys at school. Listen and look for the clues.
- **Read aloud** or listen to the story, *Thunder's Hair*, a third time.
- **Ask the class,** *How did Thunder resolve his problem with the boys at school? What did we see and hear in the text?* Ask students to pair up with an elbow partner to share some of their ideas. After 1-2 minutes, ask students to rejoin the circle and call for a few volunteers to share their text evidence to support their answer.
- **Class Discussion:** *What are some strategies and tools you have to feel safe at school?* As you lead students through a discussion on safety strategies they are already familiar with, record their answers on a whiteboard or on chart paper. Introduce additional strategies that students can access or use they may not have thought of after they have had a chance to share.
- **Reflective Journal Entry:** Ask students to focus on one or two strategies they have used or know of to combat bullying as they complete their Reflective Journal Entry for Day 3 ([Word](#) and [PDF](#)). Encourage students to use both descriptive pictures and words.

Learning Activities: *(continued)*

Day 4:

Close Reading 4
Knowledge Keepers
and the Wellness Wheel
Embedded Assessment
Focus on Summarization



Looking Closely at Text Clues

- **Setting the Stage:** Say, *On Day 2 we focused on Core Values and tattling vs telling. Today we are going to go back and focus on the specific advice Thunder's elder relatives and friends gave him. When someone teaches us something they are known as a Knowledge Keeper. Many times a Knowledge Keeper is older than we are as they have more experiences than us and they can teach us things we don't already know. But a Knowledge Keeper doesn't always have to be older than we are. A Knowledge Keeper knows things we don't. So Keya, Thunder's classmate and friend, can also be a Knowledge Keeper. As we listen and read, focus on the lessons Thunder is learning from the Knowledge Keepers.*
- **Read aloud** or listen to the story, *Thunder's Hair*, a fourth time.



Teacher Tip: Use the Google Slide deck for discussion guidance ([Google Slides](#) and [PDF](#)). Text clues for the responses are in the slide notes for teachers.
What advice did Thunder's mom give him?
What advice did Thunder's Grandpa give him?

• Wellness Wheel Activity

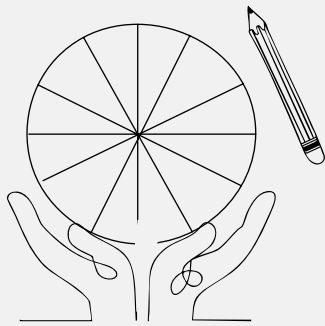


Teacher Tip: Prepare the Wellness Wheels ([Google Slides](#) or [PDF](#)) in advance to provide for your students. You may want to complete one yourself first to show as an example. For young students, consider doing this activity in small groups that will allow you to provide support to students in assessing their wellness and in setting one or two reasonable wellness goals for home or school. As students establish goals, set a timeline to check in on their goals later in the year.

Setting the Stage: A wellness wheel for students can help them understand how to balance their physical, mental, and social lives. The wheel can also help students identify areas where they can improve their wellness. The wellness wheel can help students achieve a balanced life by addressing all of the interconnected dimensions of wellness.

Learning Activities:

(continued)

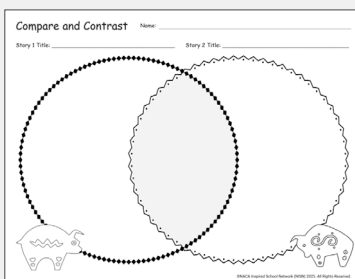


A Wellness Wheel represents a person's life and their overall well-being.

How a Wellness Wheel works:

- Each **wedge**, like a pizza or pie slice, represents one element of your life.
- Use the inner rings of the wheel to **rate** yourself in each dimension of health as either **low, healthy/average, or high**. Low is closer to the center of the circle and high is closer to the outer edges.
- Use a light colored crayon, marker, or colored pencil to rate yourself.
- After you finish each wedge, look for areas where you are strong, or healthy and also look at areas where you need to focus some attention. These are the areas closer to the center of the circle.
- Using your results, use the second page of your Wellness Wheel to set some goals for yourself. Remember, your goal is to be a balanced wheel, not a wheel that is low on air or has a flat tire.
- There is no right or wrong way to complete your Wellness Wheel. Be truthful about how you are feeling when you complete your wheel. It reflects a moment in time.

Day 5



Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Extension Activity 1: Compare and Contrast My Powerful Hair and Thunder's Hair

Using the [Venn Diagram graphic organizer](#), compare and contrast the last two texts we read.

1. What did you find that was similar? Use the space in the middle to write or draw what was the same in both stories.
2. What did you find that was different, or only in one story and not the other? Use the spaces by each book title to write or draw what was different.

Extension Activity 2: Learning how to Braid

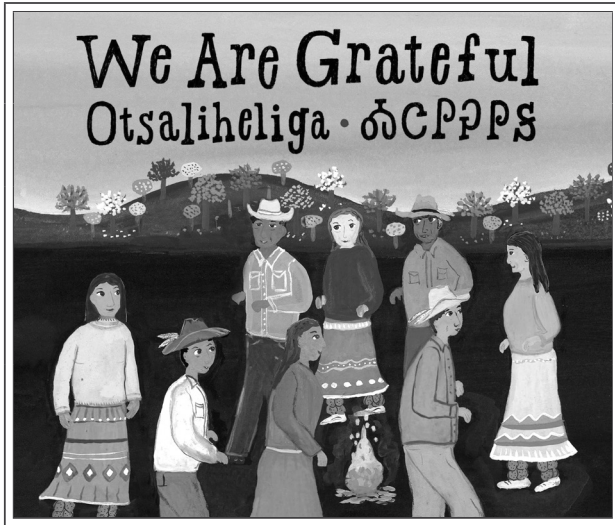
In many indigenous cultures the three strands of a braid represent strength through the mind (red), the body (blue) and the spirit (yellow).

Materials: Ribbons, yarn, rope, sweetgrass or other tall native grass, or braiding fringe on a shawl.

[How to Braid 3 Strands](#) (1:50 seconds)

WEEK 6 - We Are Grateful

Core Text:



We Are Grateful

by Traci Sorell

Illustrated by Frane Lessac

Genre:	Nonfiction
Origins:	Story: Cherokee Nation Author: Cherokee Nation

Lexile:	NC970L
Grade Level:	PreK - Grade 2

BIG IDEAS

CORE VALUES KEY EQUITY TERMS

- Respect
- Responsibility
- Compassion
- Gratitude

Story Narrative:

The Cherokee community is grateful for the blessings and challenges that each season brings. This is modern Native American life as told by best-selling Cherokee author Traci Sorell. The word *otsaliheliga* (oh-jah-LEE-hay-lee-gah) is used by members of the Cherokee Nation to express gratitude. Beginning in the fall with the new year and ending in summer, follow a full Cherokee year of celebrations and experiences.

Lesson Objective(s) and Comprehension Strategies

- I can make personal connections to the text, helping me to comprehend the author's purpose.
- I can listen, look, and read closely to the text and pictures for clues that help me identify key ideas and details.

Essential Questions:

How does reading Native Literature help me understand how communities gather and show gratitude?

How can my Core Values help me understand and connect to my community in a good way and help me understand the community of others?



Anchor Standards

Reading: Information and Literature	RL.1.1 RL.1.2 RL.1.5
Writing:	W.1.7 W.1.8
Speaking and Listening:	SL.1.1 SL.1.2 SL.1.5

Lesson Narrative and Timeline:

These lessons were designed for a period of 4-5 lessons over the course of one week.

- There are several lessons this week that need materials to be prepared in advance. Please review the week's activities and prepare in advance the materials you will need.

Learning Activities:

Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce, *We Are Grateful* and the origin of the story.
- Introduce the vocabulary words in the table below.



Teacher Tip: You may want to have these words written on a sentence strip and posted in your reading area for quick reference.

Vocabulary	Vocabulary (Before Reading)	Vocabulary (During Reading)
<p>Tier 2</p> <ul style="list-style-type: none"> • quarrels • buckbrush • honeysuckle • hardships • sprouts • cradles • savor • scorches • mature • wade • sacrifices <p>*Tier 3 Cherokee words are included with translations throughout the book.</p>	<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.</p>

Learning Activities: *(continued)*

- **Setting the Stage:** Say, “As you read for the first time, look for some of the words we just highlighted above. We are also going to be detectives and look in the pictures and in the words for signs of gratitude. We are going to look for people showing gratitude. When you see an example, hold it in your mind for our discussion after our first reading.”
- **Read *We Are Grateful*** aloud.
- After reading, let students know that as we do a second reading, a picture walk, we will go slower and just look at the pictures. As they find an example of someone showing gratitude, they can raise their hand and say.... “**I spy _____ showing gratitude.**” Encourage students to speak in full sentences and to use as much descriptive language as they can.



Teacher Tip: Write “**I spy _____ showing gratitude.**” on the board or a sentence strip where students can see it. As you read it aloud, using a pointing stick to track each word that you read, emphasizing where they will need to add the details of what they spied.

Day 2:

Close Reading 2 Gratitude Journals Embedded Assessment



Looking Closely at Text Clues

- **Setting the Stage:** Say, *Yesterday we were detectives as we listened to our story and we played I Spy Gratitude. Who remembers an example of gratitude that someone else shared yesterday? Allow several students to share.*



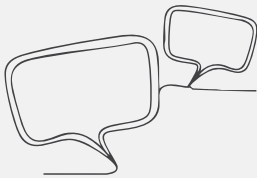
Teacher Tip: This activity helps activate prior knowledge learned through their active listening.

- *When we demonstrate gratitude, we also demonstrate respect and often other Core Values. As we listen to the story again today, look for examples of our Core Values.*
- **Read aloud** or listen to the story, *We Are Grateful*, a second time.
- **What does it mean to be respectful? What does it look like? What does it mean to be grateful?** What does that look like? Lead students through a class discussion. As students share, record their responses on the charts.

Learning Activities: *(continued)*



Teacher Tip: Prepare T-charts on your whiteboard or on chart paper for each pair of questions. You can use: Grade 1 U1 Week 6 Day 2 T - Chart A - Respectful ([Word](#) and [PDF](#)) and Grade 1 U1 Week 6 Day 2 T - Chart B - Grateful ([Word](#) and [PDF](#))



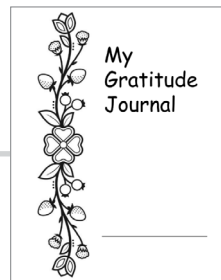
- **Partner Talk: “I am grateful to you because...”**

Group students in pairs and have them sit facing each other. Each student will have 1-2 minutes to share 1 -3 things that they are grateful for from their partner. Signal for partners to switch halfway through. The student who was talking now becomes the listener.



Teacher Tip: Prepare some examples to get students started and the sentence stem, “I am grateful to you because...” Some examples are listed below:

- I am grateful to you because you have good ears and you listen to me.
- I am grateful to you because you help me with my reading.
- I am grateful to you because you share your colored pencils with me.
- I am grateful to you because you play with me during recess.
- I am grateful to you because you cheer me up when I am sad



Teacher Tip: Prepare individual **Gratitude Journals** in advance to distribute to students using the Gratitude Journal Templates ([Google Slides](#) and [PDF](#)). Consider printing the cover on cardstock for durability and adding cardstock or colored paper as a back cover. You may want to create a list of topics or prompts for ideas.

- **Introduce the Gratitude Journal Project.**

Say, Giving thanks and showing gratitude is important. It’s how we demonstrate reciprocity, showing how we say thank you for the gifts we receive each day. Gifts don’t have to cost money. In fact the best gifts are demonstrations of kindness and love. Today you will each start a Gratitude Journal that we will use throughout the year, like a writing or daily journal, but this journal will focus on what you are grateful for.

We will start with making our first journal entry. Take a minute to close your eyes, take a deep breath, and remember something that you are grateful for today. When you can picture what you are grateful for in your mind, see the picture and all the details, open your eyes and quietly start working on your first gratitude journal entry, Remember to write the date. Do your best to include both pictures and words, even if it’s one or two words.

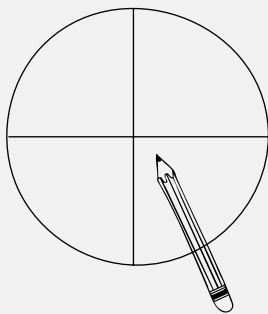
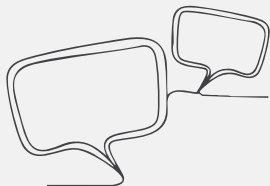
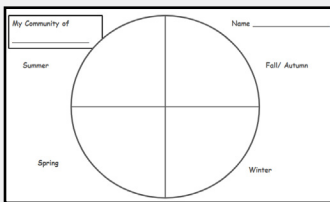
Learning Activities: *(continued)*

Day 3:

Close Reading 3

Seasonal Cycles

Embedded Assessment



Looking Closely at Text Clues for Analysis

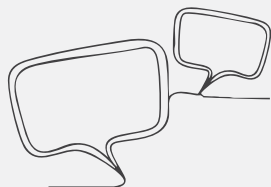
- Teacher Prep:** You will need to prepare 2 larger seasonal cycles for use during class discussions and brainstorming and prepare individual blank seasonal cycles for each student.
 Student Seasonal Calendar Templates: [PDF](#) [Google Slide](#)
- Setting the Stage/Background Knowledge:**
Indigenous education embeds seasonal cycles into knowledge systems, cultural practices, and spiritual beliefs. Cycles, which are modeled after circles, are different from other ways the western world tracks time, often in a linear format, modeled after a line. Today when we read, we will focus on the cycle of the four seasons. Look for key ideas and details of the four seasons, and what happens during each (fall/ autumn, winter, spring and summer) season.
- Read aloud** or listen to the story, *We Are Grateful*, a third time.
- Class Discussion: Seasonal Cycles**
 Make a large circle on chart paper or a whiteboard and divide it into 4 equal sections. Label each section with a season (in order). Invite students to share their text evidence, from words and pictures, for each of the seasons. Go back to the text as needed to find supporting details.
- Seasonal Wheel Project:** Say, *now that we have identified the seasonal events of the Cherokee People as depicted in our story, we are going to focus on our community. What are the things we do as a community during each of the seasons? Take a minute to think quietly. Raise your hand when you have thought of several events and activities. Turn to your partner and share your ideas.* After students have had time to share a few ideas, invite students to share. Record their ideas on the second seasonal wheel on chart paper or a whiteboard. Label this chart with your community's name.

 As you have identified several events for each season, let students know they will now make their own seasonal calendar. Encourage students to focus on one activity for each season and to use color and details in their pictures. Include native languages for the seasons and activities as available and appropriate. Consider have students participate in a gallery walk or quick share as they finish their seasonal wheels.

Learning Activities: *(continued)*

Day 4:

Close Reading 4 Culture and Community Embedded Assessment



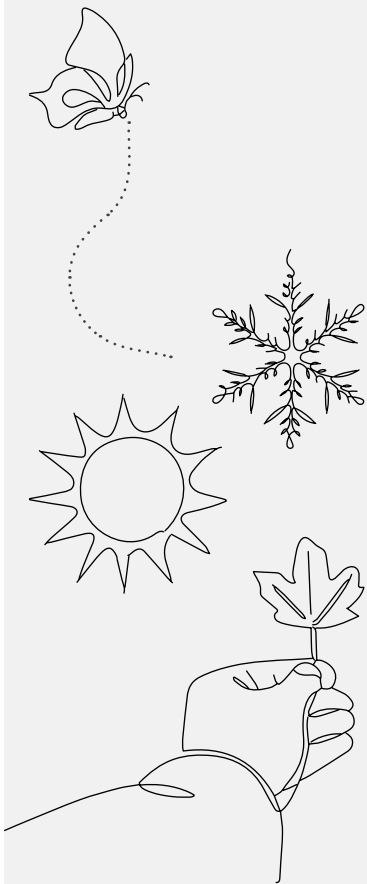
Personal and Cultural Connections

- **Setting the Stage/ Background Knowledge:** Today we are going to go back to the season of fall or autumn, known in Cherokee as uligohvsdi. The Cherokee believe this is when the world was created and when they celebrate the new year during the Great New Moon Ceremony, when they dance the stomp dance. Women shake turtle shells as they dance during the ceremony all night around the fire. Men sing, and children dance praying for everyone and everything on Mother Earth. Families harvest corn, beans, and other crops from their fields and hunt game to share during the celebration. To prepare for the new year, they also clean their homes, wear new clothes and forgive old disagreements.
- **Read aloud** or listen to the story, *We Are Grateful*, a fourth time focusing on the fall. Ask students to pay close attention to the details in the pictures and in the words.
- **Watch and listen** to the Cherokee Stomp Dance
 - ▶ **Cherokee Days 2016 - Traditional Dances 2** (32:37 minutes) - Made by the SmithsonianNMAI. The Stomp Dance is at the beginning of the video followed by other Cherokee traditional dances.
- **Class Discussion:** *How do you think dancing and celebrating in this way, through the stomp dance, brought the community closer together?* Lead students through a collaborative discussion.
- **Think-Pair-Share:** Ask students, *How does your community and/or family celebrate and come together?* Ask students to take a minute to think of a few ways and then have them pair up with a partner. With their partner, each student should share 2 -3 examples of how they celebrate. Remind students to actively listen as their partner shares as they may be asked to share one way their partner celebrates. After each partner has had a chance to share, call the class back together and ask a few students to share one way of celebration they heard their partner share.
- **Reflective Journal Entry/Gratitude Journal:** After the class discussion ask students to choose one of their family celebrations that they are grateful for to illustrate in their Gratitude Journal.

Learning Activities:

(continued)

Day 5



Explore the extension activities or use the day to catch up on lessons and activities from the unit.

Extension Activity 1: The Seasons of Gratitude Project

Based upon *We Are Grateful*, discuss what they know about the four seasons and of how the Cherokee demonstrated gratitude through the seasons. Ask students to think about their families and community and what they are grateful for in each of the seasons. If you are creating a class Gratitude Mural, make a list of ideas that students can include in their illustrations of the four seasons. Decide how you want students to participate in the project and allocate enough time to complete the illustrations. This may be a project that is completed over several blocks of time.

Project Guidance:

- This project can be done individually, in pairs or in small groups. For example, one student could illustrate all four seasons, or four students could each do one season and combine to make the four seasons. Groups could each do one larger depiction of a season and then combine for a larger class mural.
- It can be done on regular paper or cardstock, or for larger murals, on butcher paper or poster boards.
- Materials: paper, pencils, colors (crayons, colored pencils, markers, watercolors, tempera or acrylic paint, oil pastels or other color materials you have available), brushes (if painting), water and paper towels.

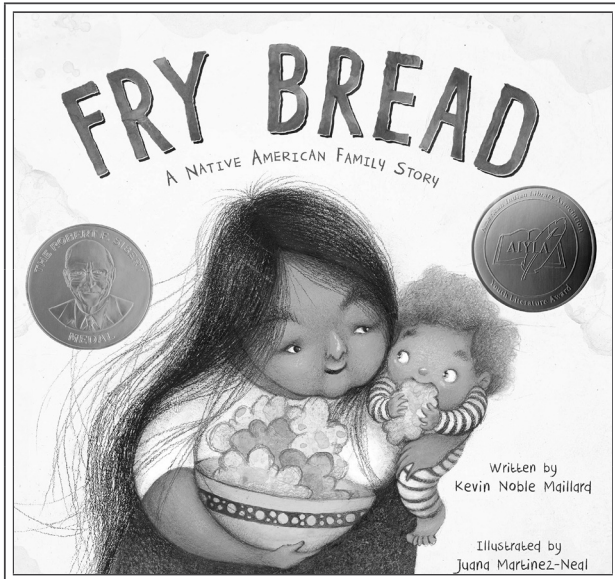
Resources:

- 4 Seasons of Gratitude Project Template ([Word](#) and [PDF](#))

Extension Activity 2: Sharing Circle: Show and Share a Cultural Celebration Artifact

Ask students to bring in an artifact from a cultural celebration that is important to them, their family or community. Invite students to tell the story of their artifact and why they chose to share it with the group.

Core Text:



Fry Bread

by Kevin Noble Maillard

Illustrated by Juana Martinez-Neal

Supplemental Text:

Tyler Makes Fry Bread (Adventures of Tyler Vol. 1)

Written and Illustrated by Kateri Wilson

Genre: Realistic Fiction

Origins: Story: Seminole Nation
Author: Seminole Nation
Illustrator: Peruvian born

Lexile: NPOL

Grade Level: PreK - 4 (2 - 6 years)

Supporting Texts/ Media:

📺 [Fry Bread A Native American Family Story Read Aloud Kids Book](#) (3:12 minutes)

📺 [Navajo Grandma Fry Bread Dough Recipe Episode 2](#) (7:33 minutes)

Navajo Grandma demonstrates how to make fry bread dough step by step.

BIG IDEAS

CORE VALUES KEY EQUITY TERMS

- Culture
- Language
- Traditions
- Generosity
- Community

Story Narrative:

Told in lively and powerful verse by debut author Kevin Noble Maillard, *Fry Bread* is an evocative depiction of a modern Native American family, vibrantly illustrated by Pura Belpré Award winner and Caldecott Honoree Juana Martinez-Neal.

Fry bread is food.

It is warm and delicious, piled high on a plate.

Fry bread is time.

It brings families together for meals and new memories.

Fry bread is nation.

It is shared by many, from coast to coast and beyond.

Fry bread is us.

It is a celebration of old and new, traditional and modern, similarity and difference.

Lesson Objective(s) and Comprehension Strategies

- I can make personal connections to the text, helping me to comprehend the author’s purpose.
- I can listen, look, and read closely to the text and pictures for clues that help me identify key ideas and details.
- I can follow directions and sequence events in order of how they happen.

Essential Questions:

How does Native Literature help me understand the value of indigenous culture and language?

How can I use comprehension strategies and guided discussions around Native Literature to help me understand my connections to others and the world around me?

How does food bring people together?

How do traditions bring people and communities together?



Anchor Standards

Reading: Information and Literature

[RL.1.1](#) [RL.1.2](#) [RL.1.3](#)

Writing:

[W.1.5](#) [W.1.8](#)

Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.5](#)

Lesson Narrative and Timeline:

These lessons were designed for a period of 4-5 lessons over the course of one week.

- As you plan for your week’s instruction, note that on Day 2, students are making fry bread. Day 3 is focused on writing descriptive language and poetry that will be enhanced if they have had the experience of making and eating fry bread, especially if they have no prior experience with fry bread.

Lesson Narrative Overview:

Students will explore how traditions and food bring people and communities together through reading the text, Fry Bread, and making traditional fry bread. Students will engage in activities that will engage their five senses creatively.



Teacher Tip / Background Knowledge:

Explain for students that the origin of fry bread comes from the governments caused deprivation that happened when people were isolated from meats, fruits and vegetables of their native land through the forcible removal of Indigenous peoples. As federal rations of powdered, canned or other dry goods were issued by the government, fry bread was born.

Learning Activities:

Day 1:

Close Reading 1

First Reading and Vocabulary/Word Meaning

- **Setting the Stage:** Bring students together in a circle for a discussion.
- Introduce the essential question with students.
- Ask, *What is a tradition?* After asking a few students to share what they think a tradition is, share a definition.
- Ask students to partner with an elbow partner to identify some examples of traditions they know of. Ask a few pairs to share some of their ideas.
- Ask, *How does food bring people together?* Guide students through thinking through the question with some examples allowing them to make connections.
- Say, *Today we are going to read a book about a type of bread. What is your favorite bread? Have you ever made bread or watched others make bread from scratch?*
- Introduce, *Fry Bread*, and the origin of the story.
- Introduce the vocabulary words in the table below.

Vocabulary	Vocabulary (Before Reading)	Vocabulary (During Reading)
<ul style="list-style-type: none"> • mold • clang • sizzle • sienna • powwow • heritage • fortune 	<p>Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:</p> <ul style="list-style-type: none"> • Are there any words here that you or we already know? • What does the word mean? • Can you use it in a sentence? • As we look at these words, what can you predict this story may be about? 	<p>As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.</p>

- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *Fry Bread* aloud.
- Ask students to identify key details and descriptions of events that happened in the story.

Learning Activities:

(continued)

Day 2:

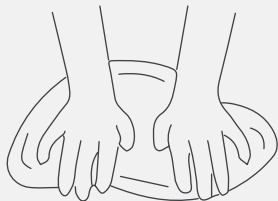
Close Reading 2

Making Fry Bread

Embedded Assessment

Navajo Grandma's Fry Bread Dough Recipe

- 4 cups flour
- 1 tablespoon baking powder
- 2 teaspoons salt
- Oil (she used $\frac{1}{3}$ cup)
- 3 - 4 cups warm water



Looking Closely at Text Clues and Picture Clue



Teacher Tip: Ask for some parent or community volunteers to help with this activity. As you prepare the cooking space for students and adults, have an adult engage students in both reading the story again, and watching the video below that demonstrates what they will be making.

- **Setting the Stage:** *Today we are going to be active in our learning. We are going to make fry bread. We will read our story and then watch a video from a Navajo Grandma who is demonstrating how she makes traditional fry bread.*
- **Read aloud** or listen to the story, *Fry Bread*, a second time and watch **Navajo Grandma Fry Bread Dough Recipe Episode 2** (7:33 minutes)
- **Make and eat traditional fry bread.** (There are many traditional recipes you can use.)
- **Closing Activities:** (For students while cooking spaces are being cleaned up by the adults and volunteers.)
 - Reflective Journal Entry (**Word** and **PDF**)
 - Fry Bread Steps Cut and Paste (**PDF**)

Day 3:

Close Reading 3

Writing Descriptive Language and Poetry

Embedded Assessment

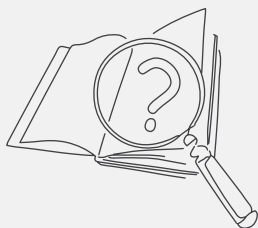
- **Setting the Stage:** *Fry Bread, is full of descriptive language. As we listen to our story today, pay attention to the descriptive words and the images that you visualize in your head as you listen. Today we become writers. Writers of descriptive language, using juicy words, adjectives and writers of poetry.*
- **Read aloud** or listen to the story, *Fry Bread*, a third time.
- **Introduce** the writing projects and focused writing time.



Teacher Tip: Decide how you want to engage students in the writing projects. For example, will all students write both? Will you divide your class into two groups with adult guidance? Will students be able to choose which project to write?

Learning Activities:

(continued)



Looking Closely at Text Clues for Analysis

- **Allocate time for student writing.** Provide individual and small group support as needed for students.
- **Author’s Chair:** Allow time and space for students to share their poems with the class. Be available to help students read aloud their poems and writing.
- **Resources:**
 - Fry Bread 5 Senses Poem Template ([Word](#) and [PDF](#))
 - Fry Bread - I am like Frybread Template ([Word](#) and [PDF](#))

Day 4:

Close Reading 4

Embedded Assessment

Focus on Cultural Connections and Identity

Some Kid Friendly Definitions

Subsistence Farming:

A form of farming in which nearly all of the crops or livestock raised are used to maintain the farmer and the farmer’s family, leaving little, if any, surplus for sale or trade.

Sovereignty is the right of a government to have complete control over its area. A sovereign government is the only maker of laws in the land, water or air. Tribes have sovereignty over their lands.

Real World Connections

- **Setting the Stage:** Say, *In our story there was a line that read, “We made new recipes from what we had.” When we listen to our story today, focus on what ingredients were used when making fry bread. You can also think back to when we made fry bread. What ingredients did we use?*
- **Read aloud** or listen to the story, *Fry Bread*, a fourth time.
- **Class Discussion:** Origins of Fry Bread
 - *What ingredients do we use to make fry bread? Make a list. Discuss the origin of the ingredients. (Refer to the background knowledge section of this lesson.)*
 - *What other cultures make fry bread or something similar? Share some examples. (Mexico and southwestern foods have sopapillas or tortillas or Naan from Indian countries and yeast rolls)*
- **Class Discussion:** Food Sovereignty
 - *In what ways is access to healthy food important to our indigenous families?*
 - *What roles does subsistence living, living off the land, and being sovereign, play in determining what you eat?*
 - *Let’s look at where some of our tribal communities are located.*
 - *Where are the nearest places where a grocery store or place that sells food may be? Is the food sold there healthy?*
 - *What is the land and climate like?*
 - *What plants grow there?*
 - *What animals live there that you can hunt and eat?*
 - *What healthy foods do you, your family and community have access to?*

Learning Activities:

(continued)

- **Closing Reflection:** In the circle, have students share orally, one thing they learned this week that has stood out to them. For example, if when they go home today, what will they share with family when asked, what did you learn this week in school?

Day 5:

Explore the extension activities or use the day to catch up on lessons and activities from the unit.


Extension Activity 1: Sharing Circle: Educate and Share a Family Tradition

- Ask students to share a family tradition that they and their families enjoy together.
- They can share artifacts of the tradition like photos or drawings and describe the tradition and why it is special to them.

WEEK 8-9 - Unit Closure



Lesson Narrative, Close Reading Strategies and Embedded Assessment

Resources:

 [Qualities of a Native Scholar](#) adapted with adult and student friendly “I can” statements.

Lesson Narrative and Timeline:

As Unit 1 comes to a close, it is recommended that you spend weeks 8 and 9 on the following activities:

- **Unit Closure:** Circling back to the unit essential questions and engaging students in discussion and reflection of the texts they have read and activities they have completed.
- **Extension Activities:** Going back to the weekly lesson narratives and engaging students in some of the extension activities outlined for each text.
- **Stage 2 Performance Assessment:** My Community Mapping Assessment
Refer back to  [Stage 2](#) and the links for supporting student resources and templates. Below is a recommended timeline for implementation. Be prepared to offer guidance through individual and small group assistance as needed for your students.
 - My Community - 1-2 days
 - Core Values - 1-2 days
 - Introduction of Presentation Format and  [Assessment](#) - 1 day
 - Presentations - 1 day or longer depending on your class size

Unit Closure Discussions:

Re-engage students with the Unit 1 Essential Understandings and Essential Questions

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can my Core Values help me understand who I am and my relationship to the world around me? • How can my Core Values help me understand and connect to my community in a good way? • How are Core Values connected to being a Native Scholar? • How can I develop and demonstrate the characteristics of a Native Scholar? • How can I use comprehension strategies and guided discussions around Native Literature to help me understand my connections to others and the world around me? 	<ul style="list-style-type: none"> • Learning requires exploration of one’s identity. • Our Core Values help us identify who we are as Indigenous people. • Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before. • Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations. • Learning involves recognizing the consequences of one’s actions. <p><i>Note: EU 1 and 5 are First Peoples Principles of Learning.</i></p>

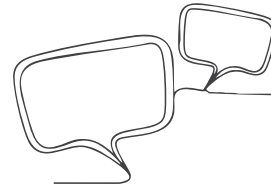
Unit Closure Discussions:

(continued)

Lead students in a class discussion.



Teacher Tip: Have chart paper or a whiteboard available to record student responses. Consider engaging students in elbow partner chats when able.



During the Unit Launch, we focused on the Qualities of a Native Scholar. Remember our broad Essential Question, How can I develop and demonstrate the characteristics of a Native Scholar? Let's reflect on what we have read and learned within Unit 1.

How did we demonstrate our skills as a Native Scholar in this unit?

- Review and reread the "I Can" Version of the Qualities of the Native Scholar.
- Provide time for students to think and reflect.
- Guide students in a discussion of how they demonstrated Native Scholar qualities.

After the discussion, engage students in the Mediation and Tapping Mantra:



- I am a Native Scholar.
- I embrace my community and their Core Values.
- Through Native Lit I will find my voice and call to action.
- I will be the Native Scholar I am.