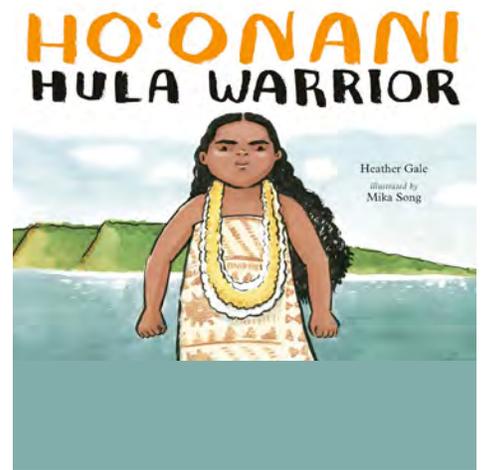
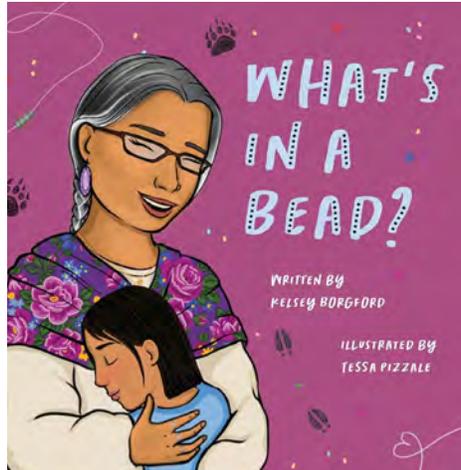
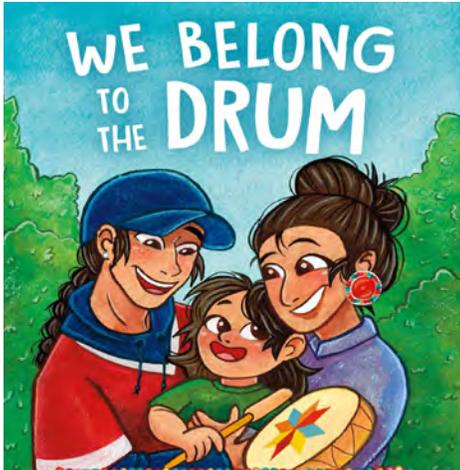


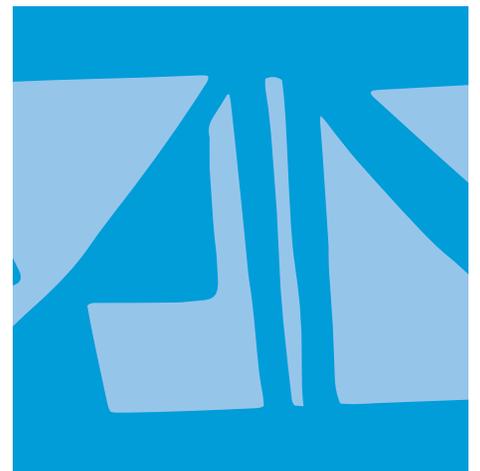
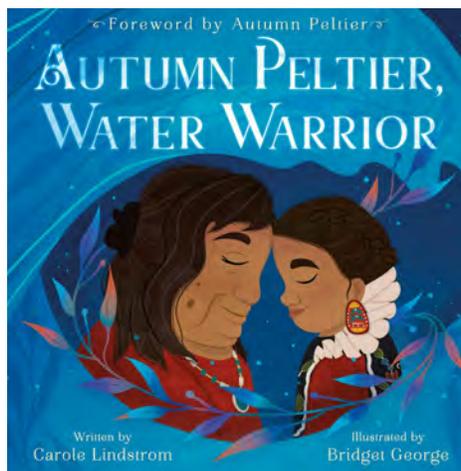
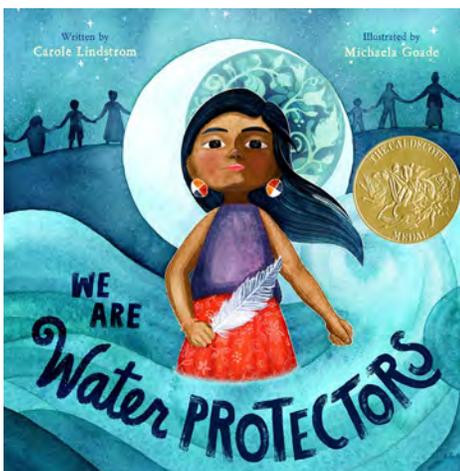
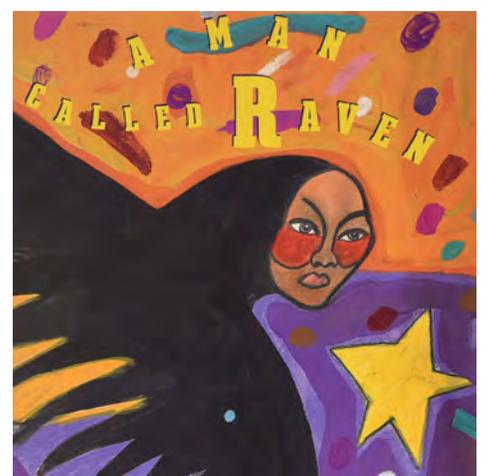
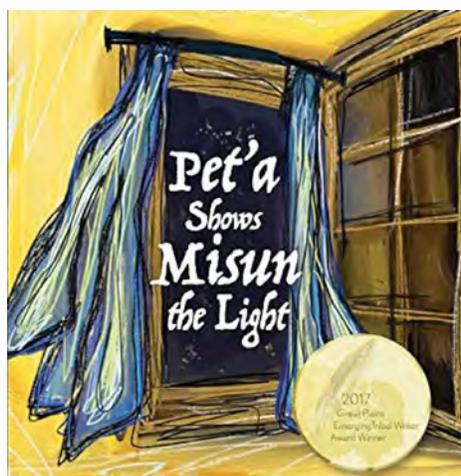
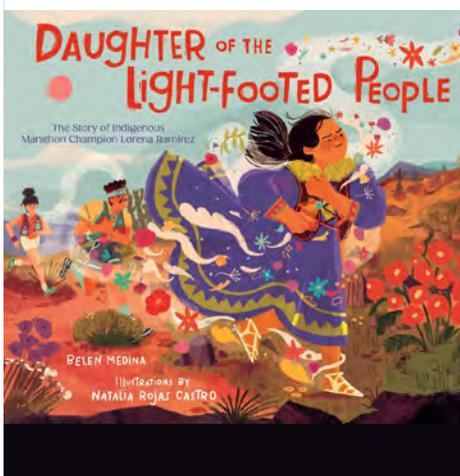
# NATIVE LITERATURE PROGRAM DESIGN

1<sup>st</sup> GRADE



## UNIT 2

## Community and Change



UNIT 2

Calendar Window: 2 months

 Yearlong Curriculum

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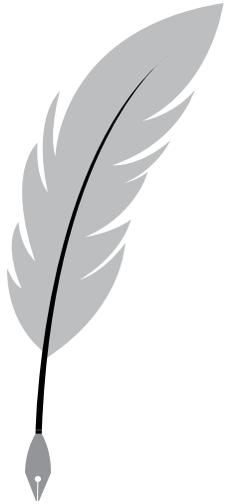
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Designers: Josephine Naranjo-Montoya and Jerusha Ignacio  
Revision Teacher Designers: Diane Katzenmeyer-Delgado and Kolette Medicine

*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 Belong to the Drum***  
by Sandra Lamouche and Illustrated by Azby Whitecalf
- ***What is a Bead?***  
by Kelsey Borgford and Illustrated by Tessa Pizzale
- ***Ho'onani: Hula Warrior***  
by Heather Gale
- ***Daughter of the Lightfooted People:  
The Story of Indigenous Marathon Champion Lorena Ramirez***  
by Belen Medina and Illustrated by Natlia Rojas Castro
- ***Pet'a Shows Misun the Light***  
by Jessie Taken Alive Rencountre and Illustrated by Erin Walker Jensen
- ***A Man Called Raven***  
by Richard Van Camp and Illustrated by George Littlebird
- ***We Are Water Protectors***  
by Carole Lindstrom and Illustrated by Michaela Goade
- ***Autumn Peltier, Water Warrior***  
by Carole Lindstrom, forward by Autumn Peltier, and Illustrated by Bridget George

### Supporting Texts/Media:

- ☒ **First Chapter Friday: Sandra Lamouche** (2:30 min.)
- ☒ **Celebration of Powwow** (8:42 min.)
- ☒ **Ho'onani Hula Warrior** (9:19 minutes)
- ☒ **Daughter of the Light-Footed People** (3:08 minutes)
- ☒ **Born to Run? How Rarámuri Runners Dominate Ultra-Marathons in Sandals** (6:47 min.)
- ☒ **An Athlete Whose Indigenous Skills Helped Make Her a Marathon Star** (6:17 min.)
- ☒ **Lorena Ramirez The Light-Footed Runner** (1:09 min.)
- ☒ **CSD Meet the Author Book Reading "Pet'a Shows Misun The Light"** (12:30 min.)
- ☒ **Pet'a Shows Misun the Light** (9:02 min.)
- ☒ **A Man Called Raven Read by Kaluhya** (9:19 min.)
- ☒ **Carole Lindstrom, "We Are Water Protectors"** (18:02 min.)
- ☒ **Read Aloud: We Are Water Protectors by Carole Lindstrom** (5:09 min.)

### Supporting Texts:

\*kekwan etakwak mīkisiḥk?/ What's in a Bead? (Cree and English Edition)

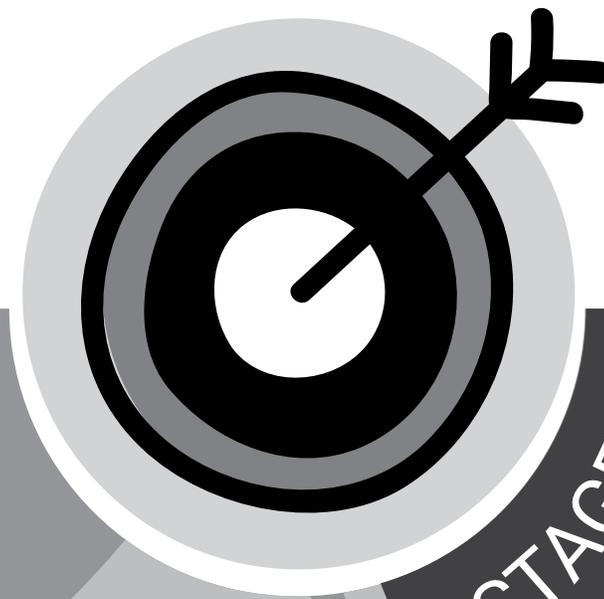
*How Full is Your Bucket? For Kids* - by Tom Rath and Mary Reckmeyer and illustrated by Maurice J. Manning

# DESIRED RESULTS

REFERENCES

 [Finding Big Ideas and Assessment Evidence @ NISN video](#)

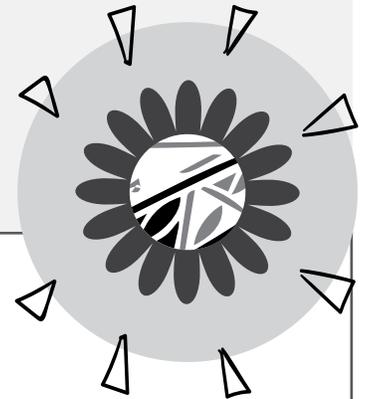
 [Building EQs and EUs @ NISN video](#)



STAGE 1

# BIG IDEAS

- Core Values
- Community Responsibility and Action
- Character
- Native Scholar
- Advocacy and Action
- Identity



### Meditation 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.

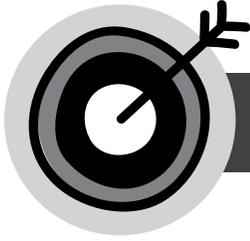
### Essential Questions

- How do you recognize when something needs to be changed?
- What are the results, the evidence, when Core Values and Cultural Beliefs are being demonstrated as intended?
- How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?

### Enduring Understandings

- Change and adaptations are a normal part of cycles.
- Learning requires exploration of one's identity.
- Our Core Values help us identify who we are as a Good Relative.
- 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.
- Youth have a voice and can make a difference.

*Note: EU 2 and 6 are First Peoples Principles of Learning.*

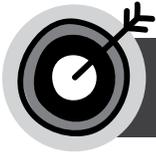


## Anchor Standards

 [English Language Arts Anchor Standards](#)

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

<p><b>Reading</b> Literaturel</p>	<p><b>RL.1.1</b> - Ask and answer questions about key details in a text.</p> <p><b>RL.1.2</b> - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.3</b> - Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.4</b> - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.6</b> - Identify who is telling the story at various points in a text.</p> <p><b>RL.1.7</b> - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.9</b> - Compare and contrast the adventures and experiences of characters in stories.</p>
<p><b>Reading</b> Informational</p>	<p><b>RI.1.1</b> - Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> - Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.6</b> - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.9</b> - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>



**Anchor Standards** *(continued)*

<p><b>Writing</b></p>	<p><b>W.1.2</b> - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> - 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><b>W.1.5</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.7</b> - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.1.1</b> - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>



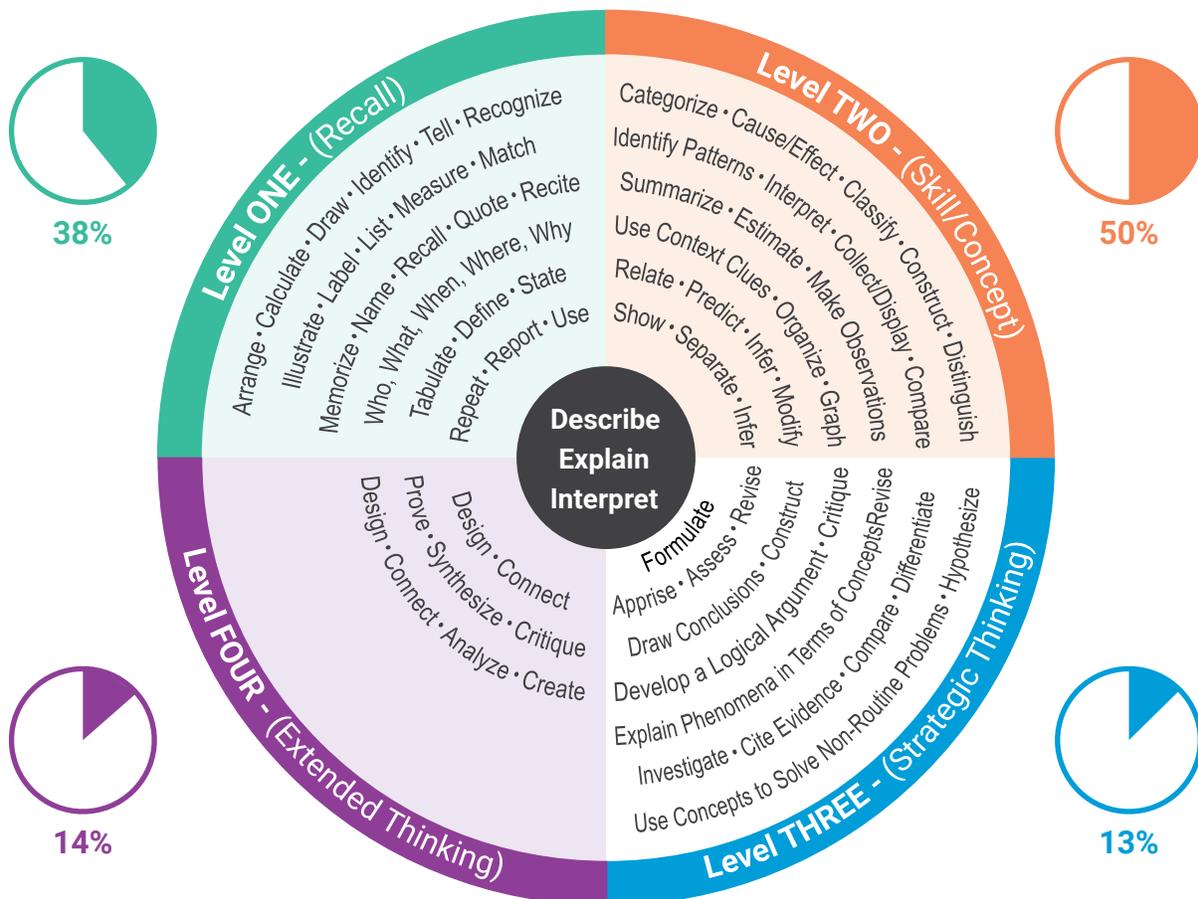
## UNIT Depth of Knowledge (DOK) Levels

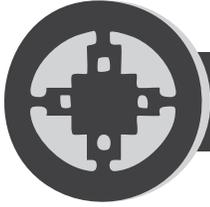
Research overwhelmingly shows a strong positive correlation between student engagement and academic success, retention, and overall student well-being. In the spring of 2025, NISN conducted an audit of the Native Lit curriculum for both Depth of Knowledge (DOK) and Universal Design for Learning (UDL)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

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

### Reference Articles:

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





## The Universal Design for Learning Guidelines

### What is UDL?

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

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

Citation: [udlguidelines.cast.org](http://udlguidelines.cast.org)



## UDL Guidelines

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

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



## UNIT LESSONS - UDL

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
	Design Options for <b>Welcoming Interests &amp; Identities</b>	Design Options for <b>Perception</b>	Design Options for <b>Interaction</b>
<b>Access</b>	Week: 1, 2, 3, 4, 5, 6, 7, 9	Week: 1, 2, 3, 4, 5, 8, 9	Week: 1, 2, 3, 4, 5, 9
	Design Options for <b>Sustaining Effort &amp; Persistence</b>	Design Options for <b>Language &amp; Symbols</b>	Design Options for <b>Expression &amp; Communication</b>
<b>Support</b>	Week: 1, 2, 3, 4, 5, 9	Week: 1, 2, 3, 4, 5, 6, 7, 8	Week: 1, 2, 3, 4, 5, 7, 9
	Design Options for <b>Emotional Capacity</b>	Design Options for <b>Building Knowledge</b>	Design Options for <b>Strategy Development</b>
<b>Executive Function</b>	Week: 1, 2, 3, 4, 5, 6, 7, 8, 9	Week: 1, 2, 3, 4, 5, 6, 7, 8, 9	Week: 1, 2, 3



### Teacher Tip:

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

## ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn how to utilize their 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 community action projects.





## Performance Assessment

Use GRASPS

Guidance document: [UbD Long term Transfer Goals](#) (McTigue)

### Goal:

As a community member, you can either be part of the solution or be part of the problem.

Your goal is to look at your community and identify a need that will help improve your community.

You will read several Indigenous stories about people who have made important changes in their community based on a need they saw and wanted to change.

### Role:

Your role is as a Good Relative within your community.

### Audience:

Your audience will be your classmates and other community members who are part of this community that your project will impact.

### Scenario:

The selection of a community need is the first step in you being a Good Relative and positive change maker in your community.

The first step is to identify several needs in your community. The next step is to decide on one actionable community need that you can accomplish.

You will share this need with the class through a visual representation in a format you choose (oral and/or visual presentation). As part of your presentation, you will share why you chose this community need and what outcome you are looking for at the end of your community impact project.

### Product:

**Part I:** With your class and family, identify several needs of your community. Decide on one community need where you can make a difference.

**Part II:** Prepare a visual and/or oral presentation showcasing your ideas, the need and how you would be involved in making a change.

**Part III:** Present to the class and community audience members.

### Standards:

**Reading Literature and Information:**

Standards are identified within each of the Stage 3 weekly lessons.

**Speaking and Listening:** SL.1.1, SL.1.2, SL.1.3, SL.1.4, and SL.1.5

**Writing:** W.1.1, W.1.6 and W.1.7



## Performance Assessment *(continued)*

<p><b>Assessment Rubrics and Resources:</b></p>	<p>Part 1 and 2 Resource Template:  <a href="#">PDF</a> and <a href="#">Word</a></p> <p>My Community Mapping Assessment and Presentation Rubric:  <a href="#">PDF</a> and <a href="#">Word</a></p>
<p><b>Teacher Tips and Guidelines:</b></p> <p>Within Stage 3, at the end of each week, revisit the Essential Question:</p> <ul style="list-style-type: none"> <li>How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?</li> </ul> <p>Record responses on a running Anchor Chart (<a href="#">Word</a> and <a href="#">PDF</a>).</p>	<p><a href="#">Universal Design for Learning:</a></p> <p><b>For Access:</b></p> <ul style="list-style-type: none"> <li>For Perception and Interaction: Allow students to have a choice in how they present their community needs either orally, visually, or both.</li> <li>For Welcoming Interests and Identities: allowing students to localize their project based upon their perception of “community”.</li> </ul> <p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>For Sustaining Effort and Persistence: Allow students to work collaboratively with peers and adults.</li> <li>For Expression and Communication: Allow students access to a variety of tools to create their presentation and/ or display.</li> </ul> <p><b>For Executive Functioning:</b></p> <ul style="list-style-type: none"> <li>For Strategy Development: Anticipate your students needs and challenges within the performance task, and provide appropriate individualized support and resources as needed and available.</li> </ul>

### Pacing Timeline:

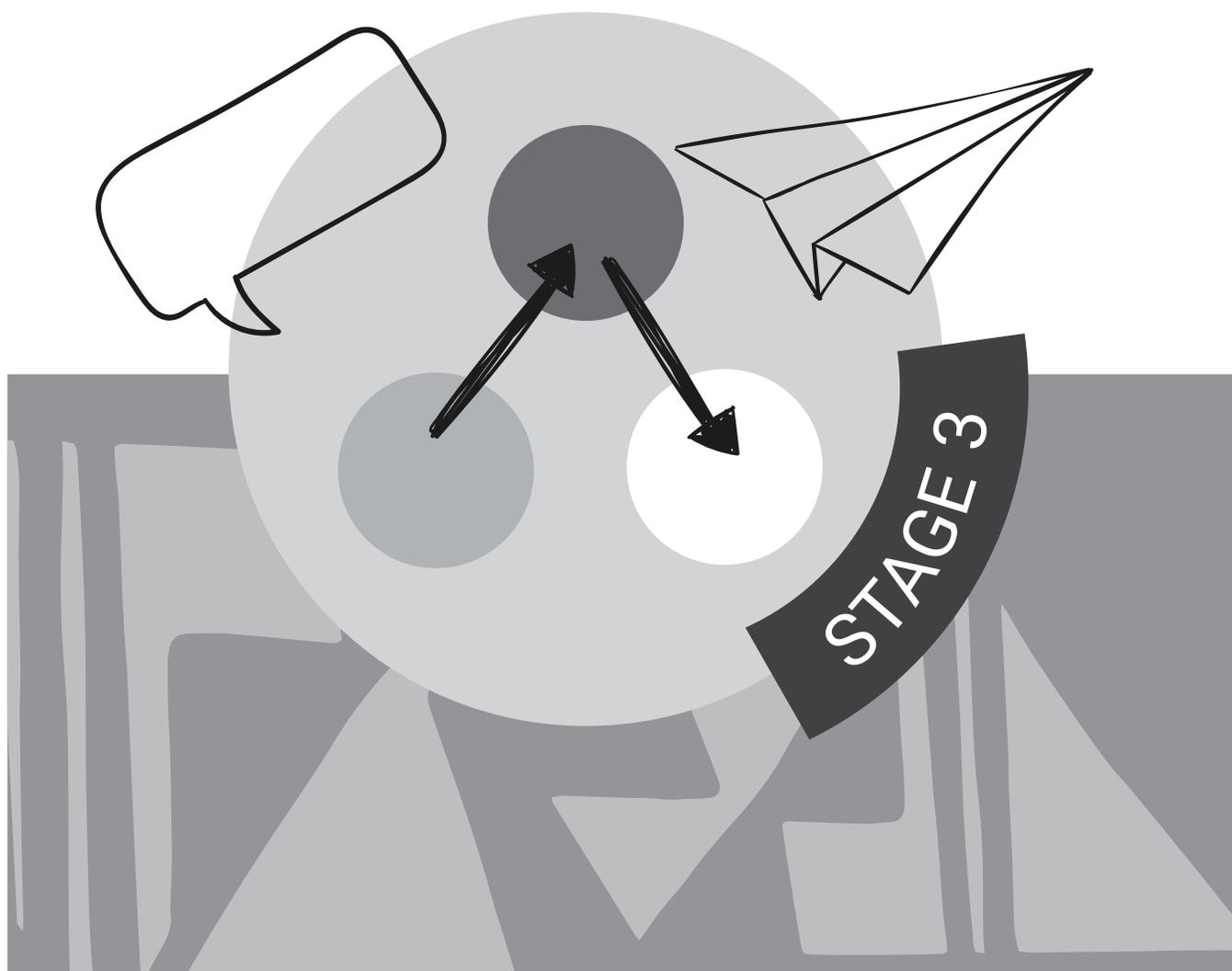
- It is recommended that you introduce the Performance Task in week 1 and 2 with the texts, *We are the Drum* and *What is a Bead?*.



**Teacher Tip:** Ensure that within parent communications, parents are aware that they will need to assist their child with identifying community needs within part 1 and part 2. Extended family members can be encouraged to assist as well. If you know a child has limited resources outside of school, arrange for assistance with available school staff.

- In week 3, Send home a parent letter introducing the unit and the Performance Task outlining their role as adult supports for their child.
- In week 5, as you close the week with *Pet’a Shows Misun the Light*, as a class brainstorm community needs. This may assist students as they are still thinking of a need for their project.
- Week 9 is allocated for the Community Need Project and presentations.

## SCOPE + SEQUENCE



### **A Note for Future Users and Teacher Designers:**

Thank you for your interest in the Native Literature Program! Please note that the resources in this document and the supporting folders are meant to be read and implemented with flexibility. When working in your particular context, this may mean adding texts or other resources in order to meet the needs and opportunities in your classroom. When using these resources and when planning for instruction, it is recommended to reference the lesson narratives, teacher tips, linked resources and timeline guidance.

### 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.

### Unit Launch:

**Setting the Stage for U2: Gather students in a circle to introduce Unit 2.**

Revisit the resources below.

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



#### Meditation and Tapping Mantra

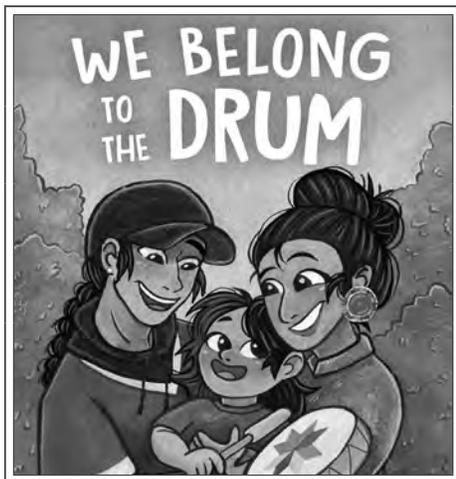
- I am a Native Scholar.
- I embrace my community and their Core Values.
- Through Native Lit I will find my voice and call to action.
- I will be the Native Scholar I am.

- Revisit the **Enduring Understandings**. ([see Stage 1](#))
- Share the U2 **Essential Questions**:
  - *How do you recognize when something needs to be changed?*
  - *What are the results, the evidence, when Core Values and Cultural Beliefs are being demonstrated as intended?*
  - *How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*

In this unit, we will read eight new texts. Each text, each story, connects to our essential questions and to our performance task. You will hear more about that this week and next. This week starts with *We Belong to the Drum*.

### WEEK 1 - *We Belong to the Drum*

#### Core Text:



#### *We Belong to the Drum*

by Sandra Lamouche

Illustrated by Azby Whitecalf

<b>Genre:</b>	Fiction
<b>Origins:</b>	Cree Nation

<b>Lexile:</b>	AD520L
<b>Grade Level:</b>	Preschool - K
<b>Interest Level:</b>	3 - 5 years old

#### Supporting Texts/ Media:

The book is also available in the Cree language.

📺 **First Chapter Friday: Sandra Lamouche** (2:30 min.) - The author shares her story and the inspiration behind the book focusing on the importance of belonging. The author reads the first few pages.

📺 **Celebration of Powwow** | The Living History of Native American Gatherings (8:42 min.)

#### Teacher Resources and Inspirations:

- Plains Cree words for family (in back of the text).
- Author's Note speaks to the importance of culture and identity.
- ***“True belonging doesn't require you to change who you are; it requires you to be who you are.”***  
- Brené Brown

#### BIG Ideas:

- Culture
- Identity
- Community
- Respect

#### Story Narrative:

Nikosis grew up going to powwows with his family, happily immersed in music, dance and the sounds of the drum. But when he starts going to daycare, he doesn't feel like he belongs. Nikosis cries every time his mother leaves him in the unfamiliar environment until, one day, she and the teachers use drums to help Nikosis find connection and comfort. Inspired by her son's experience—and her family's love of powwow music and dance—Indigenous educator and champion hoop dancer Sandra Lamouche shares this uplifting true story of the transformative effects of culturally safe and inclusive early childhood education.

### Lesson Objective(s) and Comprehension Strategies

- I can recall the key details of the story by retelling and ordering the main events within the story.
- I can recognize problems and positive solutions within the text and in real life situations.

### Essential Questions:

*How can my five senses help me understand key details and events within a story to help me comprehend the story?*

*How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*



### Anchor Standards

#### Reading: Literature

[RL.1.1](#) [RL.1.2](#) [RL.1.3](#) [RL.1.4](#)

#### Writing:

[W.1.3](#)

#### Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.4](#) [SL.1.5](#)

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

### Lesson Narrative Overview

As students explore *We Belong to the Drum* this week, they will look closely at how the characters have been positive change agents in their communities. In this text, students will explore how the main character, Nikosis, discovers that connections he has to his culture and community can be shared with a new community.

Students will engage in close reading and learning activities and collaborative text based discussions that focus on citing text evidence, key ideas and details, sequence and retelling of main events, and recognizing problems and positive solutions. Students will engage in writing through reflective journal entries. This week's lesson includes three optional extension activities.

### Learning Activities:

#### Day 1:

##### Close Reading 1



#### First Reading and Vocabulary/Word Meaning

- Introduce the essential questions with students.
- Introduce, *We Belong to the Drum* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 Words	Tier 3 Words
	Plains Cree Words for Family
<ul style="list-style-type: none"> <li>• born</li> <li>• hear</li> <li>• traveling</li> <li>• powwow</li> <li>• safe</li> <li>• belonged</li> <li>• represents</li> </ul>	<ul style="list-style-type: none"> <li>• Nikosis - my son</li> <li>• Ohkoma - his grandma</li> <li>• Okawiya - his mother</li> <li>• Ohtawiya - his father</li> </ul> <p><b>Note:</b> There is a more complete list in the back of the text.</p>

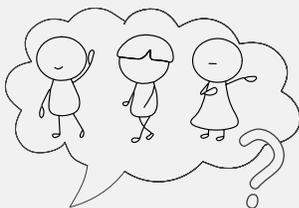
#### Vocabulary (Before Reading)

Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:

- 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?

#### Vocabulary (During Reading)

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.



- 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 *We Belong to the Drum* aloud.
- Ask students to identify the characters and their family connections.
- After reading the first time, go back and review the Plains Cree words for family members. Practice saying the words aloud.

#### Localization: Connecting Kinship Terms

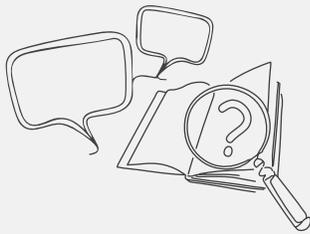
Have your students identify kinship terms in their native language that they use. This is a good opportunity to include some of their kinship terms into their formal introductions that will be a part of their Stage 2 performance assessment.

## Learning Activities:

### Day 2:

#### Close Reading 2

#### Embedded Assessment



**Sequencing of Events**

Directions: Cut out the picture cards and place the story events in order of how they happened in the story.

Place here: 1 2 3

Place here: 4 5

Name: \_\_\_\_\_

**Nikosis**

Use your senses to help remember the key events and details. What did Nikosis feel, see, hear, sense and taste?

Pre-Birth	
Year 1	
Daycare	

### Looking Closely at Text Clues and Problem Solving

#### Part 1:

- **Setting the Stage:** Say, *Today we are going to focus on the story sequence of events. As we listen and read, look for clues to determine what happened first, next, and last within the story. Use your senses to help remember the key events and details. What did Nikosis feel, see, hear, sense and taste? We will be looking to sequence five (5) events.*
- Read aloud or listen to the story, *We Belong to the Drum*, a second time.
- **Class Discussion:** Say, *Let's go back and recall the events of the story. Using our picture clues, (share the five images of events), let's sequence the story events. What happened first? Next? Last? Inbetween?*
- **Picture Sequence Cards and Cut/Paste Activity** ([👉 Slides](#) / [👉 PDF](#))
- Check to see if students have sequenced the events correctly. As an extension, you could ask students to retell the story in pairs or to the whole class to reinforce the story sequence of events.
- **Going Deeper:** Say, *As you listened, the story follows Nikosis through three stages of his early life:*
  - Pre- birth, before he was born
  - Year 1
  - Daycare*Use your senses to help remember the key events and details. What did Nikosis feel, see, hear, sense and taste? We can go back into the text for picture and word clues.*

*Let's identify some key details. As you identify them, we will record your clues on this anchor chart.* ([👉 Word](#) / [👉 PDF](#))



- **Daily Journal Activity:** Have students choose one stage of Nikosis' early life to illustrate in a journal entry. Encourage students to write a simple sentence describing which key details they drew. ([👉 Word](#) / [👉 PDF](#))

#### Part 2:

- Say, *Now let's focus on identifying problems and solutions. Nikosis did not like daycare. This is a problem. As we listen and read today, look for clues that helped resolve, or fix, that problem. What changed that allowed Nikosis to like preschool?*
- Re-read the story if needed, pausing as students identify clues that could be solutions to Nikosis' problem of not liking daycare.

## Learning Activities:

### Day 3:

#### Close Reading 3

#### Embedded Assessment



#### ▶ Pow Wow

#### Music Resources:

- **Leading Arrow - Victory Song** - 2025 Gathering of Nations Pow Wow (3:32 min.)
- **Prayer Song** - by Black Lodge for children (2:59 min.)
- **Experience America's Largest Powwow** Short Film Showcase -by National Geographic (4:09 min.)
- **Hay Creek at Honor the L.C.O. Honor the Earth pow wow 2017** - youth drum group (2:59 min.)
- **Hay Creek (2 contest songs) at Prairie Island Powwow 2023** - youth drum group (3:54 min.)
- Black Lodge Singers have many recorded Pow Wow songs for children available online.

### Looking Closely at Text Clues for Analysis using the Five Senses

#### Part 1:

- Say, *As we read and listed today, look for text clues as to the setting and seasons within the story. What seasons are illustrated? What happens in each of the seasons?*
- Read aloud or listen to the story, *We Belong to the Drum*, a third time.
- Ask, *What clues did you see in the pictures and the words that might tell you the setting and season?* Allow students to share their clues. Be prepared to go back to the text to show the page or sections that contain the clues.
- Ask students to think about their favorite season (spring, summer, fall or winter). Ask students to close their eyes. Ask them to visualize the season in their mind. What do they see? What can they hear? What can they smell? What can they feel? When they have all these images, senses, and memories in their mind, ask them to open their eyes and turn to their elbow partner. Within the pair, have one student describe their season with their five senses for one minute and then prompt students to switch roles. If they shared, they will now listen.

#### Part 2:

- Say, *We are going to listen to some Pow Wow music and watch some Pow Wow clips. We are going to use some of our five senses as we listen and watch.*
- Play some of the clips and music from the resources listed on the left. Feel free to also share video and recordings that you may have. Allow students to get up and move and dance and feel the power of the drums, songs and dance.
- **Small Group Talk:** Pause and bring the class back together in a circle. *With your five senses, What did you see? What did you feel? What did you hear?* Have students pair up and share or call on students to share as they volunteer.



- **Daily Journal Activity:** Have students complete a Daily Journal Entry illustrating what they saw, felt and/or heard. Encourage students to write phonetically a few descriptive words with their illustration. ([Word](#) / [PDF](#))

### Learning Activities:

#### Day 4:

##### Close Reading 4

##### Embedded Assessment



##### Teacher Tip:

Be prepared to help facilitate the discussion by providing some examples to get them started.



#### Problem Solving and Personal Connections

Part 1: \_\_\_\_\_

Say, *Now let's focus on identifying problems and solutions. Nikosis did not like daycare. This is a problem. As we listen and read today, look for clues that helped resolve, or fix, that problem. What changed that allowed Nikosis to like daycare?*

- Read aloud or listen to the story, *We Belong to the Drum*, a fourth time. As you read, pause as students identify clues that could be solutions to Nikosis' problem of not liking daycare.
- **Guided Discussion:**
  - *Why didn't Nikosis like Daycare? Why did he not feel comfortable and safe? What words or pictures tell us?*
  - *What changed? What did his mother and teacher do to change his opinion?*
  - *What words or pictures tell us?*
  - *Can you think of other solutions that would have made Nikosis feel better about daycare?*

Part 2: \_\_\_\_\_

***"The drum represents the heartbeat of Mother Earth.  
We all belong to the earth and we all belong to the drum."***

- Say, *As we listen and read today, think about what connects you to the Earth, the land, and your culture, like Nikosis was connected to the drum.*
- **Class Discussion:**
  - *What were you thinking about as you listened to the story today? What connections were you able to make?*
  - *Have students share with an elbow partner and then call on a few pairs to share out with the group.*
  - *Ask, What connects you to the Earth, the land, and your culture, like Nikosis was connected to the drum? As students share out connections, record them on chart paper or a whiteboard.*

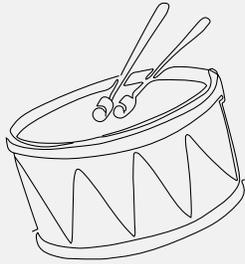
- **Daily Journal Activity:** Have students complete a Daily Journal Entry by completing the model sentence below and adding an illustration using the template. ([Word](#) / [PDF](#))

"\_\_\_\_\_ connects me to the Earth,  
the land and my culture."

### Learning Activities:

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

### Day 5:



#### Extension Activity 1: Exploration of the Native Drum

- Explore native drums online and listen to the native drums.
- What do you hear? What do you notice?
- What materials are used to make the drums? Do the materials differ among different tribes?
- What shape and size are the drums? Does the size impact the sound?
- What are some of the cultural uses for the drum?
- Find some examples of native drums. Be prepared to share images, sound clips and some interesting facts with the class.

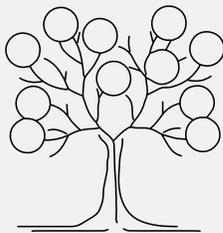


**Teacher Tip:** Consider using a 5-sense graphic organizer for the children to record as they are exploring these questions.



#### Extension Activity 2: Self Connections and Interest

- Okawiya, Nikosis' mother, loved to dance and sing. What do you love to do?
- Create a mini-book, a personal narrative of your hobbies, the things you do when you have time to be you.



#### Extension Activity 3: Creating a Family Tree

- Begin with drawing a picture of their immediate family, who lives in your house.
- Expanding, add who is in your clan, or extended close family.
- Add other important family relations including pets.
- Be creative and add details with colors, photos or other artifacts that illustrate your family.

### Closing the Week

As you close the week, whether it's at the end of Day 4 or Day 5, circle back to the unit Essential Questions.

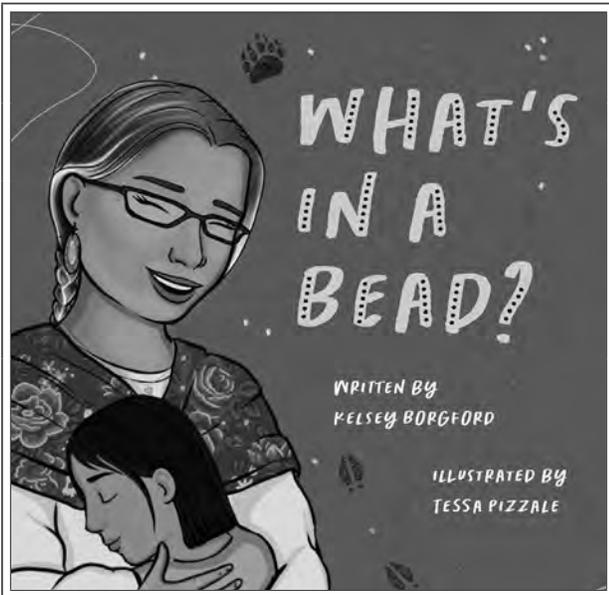
ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

Record responses on a running Anchor Chart ([Word](#) / [PDF](#)).

- How have the characters in each of our texts been a positive change agent in their communities?
- How have their communities benefited as a result of those actions?

### WEEK 2 - *What's in a Bead?*

#### Core Text:



#### *What's in a Bead?*

by Kelsey Borgford

Illustrated by Tessa Pizzale

**Genre:** Fiction

**Origins:** Cree Nation

**Lexile:** 730L

**Grade Level:** Grades 1 - 3

**Interest Level:** 6 - 8 years old

#### Supporting Texts/ Media:

\*kekwan etakwak mīkisiḥk?/ What's in a Bead? (Cree and English Edition)

#### **BIG Ideas:**

- Identity
- Respect
- Cultural Traditions

#### **Story Narrative:**

Tessa loves how her grandmother always smells of campfire stories. Mom says it's because Kohkom spends her days sewing beautiful beads onto smoked hides. Inspired, Tessa asks Kohkom to teach her beading, but first she must listen and learn about the many stories held in a bead.

#### **Enduring Understandings:**

- Core Values are learned from our family, our community, and are also learned from the stories that are passed down from generations before.
- Learning requires exploration of one's identity.

### Lesson Objective(s) and Comprehension Strategies

- I can use key details within the text to retell and sequence the main events of the story.
- I can illustrate and write a statement that provides key details and evidence to support the question.
- I can make personal to text connections.

### Essential Questions:

*What can our stories, our regalia, our clothing, our art and traditions tell us about who we are?*

*What role do traditional protocols and processes play in our learning?*

*How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*



### Anchor Standards

Reading: Literature	<a href="#">RL.1.1</a> <a href="#">RL.1.2</a> <a href="#">RL.1.3</a>
Writing:	<a href="#">W.1.1</a> <a href="#">W.1.7</a>
Speaking and Listening:	<a href="#">SL.1.1</a> <a href="#">SL.1.2</a> <a href="#">SL.1.4</a>

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

### Lesson Narrative Overview

As students explore *What's in a Bead?*, they will look closely at how the characters have been positive change agents in their communities. In this text, students will explore the cultural practices of asking an elder to pass on their knowledge through teaching. Students will engage in exploration and discussions centering cultural traditions and the arts.

Students will engage in close reading learning activities and collaborative text based discussions that focus on looking for and citing text evidence, sequencing of events, identifying the problem and solution, and describing key ideas and details. This week's lesson includes one optional extension activity.

## Learning Activities:

### Day 1:

#### Close Reading 1



#### First Reading and Vocabulary/Word Meaning

- Introduce the essential questions with students.
- Introduce, *What's in a Bead?* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 Words	Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> <li>• mukluks</li> <li>• pours</li> <li>• ceremonies</li> <li>• banned</li> <li>• moccasins</li> <li>• florals</li> </ul>	<ul style="list-style-type: none"> <li>• Kohkom</li> <li>• Niii-gahwee</li> <li>• Waciye</li> <li>• Anishinaabe</li> </ul>	<ul style="list-style-type: none"> <li>• campfire stories</li> <li>• smoked hides</li> <li>• “offer tobacco”</li> <li>• tobacco ties</li> <li>• traditional regalia</li> </ul>

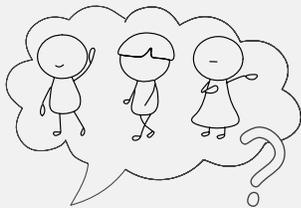
#### Vocabulary (Before Reading)

Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:

- 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?

#### Vocabulary (During Reading)

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.



- As you read for the first time, ask students to listen for the vocabulary words, who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read aloud *What's in a Bead?*
- **Class discussion question prompts:**

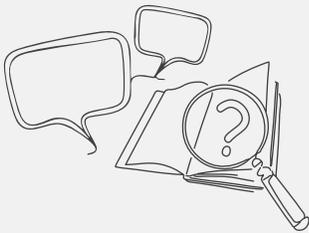
Main Characters	Setting	Key Ideas and Details
<ul style="list-style-type: none"> <li>• Who were the main characters in the story?</li> <li>• What role did each character play?</li> <li>• Did Tessa's mom and Kohkom have similar roles? What can you predict this story may be about?</li> </ul>	<ul style="list-style-type: none"> <li>• Where did the story take place?</li> <li>• Was there more than one place?</li> </ul>	<ul style="list-style-type: none"> <li>• What happened at the beginning of the story?</li> <li>• What happened in the middle of the story?</li> <li>• What happened at the end of the story?</li> <li>• What is the lesson you should learn from this story?</li> </ul>

## Learning Activities:

### Day 2:

#### Close Reading 2

#### Embedded Assessment



#### Sequence of Key Events used in the picture cards

1. "I want to bead too."
2. Make a tobacco tie.
3. Going to Kohkom's house.
4. Greeting each other and drinking tea together.
5. Gifting the tobacco tie and asking to learn.
6. Learning the stories of the bead.
7. Getting started beading.

#### Looking Closely at Text Clues and Problem Solving

- Say, *Tessa has a problem. Tessa wants to learn how to bead. As we read yesterday, there are many steps, or things to do, before she can learn how to bead. Each step is important and holds meaning. As we read today, pay attention to the steps Tessa has to do before learning how to bead. After we read, we are going to identify the steps in the process in order they happened.*
- Read aloud or listen to the story, *What's in a Bead?*, a second time.

#### Retelling and Sequencing of Key Events Interactive Activity

(Sequencing Cards [PDF](#) and [Slides](#))



#### Teacher Tips:

- You will need to prepare the storyboard picture sets in advance. These can be printed on card stock for durability and if you are using a magnetic whiteboard, use the small sticky magnets on the back.
  - Decide how many students will be in each group, pairs or triads are suggested.
  - To assess students comprehension levels, use an observation recording sheet to document student progress.
  - Encourage students who struggle with the sequencing of events to return to the text for clues.
- Say, *Now that we have read our story a second time, we are going to get into groups to sequence the key events that happened within the story from the beginning to the end. Each person in the group should have a chance to put the cards in order and retell the story as you remember the details. You can go back to the text for clues. There are seven (7) key events to put in order. After each person finishes, shuffle or mix up the cards for the next person.*

## Learning Activities:

### Day 3:

#### Close Reading 3

#### Embedded Assessment

#### Cultural Traditions

#### Essential Question:

*What can our stories, our regalia, our clothing, our art and traditions tell us about who we are?*



#### Part 2:

#### Localization Opportunity

If you have students that represent different tribal nations and cultural groups, localize this activity to include those specific nations and groups.



### Looking Closely at Text Clues for Analysis

#### Part 1:

Say, *As we read today, we will pause and reread the section describing the story of the bead.*

- Read aloud or listen to the story, *What's in a Bead?*, a third time.

***“We kept beading though to make sure our ways weren’t lost forever. Our beads wanted to be used. Their spirit called to us, and we listened.”***

- *What do you think that means?*
- *Think back to when we read When We Were Alone earlier in the year. Are there any connections to that story?*

- Lead the class through a discussion exploring the meaning and the significance of beading.

#### Part 2:

***“We listened because they helped us stay strong in our culture. They told us stories about who we are.”***

- Say, *What can our stories, our regalia, our clothing, our art and traditions tell us about who we are?*
- Say, *As we look at a few slides that contain artwork and traditional regalia from tribes in North America, what do you see? What do you notice? Look at the colors, patterns and materials. What does this tell us?*  
Lead students through a discussion.



Resource: [📄 Slides](#) / [📄 PDF](#)

- **Reflective Journal Entry:** What I See and Notice ([📄 Word](#) / [📄 PDF](#))

### Learning Activities:

#### Day 4:

##### Close Reading 4

##### Embedded Assessment

##### Cultural Protocols



##### Teacher Tip:

For more information on tobacco offerings, [📖 Tobacco Offering Protocol](#)



##### Teacher Tip:

Consider using sentence starters to support this learning activity.



ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

#### Summarization and Connections

##### Part 1:

Say, *In the Anishinaabe culture, offerings are a cultural protocol that is in place to ensure respect, rights, responsibility and reciprocity. Offerings are a common practice in many, but not all, Indigenous cultures. Offerings are often made to spirits, ancestors, elders, or deities, and can involve various materials like tobacco, food, or other items of value. The specific types of offerings and their purpose vary significantly between tribes and regions. As we read today, listen and look for the cultural protocols that needed to be in place before Tessa could learn how to bead.*

- Read aloud or listen to the story, *What's in a Bead?*, a fourth time.
  - Who can describe the steps Tessa took in making a tobacco tie and offering?
  - When else might it be appropriate to offer tobacco or other offerings?

##### Part 2:

Say, *Honoring and respecting our elders and Knowledge Keepers is important. What are some ways we show honor and respect?*

Lead your students through a collaborative discussion. Consider having students talk with their elbow partner and then share some of their ideas with the class.

- Say, *Tessa wanted to learn how to bead. What are some things you would like to learn from an elder or Knowledge Keeper? Take a minute to think and when you are ready hold up your hand quietly. When we all have identified something we want to learn, we will begin sharing with the group.*

- **Reflective Journal Entry:** Students will draw and describe something they would like to learn from an elder, a Knowledge Keeper. ([📖 Word](#) / [📖 PDF](#))

##### Part 3:

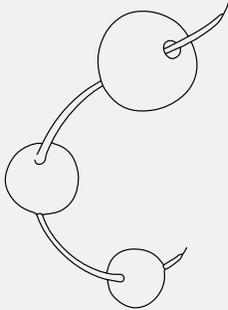
As you close the week, whether it's at the end of Day 4 or Day 5, circle back to the unit Essential Questions. Record responses on a running Anchor Chart.

- ([📖 Word](#) / [📖 PDF](#)).

- *How have the characters in each of our texts been a positive change agent in their communities?*
- *How have their communities benefited as a result of those actions?*
- *When you are ready hold up your hand quietly. When we all have identified something we want to learn, we will begin sharing with the group.*

## Learning Activities:

### Day 5:



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

#### Extension Activity 1: Hands On: Making Beads

Engage your students in making beads and then stringing them together to make a necklace or bracelet. There are many types of beads that students can make. You may have local community artists that can come in and lead the activity. If not, you can explore making clay, paper beads or create a necklace with beads and other objects.

Materials needed depending on the type of beads or projects being made:

- String or cord for stringing the beads together
- Air dry modeling clay (This comes in a variety of colors or you can paint after they dry.)
- Paper or magazines (You will need to pre-cut in strips for the students.)
- Plastic straws (one per student)
- Scissors
- Glue

#### Multimedia Resources for Making Beads:

- [How to make Paper Beads from Magazines](#) (4:57 min.)  
- You should watch for an accurate material list.
- [Craft for Kids: Make Crayola® Clay Beads Necklace](#) (3:47 min.)  
- You should watch for an accurate material list.
- [Make a Beaded Necklace | Crafts for Kids | PBS KIDS](#) for Parents (2:42 min.) - You should watch for an accurate material list.

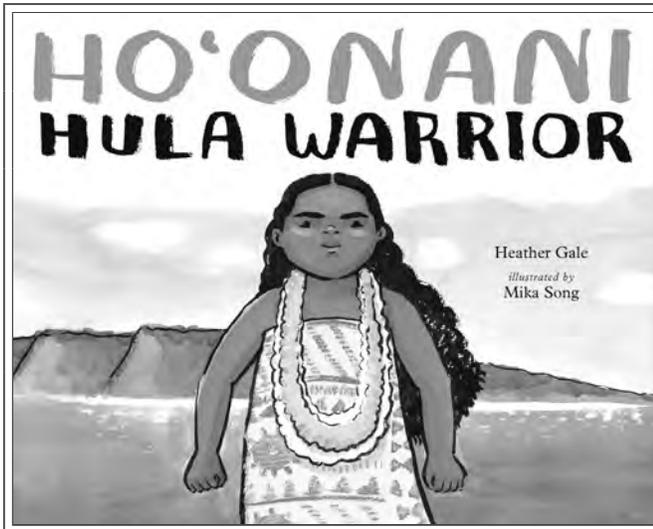


#### Writing Connection:

Once the students are done making their beads and project, have them write and illustrate the steps and directions for what they did.

### WEEK 3 - *Ho'onani: Hula Warrior*

#### Core Text:



#### *Ho'onani: Hula Warrior*

by Heather Gale

Illustrated by Mika Song

<b>Genre:</b>	Fiction
<b>Origins:</b>	Hawaiian Culture The author is Australian. The illustrator is from Manila, Philippines and Hawai'i.

<b>ATOS Reading Level:</b>	3.5
<b>Grade Level:</b>	Preschool - Grade 3
<b>Interest Level:</b>	4 - 8 years old

#### Supporting Texts/ Media:

📺 [Ho'onani Hula Warrior](#) (9:19 minutes)

Ms. Abby's introduction includes the reading of the Author's Note and introduction.

#### Teacher Resources and Inspirations:

It is recommended to preview the video and content before teaching this week's text to provide context and background knowledge.

A Place in the Middle [👉 website](#) - this site hosts the video, A Place in the Middle, and background information and cultural knowledge. The [👉 Discussion Guide](#) is designed for Grade 4-12.

### BIG Ideas:

#### Core Values Key Equity Terms

- Community
- Respect
- Perseverance
- Bravery
- Identity
- Diversity
- Acceptance and Culture

### Story Narrative:

An empowering celebration of identity, acceptance and Hawaiian culture based on the true story of a young girl in Hawai'i who dreams of leading the boys-only hula troupe at her school. Ho'onani feels in-between. She doesn't see herself as wahine (girl) OR kane (boy). She's happy to be in the middle. But not everyone sees it that way. When Ho'onani finds out that there will be a school performance of a traditional kane hula chant, she wants to be part of it. But can a girl really lead the all-male troupe? Ho'onani has to try . . .

Based on a true story, *Ho'onani: Hula Warrior* is a celebration of Hawaiian culture and an empowering story of a girl who learns to lead and learns to accept who she really is—and in doing so, gains the respect of all those around her. Ho'onani's story first appeared in the documentary *A Place in the Middle* by filmmakers Dean Hamer and Joe Wilson.

(Source: Birchbark Books)

### Enduring Understandings:

- You can be yourself.
- The ways in which our beliefs about what it means to be male, female or "in the middle" are shaped by our culture.
- Gender doesn't define boundaries.
- There is value in being comfortable with and connected to all types of people, including those that are different from you.
- We make room for all people and show each other the same love, acceptance and respect.
- It is important to pass on traditions and to do so, we must honor those traditions.



#### Teacher Tip:

Please feel comfortable using all the Enduring Understandings, or a few based upon your focus for this text.

### Lesson Objective(s) and Comprehension Strategies

- I can compare and contrast the experiences of main characters in the story.
- I can express my ideas and feelings when discussing the characters, places, and events.
- I can recall the key details of the story by retelling and ordering the main events within the story.
- I can identify the character traits that demonstrate leadership qualities within the characters of the story.

### Essential Questions:

*How have each of the characters in our Indigenous texts been a positive change agent for their community? How have the communities benefited?*

*What determines our roles in the communities we are a part of?*

*What role does storytelling play within your cultural traditions?*



### Anchor Standards

Reading: Literature	<a href="#">👤 RL.1.1</a> <a href="#">👤 RL.1.2</a> <a href="#">👤 RL.1.3</a> <a href="#">👤 RL.1.7</a> <a href="#">👤 RL.1.9</a>
Writing:	<a href="#">👤 W.1.2</a> <a href="#">👤 W.1.5</a>
Speaking and Listening:	<a href="#">👤 SL.1.1</a> <a href="#">👤 SL.1.2</a> <a href="#">👤 SL.1.4</a> <a href="#">👤 SL.1.5</a>

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

### Lesson Narrative Overview

As students explore *Ho'onani: Hula Warrior* this week, they will look closely at how the characters have been positive change agents in their communities. In this text, students will explore how Ho'onani navigates the challenges within her family and community to take on a role within her culture that is normally reserved for males. Students will engage in learning activities and collaborative text based discussions that focus on Core Values, character traits, and identifying leadership qualities.

Learning activities will engage students in comparing and contrasting, citing text evidence, and identifying key details and events as they progress from the beginning, middle and to the end of the story. Activities will engage students in exploring Hula, the native Hawaiian language, and the role of storytelling within cultures. This week's lesson included three optional extension activities.

### Learning Activities:

#### Day 1:

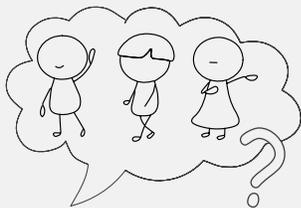
##### Close Reading 1

#### First Reading and Vocabulary/Word Meaning

- Introduce the essential questions with students.
- Introduce *Ho'onani: Hula Warrior* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 Words	Tier 3 Words	Terminology  Kid Friendly Terminology and Vocabulary
 <ul style="list-style-type: none"> <li>• society</li> <li>• healer</li> <li>• warrior</li> <li>• ukulele</li> <li>• custom</li> <li>• driftwood</li> <li>• seered</li> <li>• sway</li> <li>• audition</li> <li>• stance</li> <li>• tidal wave</li> <li>• awe</li> <li>• beckoned</li> <li>• fuss</li> <li>• troupe</li> <li>• protested</li> <li>• prickled</li> </ul>	<ul style="list-style-type: none"> <li>• wahine (girl)</li> <li>• kane (boy)</li> <li>• mahu (both female and masculine traits)</li> <li>• kumu (teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• acceptance</li> <li>• diversity</li> <li>• equality</li> <li>• gender</li> <li>• identity</li> <li>• twin-spirited</li> </ul>

Vocabulary (Before Reading)	Vocabulary (During Reading)
<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"> <li>• Are there any words here that you or we already know?</li> <li>• What does the word mean?</li> <li>• Can you use it in a sentence?</li> <li>• As we look at these words, what can you predict this story may be about?</li> </ul>	<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 *Ho'onani: Hula Warrior* aloud.
- **Class Discussion:**
  - *What is the story about?*
  - *What is the setting? Where does the story take place?*
  - *Who are the characters in this story?*
  - *What problems did Ho'onani face?*



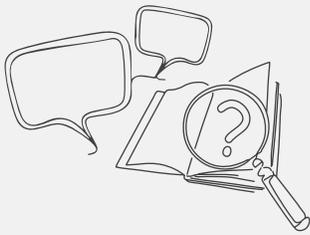
**Teacher Tip:** There are two problems that will guide discussions and activities on Day 2; gender roles and the issues that Ho'onani was experiencing with her sister Kana.

## Learning Activities:

### Day 2:

#### Close Reading 2

#### Embedded Assessment



### Looking Closely at Text Clues and Problem Solving

- Say, *Yesterday as we read, you may have noticed some of the problems or challenges that Ho'onani faced. Today as we read and listen we will focus on those challenges. Pay close attention to the clues, both in the pictures and words, that will help us answer two questions:*

- *What challenges does Ho'onani face related to her gender and identity?*
- *How does Ho'onani navigate these challenges? What issues or challenges does Ho'onani have with her sister, Kana? Do they change as the story goes on?*

*Let's focus on the beginning, middle and ending of the story for key details and clues.*

- Read aloud or listen to the story, *Ho'onani: Hula Warrior*, a second time.
- **Class Discussions:** Lead the class on a discussion through the beginning, middle and ending of the story. What text evidence and picture clues did they find to help answer the questions.



**Teacher Tip:** You will need to determine the order of the questions and if you will engage students in one or both. Engage students in discussions on each question separately as to not confuse key details and evidence. Record their responses on a chart paper or whiteboard (beginning- middle - end) to help students organize the sequence of events.



- **Reflective Journal Entry/Graphic Organization** ([PDF](#))

After the class discussion, have students complete the reflective journal entry for either question focusing on the text details from the beginning, middle and end of the story.

Challenges and Solutions <small>Name _____</small>		
BEGINNING	MIDDLE	END

## Learning Activities:

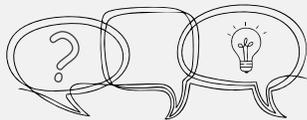
### Day 3:

#### Close Reading 3

#### Embedded Assessment

Core Values, Character Traits and Leadership Qualities

Character Traits for Ho'onani	
Positive (+)	Negative (-)



### Looking Closely at Text Clues for Analysis

- Say, *Today we are going to focus on Core Values and character traits of both Ho'onani and her Kumu Hina. Character traits are the special qualities or characteristics that make someone who they are. Think of character traits as the "ingredients" that make up a person's personality, like kindness, honesty, bravery, or helpfulness. Character traits can be positive and they can be negative. Let's think of some character traits. We will determine if they are positive or negative traits.*



**Teacher Tip:** Have a T- chart ready to record student responses. Label the tops as positive and negative character traits.

#### Resources:

- Character Traits for Ho'onani T-Charts ([Word](#) / [PDF](#))
- Core Value T Chart ([Word](#) / [PDF](#))

- Say, *As we read today, be looking for text and picture clues of both Core Values and character traits for Ho'onani and Kumu Hina.*
- Read aloud or listen to the story, *Ho'onani: Hula Warrior*, a third time.
- **Class Discussion**
  - *What Core Values did you see exhibited by Ho'onani and Kuma Hina?*
  - *What character traits did you see in each character?*
  - *How do these qualities help each to be leaders and demonstrate leadership qualities?*
- **Reflective Journal Entry/Graphic Organization** ([PDF](#) / [Slides](#))  
After the class discussion, have students complete the reflective journal entry for either Ho'onani or Kumu Hina. Encourage students to use the completed T-charts from the class discussions for ideas.

Character Traits and Core Values		
Name: _____		
Directions: Choose and circle (1) either Ho'onani or Kumu Hina. In this box write and/or draw some of their character traits and Core Values they demonstrated. Write a complete sentence describing me below.		
		
_____		
_____		

## Learning Activities:

### Day 4:

#### Close Reading 4

#### Embedded Assessment

#### Cultural Explorations



#### Teacher Tip:

If students want to learn more about Hula and watch dances, google “Merrie Monarch Festival” for excellent videos. This is an annual competition in Kona, Hawaii.

#### Close Reading: Native Language and Hula as Storytelling

- Read aloud or listen to the story, *Ho'onani: Hula Warrior*, a fourth time.

#### Part 1: Native Language and Hula as Storytelling

- Say, *Hula is storytelling and passes down beliefs and the history of a culture. Today we will watch a documentary video on Hula traditions.*  
**The Story of the Lū'au: Hula**, an expression of cultural understanding (16:13 min.) Produced by the Smithsonian NMAI
- *As we watched and learned how the Hawaiian culture uses dance, music and their language as storytelling, let's turn and focus on local or regional cultural traditions that embody storytelling.*
- *What role does storytelling play within your cultural traditions?*

Lead students through a discussion exploring the role of storytelling in their cultural traditions or family practices.

#### Part 2: Social Greetings and Personal Connections

- Say, *Aloha in Hawaii is a social greeting for hello or goodbye. The core concepts of aloha are love, honor, and respect.*
  - *How do you greet one another in your culture and language?*
  - *How do the Indigenous and native cultures near you greet each other?*

### Day 5:

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

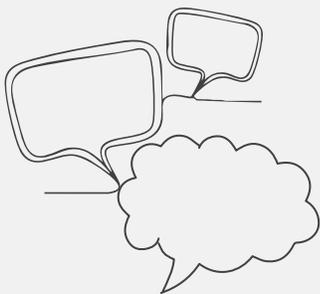
#### Extension Activity 1: Readers Theatre or Retelling of Ho'onani



**Teacher Tip:** What is Reader's Theatre? Readers Theatre is an engaging motivational reading strategy that provides a context for authentic reading. Students read to convey meaning using their voice, facial expressions, and gestures. They also analyze and respond to literature and increase reading fluency. ( [readwritethink.org](http://readwritethink.org)) You will need to do some preparation before launching this activity. Make sure that each group of students has a copy of the text to reference. Costumes and props are totally optional. You will need to determine group sizes and roles in advance. Ensure all the main characters are represented and you have a narrator. You may want to consider using a table grid to help identify the key events and details, scenes and the order of events to help guide students in their retelling.

## Learning Activities:

### Day 5: *Continued*



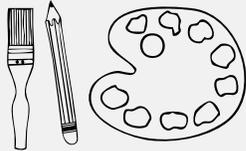
### Extension Activity 1: Readers Theatre or Retelling of Ho'onani

1. **Introduce Reader's Theatre** - Gather your students together. Ask them if they have ever been to a play. If student's have, invite a few to share a bit about their experience. If not, provide a framework for what a play is. Plays have parts, or chapters, like stories and books. Parts or chunks are called scenes. Ask students, What do we know about scenes? Encourage them to provide examples. How do we know when a scene changes? What is the connection between scenes and the setting?
2. **Assign Roles** - Say, *We are going to retell Ho'onani: Hula Warrior as a play. We will be divided into groups and everyone will have a role, either a main character or a narrator. A narrator is someone who tells a story and often provides important details between the character's roles. Divide your class into groups and within the groups assign roles.*
3. **Practice Retelling Aloud** - After you have assigned groups and roles, provide your students time to practice retelling the story aloud. Make sure each group has a copy of the text to refer back to for important key ideas and details. Encourage students to focus on expression, tone and pacing. Be prepared to model this for your students! It's all about bringing the characters to life!
4. **Add Expression, Gestures, and Movement** - Encourage your students to add facial and body expressions, gestures and movements that match their character's emotions. This is a good way to enhance student comprehension.
5. **Rehearse Together** - As students rehearse, emphasize fluency in the story elements and the sequence of main events.
6. **Perform** - Determine the audience. This could be within your classroom, grade levels, school, or to parents and community members. Have your students perform.
7. **Reflect and Debrief** - After the performances, gather your students together and talk about what went well, what they enjoyed about Reader's Theatre and what could be better or different. This will help you determine how to adjust the teaching strategy if you choose to try it again with another text.

**Extensions:** You can continue and have students switch roles.

## Learning Activities:

### Day 5: *Continued*



#### Extension Activity 2: Social Studies Connection: Learning about Hawaii

Learn about the Hawaiian people and the different Hawaiian islands.

- Find where this is located on a map or globe. Where is it in relation to where you are?
- Find 2 - 3 interesting facts about the Hawaiian people and where they live and share with your class.

#### Extension Activity 3: Creating a Book Cover for Ho'onani

Create an alternative book cover for the text that includes a scene for the story that you feel is one that is important or that you remember most as a reader.

### Closing the Week

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

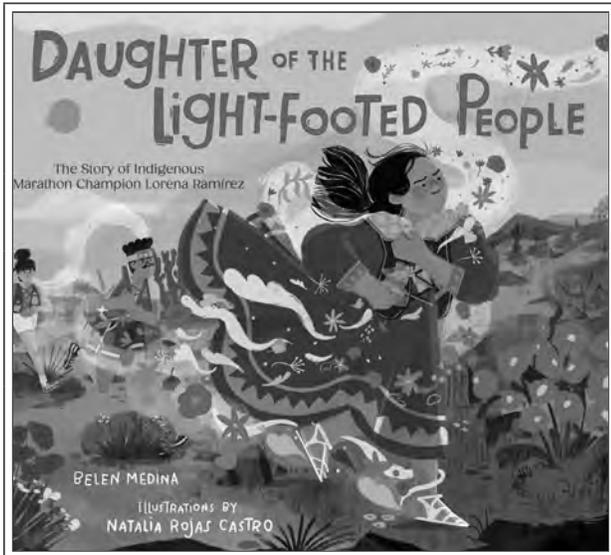
As you close the week, whether it's at the end of Day 4 or Day 5, circle back to the unit Essential Questions. Record responses on a running Anchor Chart

(📄 [Word](#) / 📄 [PDF](#)).

- How have the characters in each of our texts been a positive change agent in their communities?
- How have their communities benefited as a result of those actions?

### WEEK 4 - *Daughter of the Light-Footed People*

#### Core Text:



#### *Daughter of the Light-Footed People: The Story of Indigenous Marathon Champion Lorena Ramirez*

by Belen Medina

Illustrated by Natalia Rojas Castro

**Genre:** Biography

**Origins:** Chihuahua, Mexico

**Grade Level:** Grades Preschool - 3

**Interest Level:** 4 - 8 years old

#### Supporting Texts/ Media:

📺 [Daughter of the Light-Footed People](#) (3:08 minutes)

#### Documentary Resources:

📺 [Born to Run? How Rarámuri Runners Dominate Ultra-Marathons in Sandals](#) | NBC Left Field (6:47 min.)

This documentary includes background on her community, terrain, and how the Rarámuri people have adapted to their terrain. We followed Lorena Ramirez, a 23-year-old ultra-marathon runner, as she competed in sandals in a 100K (62 miles) race deep in the Sierra Madre's Copper Canyon in Mexico. Her community, the Indigenous Rarámuri people, often called the Tarahumara, have lived among the canyons near Guachochi for centuries. The Rarámuri used to only get around by foot, walking or running for long distances in nothing but sandals, a practice that has honed their running technique and primed them for success in ultra-marathons.

📺 [An Athlete Whose Indigenous Skills Helped Make Her a Marathon Star](#) (6:17 min.)

Documentary interview with Lorena Ramirez. In Spanish with English subtitles.

📺 [Lorena Ramirez The Light-Footed Runner](#) (1:09 min.) - nonfiction video on her running.

### BIG Ideas:

- Perseverance
- Endurance
- Fortitude

### Story Narrative:

*From the copper canyons of Mexico, her swift footsteps echo. Clip clap, clip clap.*

Experience a sixty-mile run with Indigenous athlete Lorena Ramírez. She runs in the traditional clothes of the Rarámuri, “the light-footed people,” to show that her people and their way of life are alive and thriving—outpacing runners in modern, high-tech gear and capturing the world’s attention. Lorena’s career as an athlete is an inspiring real-life example of the power of perseverance that will encourage young readers to follow their own dreams.

### Lesson Objective(s) and Comprehension Strategies

- I can answer questions and cite text evidence on key ideas and details within the story.
- I can compare and contrast key ideas and details within the text to describe the differences in both cultural and modern ways athletes compete and prepare for long distance races.
- I can compare and contrast the information provided in words and pictures in both the text and documentary videos.
- I can participate and contribute to shared research and writing projects in either whole or small groups.

### Essential Questions:

*How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*

*What role do Indigenous cultural traditions and knowledge play in Lorena’s success as an athlete?*

*Where do people find their strength when facing challenges?*



### Anchor Standards

#### Reading: Information

RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.6 RI.1.9

#### Writing:

W.1.2 W.1.5 W.1.7

#### Speaking and Listening:

SL.1.1 SL.1.2 SL.1.4 SL.1.5

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

### Lesson Narrative Overview

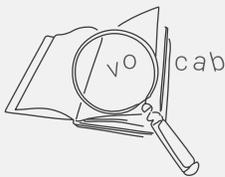
As students explore *Daughter of the Light-footed People* this week, they will look closely at how the characters have been positive change agents in their communities. In this text, students will explore how Lorena, as an Indigenous athlete, demonstrates the Core Values of perseverance, endurance, and fortitude. Students will be engaged in exploration, research, and discussions on where Lorena finds her strength in her cultural traditions and knowledge that are essential ingredients to her success as a long distance runner.

Students will be engaged in close reading activities looking for and citing text evidence, comparing and contrasting key text details, and participating and contributing to shared research projects. This week’s lesson includes three optional extension activities.

### Learning Activities:

#### Day 1:

##### Close Reading 1



#### First Reading and Vocabulary/Word Meaning

- Introduce the essential questions with students.
- Introduce, *Daughter of the Light - Footed People* and the origin of the story.



**Teacher Tip:** In the back of the text is a section, “About Lorena”, that provides background information on the main character.

- Introduce the vocabulary words in the table below.

Tier 2 / Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> <li>• echo</li> <li>• herding</li> <li>• grumble</li> <li>• endurance</li> <li>• huaraches</li> <li>• ascending</li> <li>• pinole</li> <li>• gazelle</li> </ul>	“criss cross the globe”

#### Vocabulary (Before Reading)

Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include:

- 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?

#### Vocabulary (During Reading)

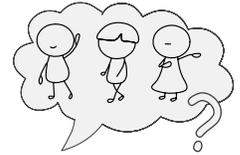
As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word’s meaning in the context of the story.

- 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.

### Learning Activities:

#### Day 1: Continued

- Read, *Daughter of the Light-Footed People*, aloud.
- Ask students to identify the characters and the sequence of events that happened in the story.



#### Day 2:

##### Close Reading 2

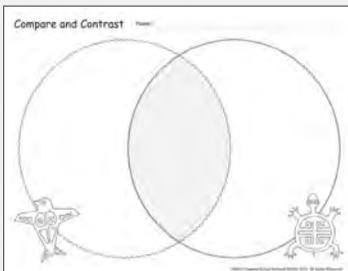
##### Embedded Assessment

##### Essential Question:

*What role do Indigenous cultural traditions and knowledge play in Lorena's success as an athlete?*

#### Looking Closely at Text Clues and Problem Solving

- **Setting the Stage:** Say, *Today when we read and listen we will be focusing on the key ideas and details that we can see in the pictures and hear in the words. We will focus on Lorena, as an Indigenous athlete. Look for the picture and text clues that separate her from the other runners and non-Indigenous runners. Our essential question for today is, **What role do Indigenous cultural traditions and knowledge play in Lorena's success as an athlete?***
- Read aloud or listen to the story, *Daughter of the Light-Footed People*, a second time.
- **Class Discussion (We do):** Say, *What is different from the average long distance marathon runner and Lorena? What text and picture clues did you see and hear? Let's use this Venn Diagram ([PDF](#)) to record our evidence. This will help us compare and contrast. Then we will make sense of what it means. Record student responses on the Venn Diagram.*



**Teacher Tip:** (You do together) You may want to have students pair up with an elbow partner and compare their evidence for a few minutes before calling or asking pairs to share a piece of text evidence. Project the Venn Diagram with a document camera or make a larger diagram on a whiteboard or butcher paper.



- **Independent Work (You Do):** Graphic Organizer ([PDF](#))
  - *How are Lorena and the other athletes alike? Students will draw and label/ describe one thing they have in common.*
  - *How are Lorena and the other athletes different? Students will draw and label/describe three ways they are different*
- **Lesson Discussion and Closure: Answering the Essential Question** Bring students back together. Ask students to think about the Essential Question again. ***What role do Indigenous cultural traditions and knowledge play in Lorena's success as an athlete?*** Lead students through an interactive discussion based upon their text evidence. Have students go back and look at the three pieces of evidence they drew for how Lorena was different.

### Learning Activities:

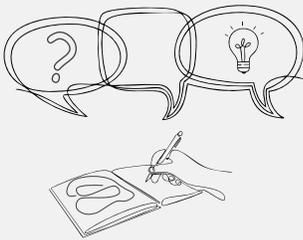
#### Day 3:

##### Close Reading 3

##### Embedded Assessment

##### Essential Question:

*What gives Lorena her strength?*



#### Looking Closely at Text Clues and Problem Solving

- Say, *Today our focus is on strength. Athletes need strength and endurance to finish long races. What gives Lorena her strength? As we read our story a third time, look closely for both text and picture clues of how Lorena gets her strength. When you spy a clue, raise your hand.*
- Read aloud or listen to the story, *Daughter of the Light - Footed People*, a third time. Pause as needed for students to share what clues they find to answer the essential question.
- After reading, ask, **What gives Lorena her strength?** Record student answers on the board or a chart paper. Encourage students to use complete sentences and include as much details as they can in their descriptions.
- After you have read the story and recapped what they have found as text evidence, have each student complete the **Reflective Journal Entry for Day 3** ([Word](#) and [PDF](#)). Encourage students to use the chart and text for descriptive details and to use both pictures and words in their entry.

#### Day 4:

##### Close Reading 4

##### Embedded Assessment

##### Background Information:

Pinole, also called pinol, is a roasted ground maize, or corn. In English pinole is cornmeal. It is full of good nutrients and is a staple food in some parts of Latin America and the American Southwest. It can be made from other types of corn, like blue corn, then mixed with other ingredients and flavoring. It can be eaten as a powder, mixed with water or milk to make a drink, or used in baking and cooking.

#### Close Reading: Focus on Wellness

- Say, *Today as we watch and listen, we will focus on wellness. As an athlete, Lorena needs to take care of herself and her body. Look for text clues and evidence of how she does that in the text and in the documentary video.*
- Read aloud or listen to the story, *Daughter of the Light - Footed People*, a fourth time.
- Watch and Listen to: [Born to Run? How Rarámuri Runners Dominate Ultra-Marathons in Sandals](#) | NBC Left Field (6:47 min.)
- Look and Listen: *As you look and listen to the text and the documentary video, look closely for information and clues to how Lorena and the Rarámuri runners took care of their own wellness on long distance runs.*
  - *What did she eat and drink before the race and during the race?*
  - *What is pinole?*
  - *How did she maintain her pace and stamina during the long run? What strategies did she use?*
- **Small Group Discussions:** After listening to the text and video, have students pair up or circle up in small groups. Using the discussion questions listed above, ask students to discuss each in their small group.



**Teacher Tip:** Determine the size and groupings for discussions and how much time to allocate to each question. Determine your structure for groups sharing their thoughts and text evidence with the larger group. This could be done by assigning one student in each group to be the “reporter”.

#### WEEK 4 - Daughter of the Light-Footed People

### Learning Activities:

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

#### Day 5:



#### Extension Activity 1: Mini Research Project (Social Studies Connection)

Learn about the Rara'muri people, also known as the Tarahumara, from Chihuahua, Mexico.

- Find where this is located on a map or globe. Where is it in relation to where you are?
- Find 2 - 3 interesting facts about the Rara'muri people and where they live and share with your class.



#### Extension Activity 2: Exploring Indigenous and Cultural Foods

Pinole is a cultural drink and food (in powder form) that Lorena used to sustain her energy on long-distance runs. Explore other traditional cultural foods and drinks used for similar purposes. These could be food and drinks from your own culture or others. Below are three foods you can begin exploring.

- Atole: Often made with blue corn, this is a cultural food eaten in Mexico and in the American Southwest in Indigenous communities.
- Pinolillo: A traditional drink and food from Nicaragua and Costa Rica
- Aloe Vera: A plant that is known for its healing powers but also contains liquid and nutrients.

*Be ready to share your findings with your classmates!*

#### Extension Activity 3: Land Based Healing and Learning Connections

Take your students on a walk or run within the vicinity of your community.

#### Closing the Week

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?
		
		

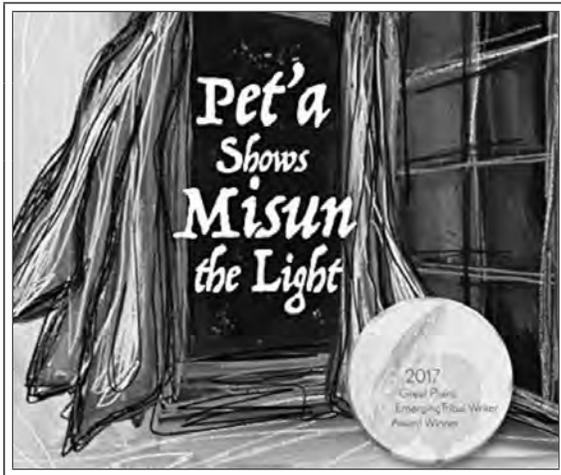
As you close the week, whether it's at the end of Day 4 or Day 5, circle back to the unit Essential Questions. Record responses on a running Anchor Chart

(👉 [Word](#) and 👉 [PDF](#)).

- How have the characters in each of our texts been a positive change agent in their communities?
- How have their communities benefited as a result of those actions?

### WEEK 5 - *Pet'a Shows Misun the Light*

#### Core Text:



#### *Pet'a Shows Misun the Light*

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

<b>Genre:</b>	Fiction
<b>Origins:</b>	The author is Hunkapapa Lakota from the Standing Rock Sioux Reservation. The illustrator is from North Dakota.

<b>Grade Level:</b>	Grades 2-4
<b>Interest Level:</b>	8 - 10 years old

#### Supporting Texts/ Media:

📺 [CSD Meet the Author Book Reading “Pet’a Shows Misun The Light” by Jessie Taken-Alive Rencountre](#) (read by the author) (12:30 min.)

📺 [Pet’a Shows Misun the Light](#) (9:02 min.)

#### Supporting Text:

*How Full is Your Bucket? For Kids* - by Tom Rath and Mary Reckmeyer and illustrated by Maurice J. Manning

#### BIG Ideas:

- Compassion
- Respect
- Empathy

#### Story Narrative:

*“Why do people do hurtful things to others?”*

This is the question that Misun is struggling to find an answer to when a mysterious stranger takes him on a life changing journey that will help him understand compassion and realize the ability that all of us have to change the world

#### Enduring Understandings:

- Our Core Values help us identify who we are as a Good Relative.
- Learning involves recognizing the consequences of one's actions.
- One person cannot change the world by themselves.
- The acts of hate and selfishness are learned from others.

### Lesson Objective(s) and Comprehension Strategies

- I can describe and use key details to describe the story and major events.
- I can use my personal experiences and collected information to provide written responses to answer specific questions and action project responses.

### Essential Questions:

*How can you help others find their light?*

*How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*



### Anchor Standards

#### Reading: Literature

[RL.1.1](#) [RL.1.3](#) [RL.1.7](#)

#### Writing:

[W.1.8](#)

#### Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.3](#) [SL.1.4](#) [SL.1.5](#)

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

### Lesson Narrative Overview

As students explore *Pet'a Shows Misun the Light* this week, they will look closely at how the characters have been positive change agents in their communities. In this text, students will explore how Core Values are connected with being a Good Relative and that there are consequences for one's actions. Students will learn how they can individually and as part of a collective group make a difference in the lives of others.

Students will be engaged in learning activities and collaborative text based discussions that focus on Core Values and identity that will engage students in self and community advocacy. During this week, students will also revisit the Stage 2 Performance Assessment and as a class brainstorm potential topics.

Students will be engaged in close reading activities looking for and citing text evidence, comparing and contrasting key text details, sit spot observations and participating and contributing to a mini Call to Action project. This week's lesson includes one optional art extension activity.

## Learning Activities:

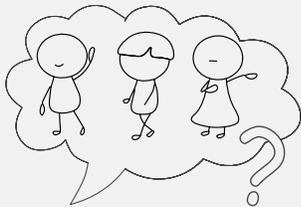
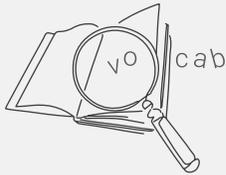
### Day 1:

#### Close Reading 1

#### Essential Questions:

*How can you help others find their light?*

*How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*



#### Main Characters:

- Misun
- Pet'a
- Grandma
- Grandpa
- Lucy
- Thomas
- Sammy



#### First Reading and Vocabulary/Word Meaning

- Introduce the essential questions with students.
- Introduce *Pet'a Shows Misun the Light* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 Words		Tier 3 Lakota Words
<ul style="list-style-type: none"> <li>• hollered</li> <li>• universe</li> <li>• confused</li> </ul>	<ul style="list-style-type: none"> <li>• gorgeous</li> <li>• dimmer</li> <li>• radiated</li> </ul>	Misun (little brother) Pet'a (fire or light) Mitakuye Owasin (All living things are related, connected, and are one.)

Vocabulary (Before Reading)	Vocabulary (During Reading)
Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include: <ul style="list-style-type: none"> <li>• Are there any words here that you or we already know?</li> <li>• What does the word mean?</li> <li>• Can you use it in a sentence?</li> <li>• As we look at these words, what can you predict this story may be about?</li> </ul>	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.

- 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 aloud *Pet'a Shows Misun the Light*.
- Ask students to identify the characters and the sequence of events that happened in the story.
- Say, *When Misun asks about why others are hurtful to others, what were the responses from his grandparents and elders?* If students are unclear, go back and reread that portion of the text.
- Personal Connections: Say, *That night, Misun thought of many hurtful events. Can you think of one you or someone you know has experienced? You don't have to share any details but nod your head if you can. How did it make them or you feel? What made it better?*
- **Reflective Journal Entry:** Draw and describe how a hurtful event makes you or someone else feel. **Resource:** Reflective Journal Entry ([Word](#) / [PDF](#))

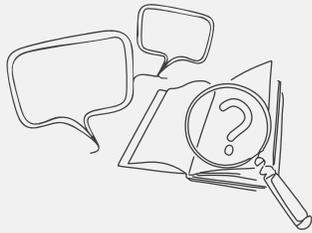
## Learning Activities:

### Day 2:

#### Close Reading 2

#### Embedded Assessment

#### Mini Call to Action



### Looking Closely at Text Clues and Problem Solving

- Say, *Today we are going to focus on the “light”. As we read and listen today, look for clues.*

***“Everyone is born with a bright light.***

***We all come from the same place.***

***There are no bad people, only people with a lot of hurt.”***

- Read aloud or listen to the story, *Daughter of the Light- Footed People*, a second time.
- **Class Discussion:** Lead students through a guided and collaborative discussion.
  - *What do we think this means?*
  - *Is there anything that we, you or I can do?*
  - *How can you help others find their light?*
- Say, *Think for a minute quietly to yourself. When you have an idea, raise your hand. When most or all your class has raised their hands, now turn to your closest elbow partner and share your idea. When I say “switch”, your partner who was listening begins to share their ideas.*
- After a quick share bring the group back together and ask a few pairs to share out with the class.
  - *One way we learned in our text is by allowing your own light to shine bright. “This will remind others of their own light and let it shine as well.”*
  - *How can we make sure our light shines bright? What should our own actions be?* Ask students for their ideas and suggestions. Model as opportunities arise.
  - *So, this week I have a challenge for you. **What can you do here at school, to brighten someone’s light this week?** I’m going to give you a minute to think about one action, or one person and action before we begin to share and record our commitments.*
  - When students have indicated they have an idea, have them each share their action with you. This can be as a whole group, or by each student whispering their idea in your ear and recording their commitment. You will revisit this with students before the end of the week on Day 4.

\*\* Before closing this lesson, remind students of when you will be checking in on their commitment.

## Learning Activities:

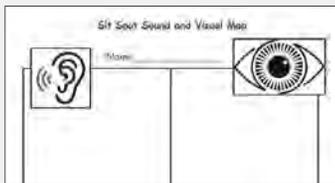
### Day 3:

#### Close Reading 3

#### Embedded Assessment

*Traditional Teachings and Reflective Observations*

#### Materials for each student:



- Clipboard with a copy of the sound and visual map ([Slide](#) / [PDF](#))
- Pencils and/or colored pencils
- Blanket or something to sit on

#### Looking Closely at Text Clues for Analysis and Application

- Read aloud or listen to the story, *Pet'a Shows Misun the Light*, a third time.
- Say, *Musun's grandfather told him to go outside and look up into the sky and ask for understanding. He said the answer will be given to you. Misun asked for understanding about other people's behavior.*
- **Reflective Observation: A Sit Spot Activity using your Five Senses**  
Say, *Today we are going to go outside. We are going to engage quietly in reflective observation using our five senses. Once we find our quiet sit spot, we will use our eyes and ears to document what we see and what we hear. We will record the things we hear and the things we see on the sound and visual map. Later, when we're back in class, we will use our minds to reflect upon what we experienced.*



**Teacher Tip:** Before embarking on this lesson, determine a good location for sit spots for your students. They should not sit close to each other as this is a quiet reflection time. Determine how much time is appropriate for your students. This activity does require focus, attention, and stamina. As you notice your students getting antsy, bring them back together as a group to go inside and reflect. Remember, it is also important to model for your students, so engage in the activity as well.

### Day 4:

#### Close Reading 4

#### Embedded Assessment

#### The Call to Action



**Teacher Tip:** Reading *How Full is Your Bucket?* may help to provide some ideas for your students.

#### Summarization

##### Part 1: \_\_\_\_\_

- **Sharing Circle:** Gather your students together in a circle. Say, *As we begin today, let's first circle back to Day 2. Let's check in on what we each said we would do this week to brighten someone's day.*

Check in with each of your students having them share what they did and how it made the other person feel. Be ready to help remind them of what they planned and be flexible if they chose to brighten someone's day another way. This will be the focus of their reflective journal entry for today.

##### Part 2: \_\_\_\_\_

- Read aloud or listen to the story, *Pet'a Shows Misun the Light*, a fourth time. Say, *Remember Pet'a said, "One person cannot change the world by themselves." Imagine the impact if we all did one thing.*

#### **How can you help others find their light?**

- Lead the class through a discussion where they identify ways they can help others.

### Learning Activities:

#### Day 4: *Continued*

Classroom	School	Community	Mother Earth Global



#### Part 3:

- Say, *We are now halfway through Unit 2. As we review our Performance Task, let's discuss our ideas so far. What community needs can we identify? We will try to identify four areas of need: within our classroom, our school, the community and with our Mother Earth. Let's record our ideas on an anchor chart.*

Resource: Anchor Chart ([Word](#) / [PDF](#)).

#### Part 4: Reflective Journal Entry on their Mini Call to Action

- Students will draw and describe what you did this week to brighten someone's light. Encourage students to write multiple sentences explaining their actions and how it made the other person feel.

Resource: Reflective Journal ([Word](#) / [PDF](#)).

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

#### Day 5:



Resource: [DIY Native American Medallions](#)

#### Extension Activity 1: Art Project - Making a Bright Light Medallion Necklace

- Students can make a Bright Light Medallion for themselves and if they have time, they can make two. They could give the second medallion to someone else to brighten their light.
- Materials: yarn or cord, card stock or cardboard (for each medallion students will need two circles), colors to decorate (paint, markers, colored pencils), glue, and items to decorate or collage. Students could also add sage, cedar or other culturally appropriate items to their medallions.
- Traditionally, medallions are beaded. Below is a link to directions to make one from the materials listed above. Be creative!

#### Closing the Week

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

As you close the week, whether it's at the end of Day 4 or Day 5, circle back to the unit Essential Questions. Record responses on a running Anchor Chart

Resource: ([Word](#) and [PDF](#)).

- *How have the characters in each of our texts been a positive change agent in their communities?*
- *How have their communities benefited as a result of those actions?*

### WEEK 6 - A Man Called Raven

#### Core Text:



#### **A Man Called Raven**

by Richard Van Camp

Illustrated by George Littlebird

<b>Genre:</b>	Fiction/ Folklore
<b>Origins:</b>	Author from the Dogrib Nation, Northwest Territories, Canada. Illustrator is from the Plains Cree Nation

<b>Grade Level:</b>	Grades 2 - 5
<b>Interest Level:</b>	7 -10 years old
<b>Guided Reading Level:</b>	S
<b>ATOS Reading Level:</b>	3.3

#### Supporting Texts/Media:

[A Man Called Raven Read by Kaluhya](#) (9:19 min.)

#### **BIG** Ideas:

- Respect
- Community
- Honesty
- Belonging

#### Story Narrative:

*“Why do people do hurtful things to others?”*

A contemporary story about a mysterious man who teaches two Native American boys the meaning of respect for nature offers a tribute to the wisdom of the raven and a positive reminder that we can all learn from nature.

### Lesson Objective(s) and Comprehension Strategies

- I can demonstrate understanding of the characters and main events in the story by retelling the story in my own words.
- I can compare and contrast two texts to analyze how the authors approached teaching a lesson.
- I can illustrate and write a statement that provides key details and evidence to support the question.

### Essential Questions:

*How are Core Values and being a Good Relative connected?*

*Learning involves recognizing the consequences of one's actions.*

*How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*



### Anchor Standards

#### Reading: Literature

[RL.1.1](#) [RL.1.2](#) [RL.1.3](#) [RL.1.4](#) [RL.1.7](#) [RL.1.8](#)

#### Writing:

[W.1.2](#)

#### Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.3](#) [SL.1.4](#) [SL.1.5](#)

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

### Lesson Narrative Overview

As students explore *A Man Called Raven* this week, they will look closely at how the characters have been positive change agents in their communities. In this text, students will explore how Core Values and being a Good Relative are connected. They will learn how individual actions have consequences, good and bad.

Students will be engaged in learning activities and collaborative text based discussions that focus on key ideas and details, sequence of main events, comparing and contrasting two texts and word phrase meanings.

Students will be engaged in close reading activities looking for and citing text evidence, comparing and contrasting key text details, and retelling the story in their own words. This week's lesson includes two optional extension activities.

### Learning Activities:

#### Day 1:

##### Close Reading 1

##### Essential Questions:

*How are Core Values and being a good relative connected?*

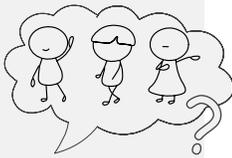
*Learning involves recognizing the consequences of one's actions.*

*How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*



##### Main Characters:

- Misun
- Pet'a
- Grandma
- Grandpa
- Lucy
- Thomas
- Sammy



##### Teacher Tip:

At the front of the book is a note from the author where he dedicates the book to the ravens and explains why.

#### First Reading and Vocabulary/Word Meaning

- Introduce the essential questions with students.
- Introduce *A Man Called Raven* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 / Tier 3 Words		Word Phrases
<ul style="list-style-type: none"> <li>• stashed</li> <li>• boomed</li> <li>• winced</li> <li>• towered</li> </ul>	<ul style="list-style-type: none"> <li>• wicked</li> <li>• arrowhead</li> <li>• blunts</li> <li>• spy</li> </ul>	<ul style="list-style-type: none"> <li>• caribou</li> <li>• whiteout</li> <li>• snowdrifts</li> </ul> <p>“to roar its way” between the two boys</p> <p>“Their faces burned as they remembered what they had done.”</p>

Vocabulary (Before Reading)	Vocabulary (During Reading)
<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"> <li>• Are there any words here that you or we already know?</li> <li>• What does the word mean?</li> <li>• Can you use it in a sentence?</li> <li>• As we look at these words, what can you predict this story may be about?</li> </ul>	<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 *A Man Called Raven* aloud.
- Say, *At the beginning of the story, what angered the huge man? What were the brothers doing? Go back to read and look at the first two pages. Is the behavior the boys were doing respectful of our animal friends? (On pages 3-4) “The raven used this moment of confusion to roar its way between the two boys and out into the driveway.” These are pretty powerful words, “Roar its way”. What picture clues help us to understand the descriptive language? Ask students to share their ideas.*
- Say, *Before the man told his story, he said, “Your parents told me that you have never gone out on the land. Well, maybe that explains your actions.” What does that mean, “never gone out on the land”? Encourage students to share their ideas. What is the setting of the story?*

### Learning Activities:

#### Day 2:

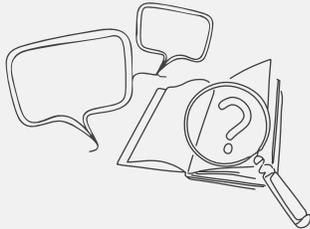
##### Close Reading 2

##### Embedded Assessment

*Focus on Core Values*

##### Essential Question:

*How are Core Values and being a Good Relative connected?*



CORE VALUE: Demonstrated	TEXT EVIDENCE	CORE VALUE: NOT Demonstrated	TEXT EVIDENCE

#### Looking Closely at Text Clues and Problem Solving

- **Lesson Launch:** Introduce the Essential Question. Ask students, What does it mean to be a Good Relative? What actions or behaviors demonstrate being a good relative? Encourage all students to contribute one or two actions and behaviors.
- Say, *Yesterday when we read and listened, we learned about the impacts of personal actions. We may also have found a personal connection within the story. Today when we listen, we will focus on Core Values. We will explore how they may or may not be connected with being a Good Relative. Pay attention to what Core Values are represented, followed and honored and when they are not followed. We will discuss after we read.*
- Read aloud or listen to the story, *A Man Called Raven*, a second time.
- Say, *Let's talk about what we read. As we do, we will be looking for Core Values that we saw demonstrated and we will go back to the text to find where we read or saw evidence to support our claim. We will also look for where Core Values were not demonstrated and go back to locate the text evidence. We will record our evidence on an anchor chart.*
- **Resource:** Anchor Chart ([Word](#) / [PDF](#))
- Lead your students through a discussion and evidence quest. Record Core Values and found text evidence on the anchor chart.
- As you close today's lesson, circle back to the essential question, *How are Core Values and being a Good Relative connected? Are any of the Core Values we identified as being demonstrated also part of being a Good Relative? If yes, can you give us an example?*

#### Day 3:

##### Close Reading 3

##### Embedded Assessment

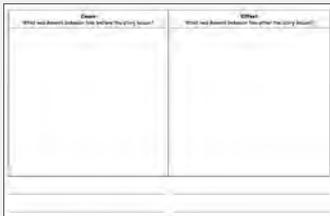


#### Looking Closely at Text Clues for Analysis

- Say, *Today as we read and listen, we are going to pay close attention to the major events in the story that caused a major shift in Raven's behaviors and purpose. We will look at cause and effect. Raven changed his behaviors in the man's story. When did that happen? Let's go back into the story and find it as we read.*
- Read aloud or listen to the story, *A Man Called Raven*, a third time. After reading and finding the shift in Raven's behavior, ask
  - *What happened as a result? How did this change Raven's behavior?*
  - *How did this help the community?*
- **"Having a place in the village like everyone else."** What Core Value does "having a place in the village" align best? As students begin to identify community as the Core Value, share that Raven began to look over his people, to protect them.

### Learning Activities:

#### Day 3: Continued



- **Reflective Journal Entry:** Say, *In your journal entry for today, we will focus on Raven's behavior before the story lesson and Raven's behavior after the story lesson, the cause and the effect. Go back to the text and look at some of the picture clues from the illustrations for ideas. Be ready to talk about your illustration details when asked.*

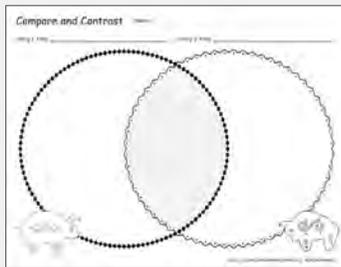
• **Resource:** Reflective Journal ([Word](#) / [PDF](#)).

#### Day 4:

##### Close Reading 4

##### Embedded Assessment

*Focus on Compare and Contrast Key Ideas and Details*



#### Compare and Contrast Two Texts

- Say, *Today we are going to focus on comparing and contrasting two texts that have many things in common, similar or alike. There are also many things that are different. We will compare and contrast Pet'a Shows Misun the Light and A Man Called Raven. We will take time to read each book again, starting with Pet'a Shows Misun the Light. As you listen, pay attention to **key ideas and details that are similar** to the book we are reading this week. We may pause as we read, if you find a similar detail, to record it in the center of our Venn diagram where the circles overlap. This shows us it appears in both texts.*

• **Resource:** Compare and Contrast Two Texts Graphic Organizer ([PDF](#)).

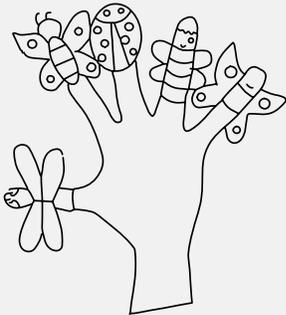
- Read aloud *Pet'a Shows Misun the Light*. Have students raise their hands when they recognize a similarity. As you call on students, ask them to explain how the key idea or detail is similar to *A Man Called Raven*. Record student responses.
- Say, *Now we will read A Man Called Raven. As you listen, **pay attention to key ideas and details that are different**. Again, we will pause to record what you notice. Let's be good reading detectives!*
- Read aloud or listen to the story, *A Man Called Raven*, a fourth time. Have students raise their hands when they recognize a difference. As you call on students, ask them to explain how the key idea or detail is similar to *Pet'a Shows Misun the Light*. Record student responses.
- As you finish, review aloud what is in each part of the Venn diagram. Ask, *now that we have read both books, and reviewed our evidence, is there anything we missed or incorrect that we can add? Make adjustments to the diagram as needed.*
- **Reflective Journal Entry:** - Compare and Contrast ([Word](#) / [PDF](#)). Encourage students to go back to the texts and the Venn diagram as they work on their Reflective Journal Entry. Encourage students to use both pictures, labels and simple sentences to describe what is similar and what is different. **Resource:** Compare and Contrast



### Learning Activities:

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

### Day 5:



#### Extension Activity 1: Retelling with Finger Puppets or Stick Puppets

- Have your students create finger or stick puppets of the main characters in the story. The characters are: Chris, Toby, the Man, the Raven and the mother Gwen.
- Students can retell the story in pairs or small groups. Encourage students to go back and refer to the text and illustrations if they have trouble remembering the order of the key details and sequence of events. Observe your students as they retell the story to assess comprehension.

#### Resources for making puppets:

📺 [Paper Bird Finger Puppet](#) - Easy Origami Bird Toy made from Recycled Paper (5:22 min.)

📺 [DIY How to make Finger Puppets](#) - Ana | DIY Crafts (4:16 min.)

*Your materials will depend on which style of puppets you decide to make.*

#### Extension Activity 2: Text to Text Connections

- Have students explore other texts and stories that teach a lesson.
- Have them share the text and connections with the class. As you have time within your class, read the new text aloud.

### Closing the Week

ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?

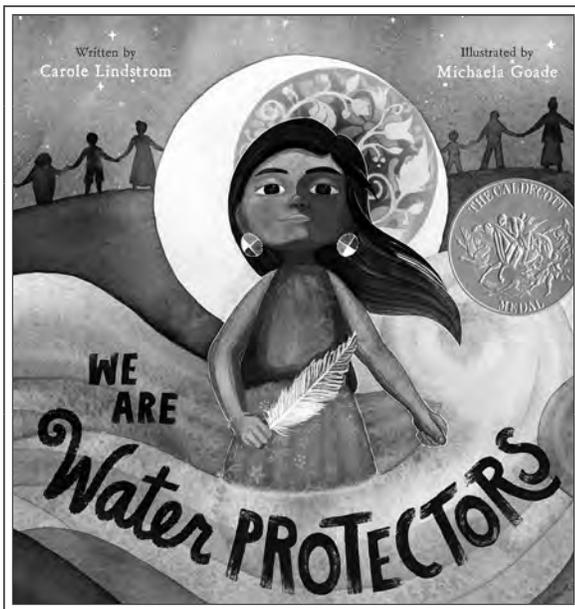
As you close the week, whether it's at the end of Day 4 or Day 5, circle back to the unit Essential Questions. Record responses on a running Anchor Chart

(👉 [Word](#) / 👉 [PDF](#)).

- *How have the characters in each of our texts been a positive change agent in their communities?*
- *How have their communities benefited as a result of those actions?*

### WEEK 7 - *We Are Water Protectors*

#### Core Text:



### *We Are Water Protectors*

by Carole Lindstrom

Illustrated by Michaela Goade

<b>Genre:</b>	Fiction
<b>Origins:</b>	Author is Anishinaabe/Metis from the Turtle Mountain Band of the Ojibwe. Illustrator is Tlingit from the Tlingit and Haida Indian Tribes of Alaska.

<b>Lexile:</b>	510L
<b>Interest Level:</b>	3 - 7 years old
<b>Guided Reading Level:</b>	Grades: PreK - 6
<b>ATOS Reading Level:</b>	1.9

#### Supporting Texts/Media:

📺 [Carole Lindstrom, “We Are Water Protectors”](#) (18:02 min.) This is read by the author Carole Lindstrom. She reads the book and also provides information about herself, why she wrote the book (her call to action), the pledge and the wellness wheel.

📺 [Read Aloud: We Are Water Protectors by Carole Lindstrom](#) | Stories with Star (5:09 min.)

#### BIG Ideas:

- Courage
- Bravery
- Respect
- Culture
- Activism

#### Story Narrative:

*We Are Water Protectors* tells the story of an Ojibwe girl who, inspired by her grandmother’s teachings, learns the importance of water and becomes a protector of her community’s water supply. The story centers on a prophecy of a “black snake” (oil pipeline) that will harm their land and water, and the girl rallies her people to fight against it. The narrative highlights the interconnectedness of all living things and the importance of protecting the Earth and its resources.

### Enduring Understandings:

- Being part of a community involves thinking and acting on the needs of the community to ensure the wellness of future generations.
- Youth have a voice and can make a difference.
- Water is life. Water is sacred. Water is medicine. Mni Wiconi (Me-nee Wee-cho-nee) (Lakota)

### Lesson Objective(s) and Comprehension Strategies

- I can illustrate and write a statement that provides key details and evidence to support the question.
- I can express my ideas and feelings when discussing the characters, places, and events.
- I can bring my personal knowledge, experiences and ideas into text based discussions.
- I can use both picture and word clues to make meaning of the story.
- I can use my voice to advocate for things I value.

### Essential Questions:

*How are we all related?*

*What connects us?*

*How can we be better stewards for Mother Earth and her water systems?*

*How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?*

*What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?*



### Anchor Standards

#### Reading: Literature

[RL.1.1](#) [RL.1.2](#) [RL.1.3](#) Extension Activity 1 - [RL.1.4](#)

#### Writing:

[W.1.2](#)

#### Speaking and Listening:

[SL.1.1](#) [SL.1.2](#) [SL.1.4](#) [SL.1.5](#)

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

### Lesson Narrative Overview

As students explore *We Are Water Protectors* this week, they will look closely at how the characters have been positive change agents in their communities. In this text, students will explore how we are all connected to Mother Earth. Students will learn of the importance of water as a natural resource and ways to advocate and protect the water.

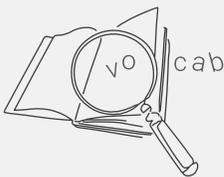
Students will engage in discussions and activities that will allow them to reflect, make personal connections and take actions themselves in their communities. Students will be engaged in close reading and learning activities and collaborative text based discussions that focus on citing text evidence, key ideas and details, analysis, and recognizing problems and positive solutions. Students will also be engaged in writing through reflective journal entries.

This week’s lesson includes two optional extension activities that connect to the arts and science.

### Learning Activities:

#### Day 1:

##### Close Reading 1



#### Launch

- Gather you students together for a discussion before the first reading of *We Are Water Protectors*.
  - *What are the words for water in our languages?*
  - *How is water important to you and in your daily life?*
  - *How do we use water?*
  - *Where does our water come from? For our homes?*
  - *Where do we have natural water sources in our communities?*
  - *Do we have enough water? How can we save or conserve water resources?*
- Say, *We will explore water protection and conservation with the next four texts we will be reading, two in this unit and two in Unit 3.*

#### First Reading and Vocabulary/Word Meaning

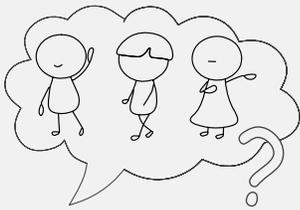
- Introduce the essential questions with students.
- Introduce *We Are Water Protectors* and the origin of the story.
- Introduce the vocabulary words in the table below.

Tier 2 / Tier 3 Words	Word Phrases
<ul style="list-style-type: none"> <li>• nourished</li> <li>• Nokomis</li> <li>• rhythm</li> <li>• veins</li> <li>• spoil</li> <li>• poison</li> <li>• wreck</li> <li>• foretold</li> <li>• venom</li> <li>• rally</li> <li>• stewards</li> </ul>	<p>“the black snake that will destroy the land”</p> <p>“courses through the water”</p> <p>“unfit to drink”</p>

### Learning Activities:

#### Day 1: *Continued*

Vocabulary (Before Reading)	Vocabulary (During Reading)
<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"> <li>• Are there any words here that you or we already know?</li> <li>• What does the word mean?</li> <li>• Can you use it in a sentence?</li> <li>• As we look at these words, what can you predict this story may be about?</li> </ul>	<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 *We Are Water Protectors* aloud.
- Ask students to identify the characters and the sequence of events that happened in the story.

#### Day 2:

##### Close Reading 2

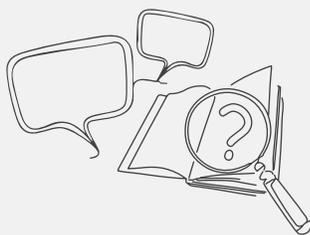
##### Embedded Assessment

*Focus on Connections*

##### Essential Questions:

*How are we all related?*

*What connects us?*



#### Looking Closely at Text Clues and Problem Solving

***“The four legged, the two legged, the plants, trees, river, lakes, the Earth. We are all related.”***

- Say, *As we read today, let’s listen to the words to learn more but let’s also look at the picture clues. **How are we all related? What connects us?***
- Read aloud or listen to the story, *We Are Water Protectors*, a second time.
- After reading ask the students,
  - **What text clues and text evidence did we hear and see?** Have students chat with their elbow partner to share their ideas. As you have student pairs share out, invite them to point out the text and picture evidence in the book as they explain.
  - As you close the discussion ask again, **How are we all related? What connects us?**
- **Reflective Journal Entry:** Have students complete their reflective journal entry illustrating and describing how we are all related and connected. Encourage students to include color and a descriptive simple sentence.  
**Resource:** Reflective Journal ([Word](#) / [PDF](#))

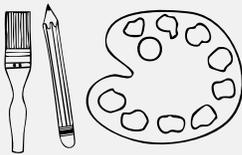
### Learning Activities:

#### Day 3:

##### Close Reading 3

##### Embedded Assessment

*Focus on Advocacy*



#### Looking Closely at Text Clues for Analysis

**“We fight for those who cannot fight for themselves.”**

- Say, As we read today, look and listen for text clues to identify who cannot fight for themselves.
- Read aloud or listen to the story, *We Are Water Protectors*, a third time.

**“We fight for those who cannot fight for themselves.”**

- What do you think this means? In the context of this text it’s the natural world, the plants, animals, the ecosystems on Mother Earth.
- How can we fight for them? Ask students to share their ideas with an elbow partner and then invite a few students to share with the larger group.
- Do we know of any community resources already doing some of that important work? How could we find out?

As the discussion continues, record some of the student’s thoughts and ideas on chart paper or a whiteboard.

- Say, Next, Let’s expand the question to our community, and the project we are working on.
  - What resources are available in our communities to help aid those who cannot fight for themselves or help or care for themselves?
  - Who are those populations within our communities



**Teacher Tip:** Students may identify children and babies, youth, those with disabilities and special needs, elders, displaced or unhoused people, stray animals, etc.

- **Create a Advocacy Patch:** Create a patch to demonstrate your support and a voice of advocacy. Often patches include a few words or a phrase to help identify the cause.

◦ **Resource:** Advocacy Patch Examples ([📄 Slides](#) / [📄 PDF](#)).

**Teacher Prep:** Gather the materials listed below and trace circles onto the cardboard or card stock. Depending on your students’ fine motor skills, cut out the circles in advance. The size can vary from a large button size to the diameter of a large cup or small bowl.

**Materials:** Cardboard or card stock circles, coloring tools (markers, crayons, colored pencils), safety pins.

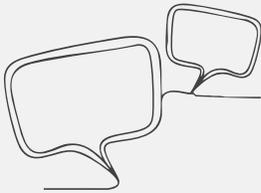
### Learning Activities:

#### Day 4:

#### Close Reading 4

#### Embedded Assessment

Focus on Protection



#### Summarization and Action

Part 1: \_\_\_\_\_

*“Water is medicine.*

*Water is sacred.*

*The black snake will destroy the water.”*

- Say, What do you think the author means with her words? What is her purpose? As we read today, listen for what her words mean.
- Repeat the quote and then read aloud or listen to the story, *We Are Water Protectors*, a fourth time.
- Lead the class in a discussion using the question prompts below:
  - What is the black snake that is poisoning the water, the plants, the animals, and the land?
  - In our and or your communities do any dangers to the water exist? Or in places you have visited or heard about?
  - How can we be better stewards for Mother Earth and her water systems?

Part 2: \_\_\_\_\_

There are 2 options for action for students. You may choose to do one or both.

- We Stand As One Reflective Journal Entry ([PDF](#))
- Take the “Earth Steward and Water Protector Pledge” ([PDF](#))

#### Part 3: Closing the Week

As you close the week, whether it’s at the end of Day 4 or Day 5, circle back to the unit Essential Questions. Record responses on a running Anchor Chart ([Word](#) and [PDF](#)).

- How have the characters in each of our texts been a positive change agent in their communities?
- How have their communities benefited as a result of those actions?

#### Kid Friendly Definition “steward”

A steward is someone who takes care of things; people, places, animals or other living things. Essentially, they’re responsible for something and make sure it’s well taken care of.



**Teacher Tip:** Ask your students to give some examples of being a steward.

### Learning Activities:

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

### Day 5:



#### Extension Activity 1:

Create a Percussion Song using the Water Protector Poem

*We stand  
With our songs  
And our drums.  
We are still here.*

Say, Create a song and percussion beat to go with the repeated phrase above from within *We Are Protectors*. Feel free to add words, verses and stanzas to your song but you should use the original language from the text. Consider using native instruments if available, percussion instruments your school may have, or make you own instruments from recycled materials. Be ready to perform your song for the class or other small groups.

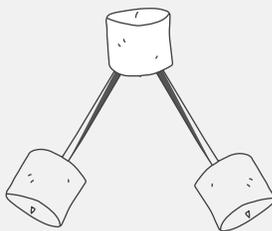
#### Extension Activity 2: How is water represented or symbolized in other subjects, situations, and languages?

##### Options:

- **Make a model of water, H<sub>2</sub>O**

Water is made of 2 parts hydrogen (H) and one part oxygen(O).

- Materials: Mini marshmallows (two colors) and pretzel sticks
- To make a water molecule, grab 2 marshmallows of one color and 1 of another. Then connect them with pretzels, as shown in the picture. They should make a V shape.

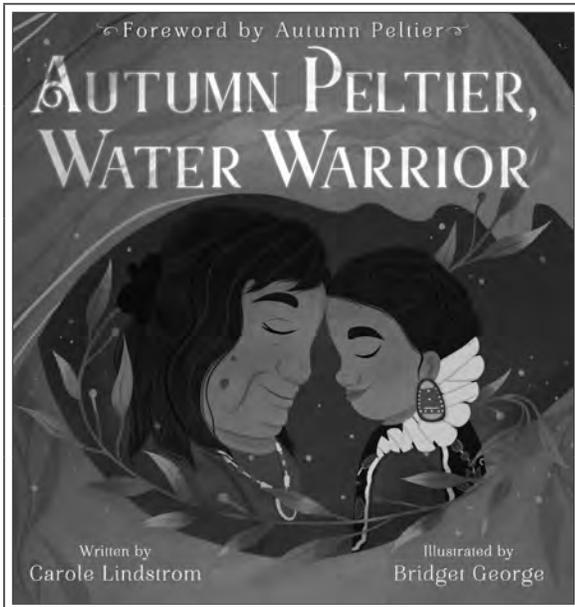


- **Make a Collage: Explore how water is represented visually through symbols and images**

Say, Explore how you see water represented visually. Think about signs, packages, logos and advertisements. Make a collage of images representing water. You can cut out images from magazines and newspapers. You can draw images. Include the word “water” somewhere large within your collage in English and a native language.

### WEEK 8 - Autumn Peltier, Water Warrior

#### Core Text:



#### ***Autumn Peltier, Water Warrior***

by Carole Lindstrom  
 Forward by Autumn Peltier  
 Illustrated by Bridget George

<b>Genre:</b>	Biography, Nonfiction
<b>Origins:</b>	Anishinaabe. The author is Anishinaabe/Metis from the Turtle Mountain Band of Ojibwe Indians. The illustrator is from the Anishinabe Nation of Kette and Sand Point (Bear Clan).

<b>Lexile Level:</b>	AD540L
<b>Grade Level:</b>	Grades 1-2
<b>Reading Age:</b>	4 - 8 years old

#### Supporting Texts/Media:

##### Multimedia Recording:

📺 **Autumn Peltier, Water Warrior Children’s Book Read Aloud**  
 Video, Reading Questions and Activities (4:40 min.)

##### Supporting Media: (\*used on Day 3)

📺 **The teen fighting to protect Canada’s water — meet Autumn Peltier**  
 A documentary from CBS News: the National when Autumn was 13 years old. (7:53 min.)

📺 **On National Child Day, meet clean water activist Autumn Peltier**  
 CBC Kids News - Autumn Peltier tells her story at age 16. (3:23 min.)

#### **BIG** Ideas:

- Respect
- Perseverance
- Honor
- Courage
- Bravery

### Story Narrative:

*The seventh generation is creating  
A sea of change.*

*It was a soft voice, at first.*

*Like a ripple.*

*But with practice it grew louder.*

Indigenous women have long cared for the land and water, which in turn sustains all life on Earth—honoring their ancestors and providing for generations to come. Yet there was a time when their voices and teachings were nearly drowned out, leaving entire communities and environments in danger and without clean water. But then came Anishinaabe elder Grandma Josephine and her great-niece, Autumn Peltier. This stunning picture book encourages young readers to walk in the footsteps of the water warriors before them.

### Enduring Understandings:

- 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.
- Youth have a voice and can make a difference.

### Essential Questions:

*How important is water?*

*How can we protect the water?*

*Who are the water warriors and water protectors in our communities?*

*What can we do to “leave a good footprint”  
on Mother Earth?*

*What are the results and the evidence when Core Values and Cultural  
Beliefs are being demonstrated as intended?*

*How have the characters in each of our texts been a positive change  
agent in their communities? How have their communities benefited as  
a result of those actions?*

### Lesson Objective(s) and Comprehension Strategies

- I can demonstrate understanding of the characters and main events in the story by retelling the story in my own words.
- I can compare and contrast two texts to analyze how the authors approached teaching a lesson.
- I can illustrate and write a statement that provides key details and evidence to support the question.



### Anchor Standards

<b>Reading: Information</b>	<a href="#">👤 RI.1.1</a> <a href="#">👤 RI.1.2</a> <a href="#">👤 RI.1.3</a> <a href="#">👤 RI.1.4</a> <a href="#">👤 RI.1.5</a> <a href="#">👤 RI.1.6</a> <a href="#">👤 RI.1.7</a>
<b>Writing:</b>	<a href="#">👤 W.1.1</a> <a href="#">👤 W.1.3</a> Extension Activity 1: <a href="#">👤 W.1.7</a>
<b>Speaking and Listening:</b>	<a href="#">👤 SL.1.1</a> <a href="#">👤 SL.1.2</a> <a href="#">👤 SL.1.3</a> <a href="#">👤 SL.1.4</a> <a href="#">👤 SL.1.5</a>

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

### Lesson Narrative Overview

As students explore *Autumn Peltier, Water Warrior* this week, they will look closely at how the characters have been positive change agents in their communities. In this text, students will explore how the main character, Autumn Peltier, advocates for the preservation of clean water systems through her work as a Water Warrior. Students will engage in discussions and activities that will allow them to reflect, make personal connections and take actions themselves in their communities.

Students will be engaged in close reading and learning activities and collaborative text based discussions that focus on citing text evidence, key ideas and details, analysis, and recognizing problems and positive solutions. Students will also be engaged in writing through reflective journal entries.

This week's lesson includes two optional extension activities. The first extension focuses on social studies and science connections with a mini research project. The second extension activity offers three choices that can be done individually, in groups or a class. Each focuses on creativity within the arts and creative writing.

This is the last text within the unit so ensure there is time to complete the close of the week activity (included at the end of day 4) and to check in with students on their Performance Assessment progress.

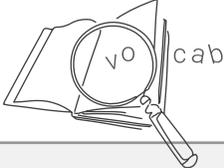
### Learning Activities:

#### Day 1:

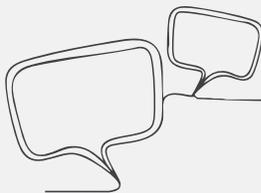
#### Close Reading 1

#### First Reading and Vocabulary/Word Meaning

- Introduce the Essential Questions with students.
- Introduce *Autumn Peltier, Water Warrior* and the origin of the story.
- Introduce some vocabulary words in the table below. There are many and some you can teach as you read with the students and explore the word meaning with the context clues.

Tier 2 Words		Tier 3 Words	
Within the forward: <ul style="list-style-type: none"> <li>• advocate</li> <li>• activist</li> <li>• legacy</li> </ul>	Within the text: <ul style="list-style-type: none"> <li>• pure</li> <li>• cherished</li> <li>• diminishing</li> <li>• ripple and ripple effect</li> <li>• journeyed</li> <li>• sacred</li> </ul>	<ul style="list-style-type: none"> <li>• summoned</li> <li>• courage</li> <li>• confronted</li> <li>• blazing</li> <li>• precious</li> </ul>	See the glossary in the back of the text. <ul style="list-style-type: none"> <li>• nibi (water)</li> <li>• asemaa (tobacco)</li> </ul>
			<b>Word Phrases</b>
			“Seven generations into the future”

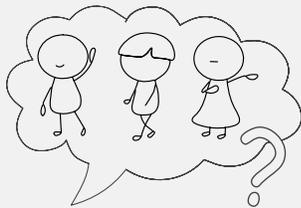
Vocabulary (Before Reading)	Vocabulary (During Reading)
Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include: <ul style="list-style-type: none"> <li>• Are there any words here that you or we already know?</li> <li>• What does the word mean?</li> <li>• Can you use it in a sentence?</li> <li>• As we look at these words, what can you predict this story may be about?</li> </ul>	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.



- Engage students in a class discussion before the first reading of the text.
  - *How important is water?*
  - *How can we protect the water?*
  - *What and who needs water?*
- Say, *Let’s think about some examples. Turn and talk to your elbow partner. Be ready to share one example with the class. Let students know how long the partner talks and listen in as they share. As we share, listen closely. If you hear someone else share your example, be ready to share another that you identified. Have each pair share one example.*

### Learning Activities:

#### Day 1: Continued



- Say, As we get ready to read, I want to share with you a quote from the forward of the book written by Autumn Peltier herself. The book we will read this week is about her work.

**“In our culture, we look at water as a living being, and we’re taught to treat it with the same respect we would show another human. Water is the lifeblood of Mother Earth. It gives all life, and there is no life without it.”**

- After reading, ask students:
  - Who’s telling the story? Whose voice did we hear? (POV and Perspective)
  - Who are the other characters? How are the characters connected?
- Say, We heard the phrase “seven generations in the future” as we read. What do you think that means? Have you heard the phrase before?
 

We heard a lot of new vocabulary words today. Let’s explore a few today and we will dive in with other words during the week. In the back of the book, there is a glossary of four (4) Anishinaabe terms. Let’s explore each.

  - Seven generations
  - Asemaa
  - Nibi
  - Anishinaabekweg
- Say, This week we will also learn how to be an advocate and a protector. We have a lot ahead this week.

#### Day 2:

##### Close Reading 2

##### Embedded Assessment

**Core Value:** Respect

##### Essential Question:

*How is water both respected and disrespected within the text?*

#### Looking Closely at Text Clues and Problem Solving

- Say, Today when we read, we will be detectives. We will be looking for picture and text clues as text evidence. We will be looking to answer our essential question: **How is water both respected and disrespected within the text?** After we read, we will go back to the text for our evidence, so look and listen and be ready to share.
- Read aloud or listen to the story, *Autumn Peltier, Water Warrior*, a second time.
- Say, We will use this anchor chart to record our evidence. We will record how water was respected on the left side and on the right side, how it was not respected, or disrespected. Can anyone share a piece of evidence? We can go back to the text to find the page or illustration.
- Lead students through the discussion and identifying text evidence.
  - Record their responses on the anchor chart ([Slides](#) / [PDF](#)).
- **Reflective Journal Entry:** Say, In your journal entry for today, you will draw and describe one way water was respected and one way water was not respected from our text evidence we found. ([Word](#) / [PDF](#))

### Learning Activities:

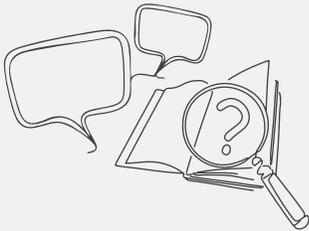
### Day 3:

#### Close Reading 3

#### Embedded Assessment

#### Core Values:

Honor, Perseverance, Courage and Bravery



How are the Core Values: Honor, Perseverance, Courage and Bravery demonstrated in the documentary videos we watched?			
Honor	Perseverance	Courage	Bravery



#### Teacher Tips on Structures:

You can guide the discussion by individual core value, in pairs or all at once. You can also lead the discussion as a whole group activity or have students in pairs, triads or groups of four to talk about their evidence before sharing with the class.

### Looking Closely at Text Clues for Analysis

#### Part 1:

- Say, *Today we are going to explore four more Core Values that are demonstrated in our text. Let's first explore each Core Value and talk about what each means and how they can be demonstrated.*

◦ Honor      ◦ Perseverance      ◦ Courage      ◦ Bravery

*What does each mean? How can they be demonstrated and seen by others? Are any connected? If yes, how are they similar and different?*

#### Part 2:

- Say, *Today we will watch two documentary videos where we hear Autumn's story. The first when she was 13 years old and the second video when she was 16. We may also read our text a third time after if needed. As you watch, listen and look for how Autumn and her mother demonstrate the four Core Values we are focusing on: Honor, Perseverance, Courage and Bravery.*

▶ **The Teen Fighting to Protect Canada's Water** - Meet Autumn Peltier  
A documentary from CBS News: the National when Autumn was 13 years old. (7:53 min.)

▶ **On National Child Day, meet clean water activist Autumn Peltier**  
CBC Kids News - Autumn Peltier tells her story at age 16. (3:23 min.)

- (Optional) Read aloud or listen to the story, *Autumn Peltier, Water Warrior*, a third time.

- Say, *There is a lot in each of the videos! Let's use this anchor chart to record evidence of the four Core Values we saw demonstrated. I will record your evidence as you share. Evidence can be from Autumn, her mother or others in the videos. \*See the Teacher Tip on how to structure this section. Resource: Core Value Anchor Chart (📄 Slides / 📄 PDF).*

#### Part 3:

- Say, *In our first documentary video, we heard from Autumn's mother. She spoke of how she knew Autumn was different, and was special from the moment she was born. Autumn Peltier is exceptional. What does that mean? Everyone has gifts and talents that make them unique and different. How are you exceptional? Consider asking your parents and family about the day you were born. Were you different? Similar to siblings? What do they remember?*
- Reflective Journal Entry:** How are you exceptional? Draw and describe what makes you YOU! (📄 Word / 📄 PDF).

### Learning Activities:

#### Day 4:

##### Close Reading 4

##### Embedded Assessment

##### Essential Questions:

*Who are the water warriors or water protectors in our community?*

*What can we/you do to “leave a good footprint” on Mother Earth?*



ESSENTIAL QUESTIONS	How have the characters in each of our texts been a positive change agent in their communities?	How have their communities benefited as a result of those actions?
		
		

#### Summarization and Action

##### Part 1:

- Say, *Today as we read, we will also read about Josephine Henrietta Mandamin, Grandmother Josephine, and her great niece, Autumn Peltier.*
- Read aloud or listen to the story, *Autumn Peltier, Water Warrior*, a fourth time and the two biography sections in the back of the text.
- The work Autumn Peltier is doing, and other water warriors and protectors, **“is turning the water warrior message into a tidal wave of change.”**
  - *What do we think that means?*
  - *What is a tidal wave?*
  - *What happens to the land and environment when a tidal wave comes? Does it stay the same or change? A wee bit or a lot? This will help students understand the impact of the actions on a larger scale.*
- Say, *So the work Autumn and others are doing is really important!*
  - *Who are the water warriors or water protectors in our community?*
  - *How can we each be like Grandmother Josephine and Autumn Peltier?*
  - *What can we/you do to “leave a good footprint” on Mother Earth?*
- Lead students through a discussion brainstorming ways they can make a difference, leaving a “good footprint”. Record the ideas on a chart paper or whiteboard. Students can reference these as they do their reflective journal entry.
- **Reflective Journal Entry:** Say, *In your journal entry for today, we will focus on what you can do to leave a “good footprint” on Mother Earth. You will draw and describe what you can do.* ([Word](#) / [PDF](#)).

##### Part 2: Closing of the Week

- As you close the week, whether it’s at the end of Day 4 or Day 5, circle back to the unit Essential Questions. Record responses on a running Anchor Chart ([Word](#) / [PDF](#)).
  - *How have the characters in each of our texts been a positive change agent in their communities?*
  - *How have their communities benefited as a result of those actions*
- Say, *Next week is our last week on Unit 2 and we will be finishing our Performance Assessment and sharing with the class.*
- Make sure you check in with each student to check progress.

### Learning Activities:

### Day 5:

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

#### Extension Activity 1: Social Studies and Science Connections: Great Lakes Mini Research Project

- Say, *There are five (5) lakes that make up the Great Lakes on the northern border of the United States and Canada. Together they are the largest fresh water system in the world. More than 20% of the world's freshwater is in the Great Lakes.*
  - *What is the difference between freshwater and saltwater?*
  - *What do humans and those in the animal world need to survive?*
- Say, *Your task is to find 5 interesting facts, true things!*
  - **Option 1:** *One fact about each of the five Great Lakes*
  - **Option 2:** *Five facts about one of the Great Lakes, your choice of lake!*
- Say, *With someone older than you, a teen or adult family or community member, research the Great Lakes. You can use a local library, the Internet and/or a Knowledge Keeper. It is ok for your older partner to do the writing, but you should be able to orally share your facts.*



Option 1: One fact about each of the five Great Lakes

The Great Lakes	Interesting Fact
Lake Huron	
Lake Ontario	
Lake Michigan	
Lake Erie	
Lake Superior	

**Research Tip:** *If using the Internet to search for facts, try “\_\_\_\_\_ (name of your lake) facts for kids” in the search bar to get you kid- friendly resources.*

Resource Template: [Slides](#) and [PDF](#)

#### Extension Activity 2: Poetry, Song and Dance Choice Menu (Individual, Group and a Class Project)

- **I am Nibi Poem:** *Say, Like the poetic verse in the text, expand and write your own poem using the following templates. Be sure to include your word for water at the end in your native language.*
  - **Resource:** I am Nibi Poem Template ([Word](#) / [PDF](#))
- **Create a Song or Dance:** *Say, Using the following poetic verse from the text, expand and create a song or dance or both!*

**Speak for the water.**

**Sing for the water.**

**Dance for the water.**

**What will you do for me?**

*Consider using percussion instruments you may have at school, traditional instruments or make your own from recycled materials. Be ready to perform your song for the class or other small groups.*

**I am nibi**

I have a spirit.

I have feelings.

I remember.

I have \_\_\_\_\_

I have \_\_\_\_\_

I remember.

I have \_\_\_\_\_

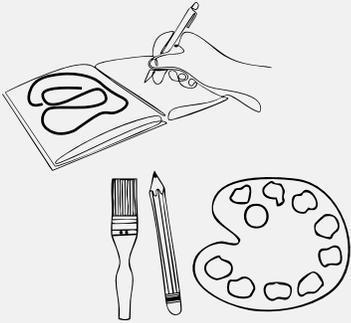
I have \_\_\_\_\_

I remember.

I am \_\_\_\_\_  
(water in your language)

### Learning Activities:

#### Day 5: Continued



- **Autumn Peltier Group Poem and Portrait:** Say, As we learned about Autumn Peltier and her advocacy, we learned a lot about her character and leadership.
  - **Part 1:** Create a poem entitled “Autumn Peltier” that includes descriptive language that speaks to her character and leadership. As a poem, use adjectives, adverbs and phrases.
  - **Part 2:** Draw or paint a portrait of Autumn using colors that you have available (colored pencils, crayons, oil pastels, watercolors, etc.). If this is a class project, using each student’s portrait of Autumn as a border frame for display around the poem.

## Unit Closure and Stage 2 Performance Task

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

### Lesson Narrative and Timeline

As Unit 2 comes to a close, it is recommended that you spend week 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 Need Project and Presentations**

**Part I:** With your class and family, identify several needs of your community. Decide on one community need where you can make a difference.

**Part II:** Prepare a visual and/or oral presentation showcasing your ideas, the need and how you would be involved in making a change.

- Part I and II Resource Template ( [Word](#) /  [PDF](#))

**Part III:** Present to the class and community audience members.

Community Need 1	Community Need 2

### Recommended Timeline:

- **Day 1 and 2:** Provide time for students to complete Part II. Be prepared to offer guidance through individual and small group assistance as needed for your students. Allow students time to practice their presentations as time allows with a small audience.
- **Day 3 and 4:** Part III Presentations - You will need to decide if all students will present on one day or across two days and who will be a part of the audience in addition to your class.

### Assessment

- My Community Mapping Assessment and Presentation Rubric: ( [PDF](#) /  [Word](#))

My Community Mapping Assessment and Presentation Rubric		
Student Name _____ Date _____		
<b>Part 1: Community</b>		
Does the student's description include drawing or images representing their community?		
3 or more visual representations	1 - 2 visual representations	0-1 visual representations that may be hard to recognize
		
Does the student's description include a written description?		
2 or more sentences	1 sentence	Words and or letters not yet forming an idea or sentence
		

### Unit Closure Discussions

- Re-engage students with the Unit 2 Essential Understandings and Essential Questions
- If you didn't have time in week 8 or any prior weeks, circle back to the unit Essential Questions. Record responses on a running Anchor Chart ([Word](#) / [PDF](#)).

#### Essential Questions

- How do you recognize when something needs to be changed?
- What are the results and the evidence when Core Values and Cultural Beliefs are being demonstrated as intended?
- How have the characters in each of our texts been a positive change agent in their communities? How have their communities benefited as a result of those actions?

#### Enduring Understandings

- Change and adaptations are a normal part of cycles.
- Learning requires exploration of one's identity.
- Our Core Values help us identify who we are as a Good Relative.
- 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.
- Youth have a voice and can make a difference.

*Note: EU 2 and 6 are First Peoples Principles of Learning.*

- **Lead students in a class discussion.**
- Say, *During the Unit Launch, we focused on the Qualities of a Native Scholar. Remember our broad EQ, How can I develop and demonstrate the characteristics of a Native Scholar? Let's reflect on what we have read and learned within Unit 2.*
  - *How did we demonstrate our skills as a Native Scholar in this unit?*
  - *Are there any ways that were different from Unit 1?*
- 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 Meditation and Tapping Mantra:



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



*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.*