

Changes in My World:

Teacher Page #1

Anticipation Guide:

1) Place a check mark next to any of the events that have occurred in your life in the last two years.

- _____ I was introduced to a new food that I had not tried.
- _____ I moved to a new town or home.
- _____ I met someone who was not from the United States.
- _____ I learned about a new culture or custom.
- _____ I came in contact with something that I could not immediately identify.
- _____ I visited a place that I had never been to.
- _____ I discovered more about my home or hometown.
- _____ I was asked to speak in a different language other than the one spoken in my home.
- _____ I talked to an elder or grandparent about something they remembered from when they were younger.
- _____ I was confused when listening to someone speaking who was not from my culture.

2. Quickwrite:

a. Based on the anticipation guide, what are a few changes in the last two years that you have experienced (you may pick another influential change that was not on the list to write about):

b. Please write a few ways that changes in your world were positive. Negative?

Anticipation Guide:

Purpose:

- 1) To get students reflecting on changes in their own lives.
- 2) To preview elements in the story "The Coming of the First White Man" and the change that was brought about as a result.

Process:

- 1) Allow students five minutes to fill out the anticipation guide.
- 2) Think-Pair-Share
Students should compare lists and discuss changes they have identified.

Quickwrite:

Purpose:

- 1) To get students writing and previewing changes within their own life (an element which they will write more extensively later).

Process:

- 1) Allow students time to reflect on changes and write.
- 2) Share-Out
Students may volunteer to share with the class what they wrote on the quickwrites.

Your teacher will read aloud the story "The Coming of the First White Man," an oral narrative told by George R. Betts, written and translated by Nora Marks Dauenhauer and Richard Dauenhauer. Place metacognitive markers in the text as the story is read to help identify the following:

- Place a ? next to new vocabulary or parts that you have a question about.
- Place a * next to any areas that are interesting and might lead to good discussion after the story.
- Place a ! next to parts of the story that were surprising.

After the story was read, select two items that you marked from each category that you think are especially important to the story:

?	*	!

When finished, you will be pairing with another group member to discuss. Did you find any answers to your questions?

Extension: The text selected takes place during a time when Southeast Alaska looked very different. A possible extension to this activity is to allow students time to reflect on what life was like prior to contact with the Russians. In what ways did the Tlingit people rely on the land, the resources at hand, and their own knowledge to be successful and flourish in this region? This may be accomplished through writing, discussing with neighbors or groups of students, drawing, etc.

Metacognitive Markers :

Purpose:

1) Students can interact with the text and identify key parts of the story by asking questions about unknown vocabulary, determining areas that are thought-provoking, or locating surprising details.

2) Make students more aware about their thought process for identifying important aspects of a text.

Process:

1) Review markers to be placed in text.

2) Read the story and allow students to take notes with the use of metacognitive markers.

3) Students must then narrow down marks and re-write to identify what they thought were the most important questions and selections in the text.

4) Pair Share/Group Share on the most important selections in the reading based on what students chose to select.

5) Small Group: Discuss possible answers to the questions in the text.

6) Whole Group: What questions are left that was unable to be answered?

Reflection on the reading:

1) In what ways was the encounter with the first Russians unique for the Tlingets?

2) In what ways does this reading reflect the essential question: How are people influenced by changes in their world?

PREDICT: How do you think the first encounter changed Southeast Alaska?

Reflection:

The final step is for students to review the story and the essential question: How are people influenced by changes in their world?

The last question is a critical thinking question that provides extension and connection to Southeast, Alaska.

Recommended: A great extension is to play an audio recording of the story so that students may compare the recording to the text, or allow an elder to speak about the first encounter with the Russians and the impact on Southeast, Alaska.

Changes in My World:

Teacher Page #2

1) Review: You have already discussed narratives in the SpringBoard text. In what ways do oral narratives differ from written narratives? How might these stories connect us with the past?

2) You are about to read an oral narrative translated into English. The story has two main characters: Raven and the Hawk Owl. The main theme of the text is based on the importance of Raven bringing fire to the world.

PREDICT: In what ways was fire essential to the Tlingit people?

RELATE: What is something essential in your world that you could not live without?

Reading the text: while reading, underline main events that take place. You will be looking directly at:

Plot: sequence of events in the story AND Setting: Time and place a story occurs

The following page portrays six blank boxes that you must place major events in the story. You are responsible for drawing six events that recreate the story in the form of a graphic novel. Please use color in your depiction of Hawk Owl and Raven, one-two sentences to describe each scene, and a detailed recreation of the story.

Extension: This story may be found recorded with original Tlingit. If possible, take a few minutes to play the story or invite an elder to recreate the account to students in English.

Review:

Purpose:

1) To review the term narrative, and show students how oral narratives become links to the past.

Process:

1) Allow students seven-ten minutes to discuss and write.

2) Group share. Students will discuss with their group on their thoughts on oral/written narratives.

Text Pre-write:

Purpose:

1) To predict the importance of a change that will be in the story.

2) Relate that change back to something in their own lives (building connections between themselves and the text).

Process:

1) Allow students time to write about what they already know about fire and connect with something important in their own lives.

2) Share-Out

Students may volunteer to share with the class what they wrote on either section.

PLOT DIAGRAM:

1.	2.	3.
4.	5.	6.

Read :

Purpose/Process:

1) Prior to reading, students should review the terms plot and setting (key vocabulary terms).

2) Students will read the text and circle major themes and ideas.

3) Table Partners. When students finish reading, allow them time to share major themes from the text they found important with their groups.

Plot Diagram/ Setting:

Purpose:

1) Students will recreate major events from the story and demonstrate comprehension of the setting/plot.

Process:

1) Review expectations for creating a graphic novel and set expectations for sentence structure for each event.

SETTING: While the setting is not explicitly stated, what do you think are the time and place that the story takes place?

Note: The following lesson is working toward greater understanding of changes in one's own world. A more in depth connection to the text and relationship to the essential question will take place in lesson three of the mini-unit.

Changes in My World:

Teacher Page #3

1) In the first two lessons you read two very different oral narratives. These are two accounts of a history that happened long ago. Now is a good time to revisit your thoughts on how writers and storytellers use imagery to help portray their story. Please take a few minutes to write down some vivid details from each text that helped create a picture in your mind.

<p>"The Coming of the First White Man" Paragraph # and Direct Quote from the text.</p>	<p>Ways it supported the creation of imagery.</p>
1.	1.
2.	2.
<p>"Raven and the Hawk Owl" Paragraph # and Direct Quote from the text.</p>	<p>Ways it supported the creation of imagery.</p>
3.	
4.	

2) Vocabulary Review: Place a + sign next to vocabulary words that you know so well that you can explain them to a neighbor. Place a O sign next to words that you recognize, but might have a tough time explaining to others. Finally, if you have no idea what the word is or don't recognize it, place a - sign.

Academic Vocabulary

Narrative Plot

Oral History Setting

Imagery Cause/Effect

Expository Internal/External

Selecting Imagery: Purpose

1) To select key examples of imagery based on textual evidence to support knowledge of the two readings.

2) To read deeply and look at how writers use imagery to create an effective story.

Process:

1) Students will need about twenty minutes to complete guide.

2) Teacher may choose to model the first quote, allow students to work together on the second, then complete the remaining two independently (Gradual Release of Responsibility).

Academic Vocabulary: Purpose:

1) To allow students to check for understanding of academic vocabulary.

2) To review previous unit words.

Process:

1) Students will use metacognitive markers to show their understanding of words.

2) Students will define two words and/or will be required to talk with others in the classroom and define key academic vocabulary for the unit.

PICK TWO WORDS that are still a 0 or – for you. Find someone who can help you define those two words here. If you know all the academic vocabulary, define two of these terms in your own words so that you can help others with their definition.

Vocabulary Word:

Definition:

1. _____

Write the names of two people who you helped, or two people who helped you.

1) _____ 2) _____

3: Analysis:

While both stories gave accounts of influences from the outside world, which story might be linked to external change? Why?

Which story might demonstrate an internal change? Why?

4. Comparing Change: Revisiting the Essential Questions

In each of the narratives, how was the theme change a central element to the story? Which story did you feel brought about more change in the world?

Analysis Questions:

Purpose:

1) To have students analyze literature based on internal and external influences.

Process:

1) Allow students five-ten minutes to fill out the questions.

2) Allow time for small group or classroom discussion.

Comparing Change:

Purpose:

1) Returning to the essential unit questions and using newly gained knowledge to give a well-rounded answer to the guiding questions.

Process:

1) Independent think/answer. Encourage students to construct answers to the essential questions using newly acquired knowledge based on the new texts and previous readings and discussion from the unit.

In what ways did each author or storyteller craft his or her story to develop effective writing?

Optional: For students using these lessons for SpringBoard, the following question and structure is a good way to preview an upcoming Embedded Assessment based on writing a short story. The final reflection is a way to connect students to purpose for using local oral narratives as opposed to other texts.

5. Looking Ahead:

You have examined two stories in which change influenced characters and the world around them. Each of these stories had a unique way of portraying a change. In the Embedded Assessment, you will be asked to develop your own short story in which a character experiences a great change. Think back to story elements that helped the storytellers create a dynamic account of change.

What are two aspects of writing you would like to do similarly in your own story?

1)

2)

In your opinion, why is using oral narratives that are linked to Southeast Alaska a better way to connect to stories and imagery when compared to other texts? Or not?

Gus'k'ikwáan
Asx'aak x'éidáx sh kalneek

This text was prepared and contributed by Naatstláa (Constance Naish) and Shaachooká (Gillian Story) as a memorial to Asx'aak (George Betts) who gave so much help in their early study of the Tlingit language upon which the present system of writing Tlingit is based.

Ltu.áa káa áwé duwa.óo,
ch'áaaaakw.

Atx'aan hítx'i ka ch'a yéi hítx' áa yéi dagaatee.
Yanshuká áwé yéi duwasáakw Ltu.áa,
ch'u l dleit káa yan ulgáas'ji.

Wáa nanée sáwé tléix' ts'ootaat,
gáani yux aawagoot.

Áwé dleit yáx yateeyi át áwé yú héen

xukaadéi wududziteen, yú yax'áak;

kei latítch,

ka át wuliteet.

Wáa nanée sáwé tlax kaa xán yaa akanalséin.

"Daa sáyú?

Daa sáyú, daa sáyú?"

"Ch'a góot át áyú!"

"Ch'a góot át áyú!"

10

The Coming of the First White Man
told by George R. Betts

People lived in Lituya Bay
loocong ago.

Smoke houses and other houses were there.

There was a deserted place called Lituya Bay before
the white man migrated in from the sea.

At one point one morning

a person went outside.

Then there was a white object that could be seen
way out on the sea

bouncing on the waves

and rocked by the waves.

At one point it was coming closer to the people.

"What's that?

"What's that, what's that?"

"It's something different!"

"It's something different!"

"Is it Raven?"

"Maybe that's what it is."

"I think that's what it is--"

10

"Yéil gwáa yóo gé?"
 "Goodáx sá l yéi át áwé?"
 "Yéi xwaajée yéi át áwé;
 yá lingit'aani alyéix yéil,
 yéi sh kalneek tsu kúxdei guxdagóot."
 Aatlein át áwé a yáx at yatee.
 (Ch'u tle wé Ltu.áa,
 áa yáx áwé déin.
 Héen naadaa;
 éil' áyú, a kaadéi naadaa daak gagadéinín.
 Yeik gagaléinín ku.aas,
 a kaadáx naadaa nooch.)
 Ch'u tle a kaanáx áwé kei wshix'úl'.
 Ch'u tle áwé aantkeeni áwé at gutóot wudikél',
 ch'a ldakát;
 at atyátx'i tsu,
 at gutóodei kawduwajéil.
 Yá at gutóodáx áwé, dultín.
 Wáa nanée sáwé,
 tle kasayedéin at wuduwa.áx.
 Kach yóo shayéinaa áwé héent wuduzigix' .
 "Tléil yilatíneek!"
 atyátx'i yéi daayaduká.
 "Tléil aadóo sá áx ulgeenéek.
 Yilatín nukni, téix yee guxsatée.
 Yéil áyú, haat oowakúx."
 "Hé! A daat aawa.aat!"
 A daat at kawdaxdiyaa.
 Kach a tu.aasí daat áwé woo.aat, wé sailors.
 Wáa nanée sáwé, ch'áaakw dultínix áwé,
 s'íksh,
 áwé wuduwal'ix',
 s'íksh.
 A tóonáx áwé kuyawduwawál,
 áwé téix koonastéegaa áwé;
 a tóonáx dultín.
 Áwé a xoo aa áx algeenítx l téix koonastée áwé,
 yéi kuyaawakaa,
 "K'e aadéi daak yakgwakooxú.
 K'e aadéi daak yakgwakoox."
 "Daa sáyú?"
 Áwé tle dáxnax yées káa áwé,
 ch'a wé aasx' gutóodáx,

Raven who created the world.
 He said he would come back again."
 Some dangerous thing was happening.
 (Lituya Bay
 lay like a lake.
 There was a current;
 salt water flowed in when the tide was coming in.
 But when the tide was going out
 the sea water would also drain out.)
 So the thing went right on in with the flood tide.
 Then the people of the village ran scared right
 into the forest,
 all of them;
 the children too,
 were taken to the forest.
 They watched from the forest.
 At one point
 they heard strange sounds.
 Actually it was the anchor that was thrown in
 the water.
 "Don't look at it!"
 they told the children.
 "Don't anybody look at it.
 If you look at it, you'll turn to stone.
 That's Raven, he's come by boat."
 "Oh! People are running around on it!"
 Things are moving around on it.
 Actually it was the sailors climbing around the
 mast.
 At one point after they had watched for a
 loooong time,
 they took blue hellebore
 and broke the stalks,
 blue hellebore.
 They poked holes though them
 so that they wouldn't turn to stone;
 they watched through them.
 When no one turned to stone while watching,
 someone said,
 "Let's go out there."
 "We'll go out there."
 "What's that?"
 Then there were two young men;

aak'é atxá áyá."
 Idakát yéidei s du x'éí at dusxáa áwé,
 tle náaw has du x'éí wududlináa,
 náaw,
 brandy giyú.
 Ch'u tle tla_x kasayedéin yaa s sh nadanúk.
 Tléil tsu

"Waa sáyá yéi yaa sh naxdanúk?
 Gán! Kasayedéin yaa sh naxdanúk!"
 Tle "Toowú sagú tsú ax tóox yei jikanaxíx"
 yóo s x'ayaká.

Idakát yéidei a yíkt has du een yoo akoo.áat
 áwé,

tsu a x'ayaaxt has du een aawa.át.
 Has du jee yéi aa wduwa.oo.

Kóox

ka shóogaa
 ka gáatl

ách has wududziwóo.

Has du een kadunéek, aadéi dus.ee yé.

Ha daat kát sá kwshé wé ágé wududzi.ée?

Tléil xá k'wátl kaa jee aagáa

Tléil a kát gadudzi.eeyi k'wátl.

Tle yan has kóox áwé,

koon has sh kalneek:

"Aantkeeni áyú a yígu.

Kasiyéiyi át tsú a yígu.

Chush yahaayi daakeit,

yá looking glass,

chush yahaayi daakeit;

ch'u tle sh tuditéen.

Yáax' áwé,

haa x'eis wududzi.ée wé woon."

Ch'u tle ldakát has akanéek.

Aax áwé,

ldakát a daadéi daak kuyaawagóo.

Tla_x shux'áa dleilt káa yan wukooxú áyá,

Ltu.áa kaanáx;

Latooya Bay áyá yéi duwasáakw Ltu.áa,

yá Alasgi káx'.

Ha hóoch' áwé ax sh kalneegi.

100

this is good food."
 After they were fed all kinds of food,
 then they were given alcohol

alcohol

perhaps it was brandy.

Then they began to feel very strange.

Never before.....

"Why am I beginning to feel this way?

Look! I'm beginning to feel strange!"

And "I'm beginning to feel happiness

settling through my body too,"

they said.

After they had taken them through the whole ship,

they took them to the railing.

They gave them some things.

Rice

and sugar

and pilot bread

were given to them to take along.

They were told how to cook them.

Now I wonder what it was cooked on.

You know, people didn't have pots then....

There was no cooking pot for it.

When they got ashore

they told everyone:

"There are many people in there.

Strange things are in there too.

A box of our images,

this looking glass,

a box of our images;

we could just see ourselves.

Next

they cooked maggots for us to eat."

They told everything.

After that,

they all went out on their canoes.

This was the very first time the white man came
 ashore,

through Lituya Bay;

Ltu.áa is called Lituya Bay

in Alaska.

Well! This is all of my story.

100

110

120

130

Changes in My World:

Student Page #1

Anticipation Guide:

1) Place a check mark next to any of the events that have occurred in your life in the last two years.

_____ I was introduced to a new food that I had not tried.

_____ I moved to a new town or home.

_____ I met someone who was not from the United States.

_____ I learned about a new culture or custom.

_____ I came in contact with something that I could not immediately identify.

_____ I visited a place that I had never been to.

_____ I discovered more about my home or hometown.

_____ I was asked to speak in a different language other than the one spoken in my home.

_____ I talked to an elder or grandparent about something they remembered from when they were younger.

_____ I was confused when listening to someone speaking who was not from my culture.

2. Quickwrite:

a. Based on the anticipation guide, what are a few changes in the last two years that you have experienced (you may pick another influential change that was not on the list to write about):

b. Please write a few ways that changes in your world were positive. Negative?

Your teacher will read aloud the story "The Coming of the First White Man," an oral narrative told by George R. Betts, written and translated by Nora Marks Dauenhauer and Richard Dauenhauer. Place metacognitive markers in the text as the story is read to help identify the following:

Place a **?** next to new vocabulary or parts that you have a question about.

Place a ***** next to any areas that are interesting and might lead to good discussion after the story.

Place a **!** next to parts of the story that were surprising.

After the story was read, select two items that you marked from each category that you think are especially important to the story:

?	*	!

When finished, you will be pairing with another group member to discuss. Did you find any answers to your questions?

Reflection on the reading:

1) In what ways was the encounter with the first Russians unique for the Tlingets?

2) What was learned from this encounter and how does this tie in with the essential question: How are people influenced by changes in their world?

PREDICT: How do you think the first encounter with the Russians changed Southeast, Alaska?

Changes in My World:

Student Page #2

1) Review: You have already discussed narratives in the SpringBoard text. In what ways do oral narratives differ from written narratives? How might these stories connect us with the past?

2) You are about to read an oral narrative translated into English. The story has two main characters: Raven and the Hawk Owl. The main theme of the text is based on the importance of Raven bringing fire to the world.

PREDICT: In what ways was fire essential to the Tlingit people?

RELATE: What is something essential in your world that you could not live without?

Reading the text: while reading, underline main events that take place. You will be looking directly at:

Plot: sequence of events in the story AND **Setting:** Time and place a story occurs

The following page portrays six blank boxes that you must place major events in the story. You are responsible for drawing six events that recreate the story in the form of a graphic novel. Please use color in your depiction of Hawk Owl and Raven, one-two sentences to describe each scene, and a detailed recreation of the story.

PLOT DIAGRAM:

1.	2.	3.

4.	5.	6.

SETTING: While the setting is not explicitly stated, what do you think are the time and place which the story takes place?

Changes in My World:

Student Page #3

1) In the first two lessons you read two very different oral narratives. These are two accounts of a history that happened long ago. Now is a good time to revisit your thoughts on how writers and storytellers use imagery to help portray their story. Please take a few minutes to write down some vivid details from each text that helped create a picture in your mind.

<p>“The Coming of the First White Man” Paragraph # and Direct Quote from the text.</p>	<p>Ways it supported the creation of imagery.</p>
<p>1.</p>	<p>1.</p>
<p>2.</p>	<p>2.</p>
<p>“Raven and the Hawk Owl” Paragraph # and Direct Quote from the text.</p>	<p>Ways it supported the creation of imagery.</p>
<p>3.</p>	
<p>4.</p>	

2) Vocabulary Review: Place a **+** sign next to vocabulary words that you know so well that you can explain them to a neighbor. Place a **O** sign next to words that you recognize, but might have a tough time explaining to others. Finally, if you have no idea what the word is or don't recognize it, place a **—** sign.

Academic Vocabulary

Narrative

Oral History

Imagery

Robert Heritage Foundation; Lingit Fundation. Language, the Pathway to Multi-Literacy
 Funded by the US Department of Education; Office of English Language Acquisition; PR/Award #: T365C110007 2011-2016

Expository

Plot

Setting

Cause/Effect

PICK TWO WORDS that are still a 0 or – for you. Find someone who can help you define those two words here. If you know all the academic vocabulary, define two of these terms in your own words so that you can help others with their definition.

Vocabulary Word:

Definition:

1. _____

2. _____

Write the names of two people who you helped, or two people who helped you.

1) _____ 2) _____

3: Analysis:

While both stories gave accounts of influences from the outside world, which story might be linked to external change? Why?

Which story might demonstrate an internal change? Why?

4. Comparing Change: Revisiting the Essential Questions

In each of the narratives, how was the theme change a central element to the story? Which story did you feel brought about more change in the world?

In what ways did each author or storyteller craft his or her story to develop effective writing?

5. Looking Ahead:

You have examined two stories in which change influenced characters and the world around them. Each of these stories had a unique way of portraying a change. In the Embedded Assessment, you will be asked to develop your own short story in which a character experiences a great change. Think back to story elements that helped the storytellers create a dynamic account of change.

What are two aspects of writing you would like to do similarly in your own story?

1)

2)

In your opinion, why is using oral narratives that are linked to Southeast Alaska a better way to connect to stories and imagery when compared to other texts? Or not?

Unit Title in English *“Changes in My World”*

Topic and Grade Level:

The following Mini-Unit was designed to act as an addendum to SpringBoard® Curriculum Unit 2 for 6th grade students. The mini-unit may also serve as a stand-alone unit for any 5-7th grade Language Arts classroom. The fundamental topic is based on changes in the world. The unit contains two guided readings based on oral narratives that are translated into English. Students will have the opportunity to read texts deeply and locate changes brought about in the world. The final lesson is a comparison/contrast of the two readings, comprehension check, and making connection into each of the texts. Based on SpringBoard® lessons, students will then be required to create their own short story using the fundamental idea of “change.”

Introduction

The attached unit was designed to adapt the SpringBoard® curriculum to culturally aligned reading and writing activities and will enhance student learning using nationally recognized standards and strategies. Connecting with culturally relevant texts and from local authors and storytellers helps students relate to and more easily identify changes within their own worlds.

Unit Overview: Changes in My World

Changes in my own world: supports SpringBoard Level 1 Curriculum (6th grade), Unit 2. Students will read “The Coming of the First White Man” told by George R. Betts, taken from Nora Marks and Richard Dauenhauer’s *Haa Shuka, Our Ancestors: Tlingit Oral Narratives*. They will also read “Raven and Fire,” told in Tlingit by Willie Marks, translated by Nora Marks Dauenhauer and edited by Richard Dauenhauer. Finally, students will be utilizing the two texts to answer essential questions from the unit, using deeper reading and vocabulary strategies, and previewing the Embedded Assessment for which they are to write their own short story based on *Changes in my World*.

Guiding Questions (From the Essential Questions in Unit 2 of SpringBoard):



“How are people influenced by changes in their world?”



“How does a writer effectively craft a story?”

As a result of this unit students will understand:

- How outside influences can create “change in my world.”
- The importance of change over time in the Southeast community.
- How writers effectively craft or narrate a story to add imagery.
- The basic use of plot, setting, and other key academic vocabulary as it relates to change.

As a result of this unit students will be able to:

- Enhance writing by making linguistic choices to add effect.
- Students will read closely and use culturally relevant texts to gain deeper meaning of the essential questions.
- Identify how writers effectively craft stories to create meaning and take a position.

Literacy Emphasis

Literacy emphasis will be based on two guided readings with response and activity, and by comparing the two texts. Students will also practice using direct quotation to support answers, and will review key academic vocabulary. Students will use a variety of reading and writing strategies to enhance learning throughout the mini-unit and strengthen understanding of essential questions, which in turn will support the embedded assessment from Unit 2.

Tlingit Educational Significance

The Tlingit people have continued to change and adapt throughout their history while still maintaining a sense of self-identity. These changes are important to observe in the classroom as students continually encounter changes within their own worlds. By utilizing culturally relevant and local Southeast texts, students can more easily relate to and make extensions to the texts that enhance their own learning.

Tlingit Elder or Culture Bearer Role

The core of this lesson was obtained from Elder John Martin. Mr. Martin told the story of the first encounter with the Russians to a group of students in my classroom. He requested that students visualize life before industrialization and modern conveniences. After, students reflected on how they too have experienced change. Our elder was successful in delivering the story in such a way that students could reflect on change and its significance.

The unit is greatly enhanced by an elder or culture bearer discussing change in the world, both historic and current, and retelling the stories of the first encounters with the Russians and how Raven brought fire to the world. Additionally, several of these stories may be found on video/audio recordings that would enhance the unit's successfulness.

Culminating Project or Event

The culminating project for the three lessons is based on Embedded Assessment #1 in Unit two, creating a short story using a character that experiences a change in their world. All lessons are building to support that Embedded Assessment.

Lesson Overview

Lesson Description	Literacy Strategies
<p>1 Introduction to Mini-Unit: Listening to first reading of story The purpose of this lesson is to identify what changes have affected students' own lives, ways outside influences can bring about change, and what types of changes have made the largest impact on society.</p> <p>Listen: Reading of "Coming of the First White Man" and reflect on the change that was brought about based on the encounter with the Russians.</p>	<p>Anticipation Guide</p> <p>Quick write (with think-pair-share and classroom share).</p> <p>Metacognitive Markers</p> <p>Reading Reflection</p>

<p>2 “Raven and Fire” The purpose of lesson 2 is to introduce another text based on an oral narrative. Students will observe the storyteller’s use of imagery and the change that is brought about in the world as a result.</p> <p>Students will reflect on the previous days lesson, then will have the opportunity to compare the two narratives in lesson 3.</p>	<p>Review/Share</p> <p>Predict/Connect with the text (Previewing the text)</p> <p>Plot Diagram (using imagery)</p>
<p>3 Combining the two texts: In lesson 3, students will be comparing the two texts and analyzing the two for details, writing style, use of imagery, and change.</p> <p>Students will reflect on how the two texts relate to the essential question, and will select details from each narrative that they would like to incorporate into their own short story.</p>	<p>Supporting Opinions with Text.</p> <p>Building Connections</p> <p>Academic Vocabulary Review</p> <p>Compare/Contrast</p>
<p>KEY ACADEMIC VOCABULARY: Narrative, Oral History, Plot, Setting, Imagery, Expository, Cause/Effect, Internal/External</p>	

Suggested Pacing

While the lessons are built for a 60 minute class period, each lesson could take more than 90 minutes depending on classroom discussion, if the teacher chooses to incorporate video and audio versions of the story, or if the teacher utilizes suggested classroom extensions. A culture bearer or elder could greatly support these lessons as well.

Materials

- Required materials include copies of “The Coming of the First White Man” and “Raven and Fire.” Each student will need an individual copy to mark the text.
- Students will also need copies of the attached student pages, and the instructor can use the attached teacher pages as a guide.
- **Recommended:** An elder or culture bearer to recreate the stories and talk with students about the fundamental idea of change.
- **Recommended:** Video or audio versions of each story for students to hear elders/story-tellers speak.

Standards Addressed in this Unit

Reading Standards

Key Ideas and Details

- 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- 6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.

Craft and Structure

6.5: Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.

Integration of Knowledge and Ideas

6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

6.10: By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

6.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

6.3: Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

6.4: Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Culture Standards

A) Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

3. acquire and pass on the traditions of their community through oral and written history;

7. determine the place of their cultural community in the regional, state, national and international political and economic systems.

B) Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as

a foundation from which to achieve personal and academic success throughout life.

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

D) Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture bearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;

E) Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.