INDIGENOUS WISDOM:
CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

A Pueblo-Based Educational Curriculum • IndianPuebloEducation.org

ELEMENTARY SCHOOL CURRICULUM

2nd Edition

Title of Unit: The Creator's Gift of Family and Community

Content Area: Language Arts

Grade Level: 2-3

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Section A: Introductory Materials

Name: Margie A. Eriacho
Title of Unit: The Creator's Gift of Family and Community
Content Area: Language Arts
Grade Level: Elementary School (2-3)

Rationale
The 100 Years of State and Federal Policy: Its Impact on Pueblo Nations Curriculum Project states: "Instruction should enhance self-esteem and individual identity, be guided by ethical considerations, show concern for others, and incorporate a global perspective." This unit will model knowledge of self, imploring students to mature as productive members of a family and community. This unit will also promote problem-solving skills, and demonstrate an appreciation of family and community by recognizing the Creator's Gifts as they remain an essential element to the survival of the Pueblo family and community.

The Creator's Gift of Family and Community, the Core Values of Love, Respect, and compassion are illustrated in the following selection: The book, *The Red Cloak by Betsy James* dedication reads, "For Mimi, who, through all our changes, held us tight," addresses the sometimes difficult aspect of change in one's life. This book illustrates how the main character "holds tight" when others lose faith. The Core Values can also be found in the second reading selection, *My Mother's House*, by Ann Nolan Clark. This selection provides students with a look into a pueblo perspective.

Unit Goals:

1. Students will apply knowledge of self through literature studies.
2. Students will demonstrate knowledge of presented content through the use of oral and written language.
3. Students will practice appropriate listening and speaking skills in large and small group activities.
4. Students will demonstrate appropriate behavior in collaborative activities.
5. Students will be able to articulate what they have learned to contribute to group discussions.
6. Student will improve fluency by practicing reading skills.

Standards:

CCSS -
RL.2.1, 2.2, 2.7, 3.1 RF 2.4, RF.3.4 SL.2.1, SL.3.1 W. 2.8 L.2.1. L.3.1

Section B: Lesson Plan One
Title: Book Sharing, Discussion, Compare/Contrast: *The Red Cloak* by Betsy James
Duration: 60 minutes
Grade Level: Elementary (2-3)

Lesson Objectives:
1. Students will describe the main character traits, through the use of adjectives.
2. Students will participate in sharing how they are similar or different from the main character.
3. Students will identify a problem they have encountered that may or may not be the same as the main character.
4. Students will complete a Compare/Contrast chart. (Handout #1)
5. Students will complete a one-sentence story summary. (Handout #2)

Prerequisite Skills:
1. Students will apply appropriate listening and oral sharing behaviors.
2. Students will recall the elements of a story: setting, character, and plot. Review as necessary.

Materials and Resources:
1. Book: *The Red Cloak* by Betsy James, Chronicle Books, 275 Fifth Street, San Francisco, California 94103
2. Large group area
3. Handout #1 Student Handout
4. Handout #2 Student Handout
5. Large charts for vocabulary resource in the writing activities
6. Large bold markers for a chart
7. Writing materials-pens, pencils
8. Writing rubric for assessment: Handout #3

Guiding Questions:
1. Who am I and why am I special in my family and community?
2. How can I connect my own story to this story?

Core Values: Love, Respect and Faith

Procedure:

1. Before this lesson is presented in class, locate a copy of the book *The Red Cloak* by Betsy James. This lesson is based on this book.
2. Re-establish appropriate listening behavior to remind students what active listening looks like and sounds like.
3. In a group setting, introduce the book, author and illustrator to the students.
4. Have students orally predict what the book is about from the title and its illustration. Skim through the pages of the book in order for students to participate in predicting the story's plot by looking at the illustrations.
5. Review the definition of an adjective. (A word that describes something)
6. Encourage students to orally provide vocabulary to describe the main character of the book.
7. As students are giving answers, write adjectives on a large chart that will be used as reference for the writing exercise. (Copy handout 1 on large chart paper- Character traits (Adjectives) --This will be used as reference material from large group activity)
8. Encourage students to orally share a word or statement about one of their traits.
9. Introduce concept of problem/conflict, resolution/solve/fix.
10. Have students orally identify the problem and its solution. The teacher will write student responses on a large class chart. (Handout 2- Solution and other possibilities)
11. Encourage students to orally share a problem that may be similar or different to the main character.
12. Encourage students to participate in discussing how the main character felt and reacted to her the problem. (This literary element of mood will be presented in another lesson.)
13. The students will fill in the Compare/Contrast chart stating similarities and differences between themselves and the main character of the story. (Attachment #1 - Student Handout}
14. The students will complete a Story Summary on three literary elements: Character, Conflict, and Resolution. (Handout #2) Encourage able students to write more than one sentence.
15. Wrap up; teacher question: What did we learn today?

Assessment:

1. Teacher observation and completion of handouts
2. Writing rubric.

Modifications/Accommodations:

1. Listen to audio recordings instead of reading text.
2. Allow additional time for students.
3. Capture responses on an audio recorder.
4. Use visual presentations of verbal material, such as word webs and visual organizer.

Notes to Teacher:

1. Provide a brief stretch break when needed.
2. Prepare charts and handout before activity begins.
3. Book sharing/ reading will be in a large group setting.
4. Writing may be done at tables or other hard surface areas.
5. Move around the room to monitor progress, etc.
6. Student helpers may help handout and gather materials.
7. Allow students to buddy up when writing.
8. Vocabulary, sentence starters, etc. can be copied and put in wall pockets preference and collection of more words.
9. Charts can be used as reference strategically placed in centers as partitions.

Handout #1: Compare/Contrast

Fill in the blanks using describing words which are called adjectives.
Use the class chart of adjectives as well as your own adjectives.

Name of main character: _____ My Name: _____

Main Character Traits	My Character Traits

Handout #2:

One-Sentence Story Summary of 3 Literary Elements: Character, Conflict, Resolution

This is about the main character we have just read about and discussed. It is also about you. Write one or more complete sentences in each section.

Part one: *The Red Cloak* by Betsy James

1. Who is the main character in the book?

2. What is the main problem described in the book? How do the characters in the book address the problem or conflict?

3. How is the conflict resolved?

Part two: My story. Think of a problem you have had and how you solved it. Answer each question with a complete sentence or sentences.

1. What is your name?

2. What problem can you share for this lesson? Describe the problem.

3. How did you solve this problem?

Handout #3: Writing Rubric

Name:_____

CATEGORY	4	3	2	1
Sentence Length (Sentence Fluency)	Every paragraph has sentences that vary in length.	Almost all paragraphs have sentences that vary in length.	Some sentences vary in length.	Sentences rarely vary in length.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Penmanship (Conventions)	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g.,dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionall y easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader\'s attention and greatly interrupt the flow.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.

Lesson Plan Two
Title: Everyone Has a Special Place
Duration: 60 Minutes
Grade Level: 2-3

Lesson Objectives:
1. Students will describe the setting on page 1 and 2 of the illustrations *of The Red Cloak* by Betsy James.
2. Students will describe the setting in *In My Mother's House* by Ann Nolan Clark.
3. Students will participate in choral reading.
4. Students will orally compare and contrast the setting of the two readings.
5. Students will complete a written compare and contrast chart.
6. Students will illustrate a setting to show comprehension.

Prerequisite Skills:
1. Re-establish understanding of compare/contrast, similarities/differences.
2. Knowledge of setting in literature
3. Continued practice listening and speaking.

Materials and Resources:
1. Excerpt from *In My Mother's House* by Ann Nolan Clark, illustrated by Velino Herrera, Troll House Publishers, Puffin Books, 1992, Page 24
3. Large chart, markers (Copy Handout #1 on this large chart with print large enough for children to view and read.)
4. Handout #1 for independent work
5. Materials for illustrations, paper, markers, crayons, felt tip pens, etc.
6. Handout #2 for choral reading
7. Writing rubric: Attachment #3

Guiding Questions:
1. Where I live and who I am are unique parts of my life.
2. What are the special parts of my life?

Core Values: Love, Respect

Procedure:

1. Review the literary element of setting. (Setting is the place and time the story takes place.
2. Have students look at page 1 and 2 of the story *The Red Cloak* by Betsy James (from lesson #1) and respond to the question: When and where did the story take place?
3. Write student responses on the left side of the compare/contrast large chart you previously created of Handout #1 (This will later be used for writing reference.)
4. Introduce book, *In My Mother's House* by Ann Nolan Clark which is a collection of Pueblo Indian Poems, Focus on the illustrations.
5. Distribute copies of Attachment #2.
6. Students will read along with teacher page 24 *in In My Mother's House* by Ann Nolan Clark
7. Have students participate in a discussion of the poem's setting. Ask this question: Is the setting similar or different from your community? How?
8. Hand out Handout #1. You may need assistance from student helpers.
9. Together as a class, complete the left-hand side of the chart that focuses on the character Jan in *The Red Cloak*.
10. Working independently, ask students to complete the right-hand side of the compare and contrast #1 handout. (My community setting).
11. Have children fold drawing paper in half and illustrate two of their favorite places in their community.
12. Wrap up, summarize what was covered in the class lesson. What did we learn today? (Setting, compare/contrast).

Assessment:

1. Teacher observation,
2. Completion of handout #1 including illustration.

Modifications/Accommodations:

1. Listen to audio recordings if available, instead of reading text.
2. Mark text with a highlighter.
3. Preferential seating.
4. Center activity for practice reading alone or with a partner.
5. Enlarge #1 on separate sheet of paper or print in landscape mode.

Notes to Teacher:

1. Before lesson, prepare large chart for group responses (Attachment #2 and #3)
2. Circulate among students for additional help, sharing, and encouragement.
3. Lesson extension: Students will write and explain the main idea of their illustration. Illustrations may be bound into a class book for sharing in an activity center. Students are encouraged to check out library books on topic with guidance from the teacher.

Handout #1: For large group activity and independent writing activity.

Places

Jan's Community Setting	My Community Setting

Handout #2:

Excerpt from *In My Mother's House* by Ann Nolan Clark, illustrated by Velino Herrera, Troll House Publishers, Puffin Books, 1992, Page 24:

Lakes
Are the holding
places For water,
As the fireplace
Is the holding place
For fire,
As the plaza
Is the holding place
For people.

I know a lake in the mountains;
My Grandfather told me about
it, My father told me,
My Mother's Brother told me;
But
My heart is the holding
place, My heart is the
keeping place For the things
I know
About that lake in the
mountains, Always will I keep
In my heart
The things that belong
there, As lakes
Keep water
For the
people.

Handout #3: Writing Rubric

Student Name:

CATEGORY	4	3	2	1
Sentence Length Fluency	Every paragraph has sentences that vary in length.	Almost all paragraphs have sentences that vary in length.	Some sentences vary in length.	Sentences rarely vary in length.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Penmanship (Conventions)	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed or with 1 or 2 distracting corrections (e.g. dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalizatio n and/or punctuation that catch the reader's attention and interrupts the flow.	Writer makes several errors in capitalizatio n and/or punctuation that catch the reader's attention and greatly interrupts the flow.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.

Lesson Plan Three
Title: I Am Part of a Family and Community
Duration: 60 Minutes
Grade Level: 2-3

Lesson Objectives:
1. Students will learn/reinforce topic of poetic elements.
2. Students will practice oral reading in a group.
3. Students will participate in a collaborative grouping.
4. Students will orally answer questions in a group situation about learned concepts.
5. Students will produce an illustration.
6. Students will write paragraph to demonstrate knowledge of learned concepts.

Prerequisite Skills:
1. Appropriate listening and oral sharing behaviors.
2. Understanding of setting, character, and plot.
3. Review as necessary.
4. Review appropriate team building skills.

Materials and Resources:
1. Handout #1
2. Handout #2
3. Designated area for group presentations
4. Illustration materials
5. Writing materials

Guiding Questions:
1. Who are the special people in your life?
2. What do we do together?

Core Values:
Love, Respect

Procedure:
1. Start in a large group area. Explain that a poem is like painting a picture with words. Next, explain that the poem they will read is written in free verse. Free verse is a kind of poetry that does not rhyme.
2. Distribute Handout #1 *Where the Little Twin War Gods Used to Play* by Byrd Baylor)
3. Divide class into 4 groups.
4. Have groups go to a place in the room to practice reading the handout. Reinforce proper oral reading skills including reading in unison (together) in classroom voices. Help one another with unknown words. Allow 10-15 minutes for this practice.
5. Ask groups to come back to large area in a whole group setting.

6. Have groups volunteer to recite a section of the poem. (Sections of the poem are numbered into 4 groups.) Assign a special place for reading; have the groups stand in this area when reading with appropriate voice control.
7. Send groups back to their place in the room to answer the following questions: Each group will choose one person to ask the questions. (Handout #2)
    a. Who are the characters? (Who is the story about?)
    b. Where is the setting? (Where did the story take place?)
    c. What was the conflict? (What was the problem?)
    d. What was the resolution? (How was the problem solved?)
8. Call groups back to large group to share the experience. Possible lead questions:
    a. Were you able to work together?
    b. Did you help with the task?
    c. Were you able to answer the questions?
    d. Do you have any suggestions for the next time?
9. Send students to tables and hand out paper and illustration materials.
10. Have students illustrate a picture showing:
    a. (Characters) Who is your favorite person or persons to do this activity with?
    b. (Setting) Where is this activity done?
    c. (Setting) When do you do this activity?
11. Instruct students to write a 4-8 sentence paragraph about their illustration.
12. Collect materials, possibly use student helpers.
13. Wrap up question. We have done several activities today. What did we learn? What do we need help with?

Assessment:

1. Teacher observation of collaborative groupings.
2. Illustration completion with required literary elements
3. Paragraph completion
4. Writing rubric handout #3.

Modifications/Accommodations:

1. Teacher may have to assign students to groups according to reading levels.
2. Listen to audio recordings instead of reading text.
3. Repeat instructions regularly.
4. Use a highlighter to mark text.

Notes to Teacher:

1. Provide a brief stretch break when needed.
2. Prepare charts and handout before activity begins.
3. Move around the room to monitor progress, help with task, encouragement etc.
4. Student helpers may help hand out and gather materials. .
5. Charts can be used as reference strategically placed in centers as partitions.

Handout #1: Poem is sectioned into 4 parts for reading group assignments.

Where the Little Twin War Gods Used to Play
By Byrd Baylor

Rising high above the plains of Zuni
are the sheer steep cliffs of Dowa Yalanne,
the great Corn Mountain.

This is where the Twin War Gods
Ran up and down laughing and joking
and driving their grandmother crazy
with their dangerous tricks.

With small rainbow for their bows,
thunderbolts for arrows,
swift lightning shafts
pointed with turquoise, those two were the Slayers of Monsters.
Every day they thought of some new
way of getting rid of cannibal giants
and ogres and whippers and
witches and anything bad.

The Zuni people used to hear
them laughing as they ran,
Used to see them traveling
across the bright blue sky on rainbows.

Now the spirit of the younger
twin watches over Zuni from his
shrine on Dowa Yalanne
while the elder twin looks down from
the place upon Twin Mountain.

They don't have any monsters left to kill
But they still see that the Zuni are safe.

Handout #2: Cut into 4 sections. Give each group a section to read and orally respond.

Choose one person to ask the questions. Other students will answer the questions.

a. Who are the characters? (Who is the story about?)
b. Where is the setting? (Where did the story take place?)
c. What was the conflict? (What was the problem?)
d. What was the resolution? (How was the problem solved?)

Choose one person to ask the questions. Other students will answer the questions.

a. Who are the characters? (Who is the story about?)
b. Where is the setting? (Where did the story take place?)
c. What was the conflict? (What was the problem?)
d. What was the resolution? (How was the problem solved?)

Choose one person to ask the questions. Other students will answer the questions.

a. Who are the characters? (Who is the story about?)
b. Where is the setting? (Where did the story take place?)
c. What was the conflict? (What was the problem?)
d. What was the resolution? (How was the problem solved?)

Choose one person to ask the questions. Other students will answer the questions.

a. Who are the characters? (Who is the story about?)
b. Where is the setting? (Where did the story take place?)
c. What was the conflict? (What was the problem?)
d. What was the resolution? (How was the problem solved?)

Section C: Culminating Activity:

1. Create a play from *The Red Cloak* by Betsy James
2. Divide the play into narrators, and characters
3. Perform the play for class and parents.
4. Recite poetry from Ann Nolan Clark's *In My Mother's House* illustrated by Velino Herrera, Troll Associates, Puffin Books
5. Perform for class and parents.