

# Native American

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **2 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will read and analyze literary elements and historical background in a variety of Native American short stories, poems, and non-fiction.

## Transfer

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Students will be able to independently use their learning to...

- Interpret figurative language in literature.
- Describe how character, conflict, and plot work together.
- Analyze how setting contributes to point of view, plot, or theme.
- Develop an appreciation for nature.
- Understand and accept other cultures and their viewpoints.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand...

- how to apply literary elements to a variety of types of literature.
- setting and conflict can be structured in a variety of ways within a text.
- the importance of nature in Native American life and a connection to their own lives.

## **Essential Questions**

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Students will consider...

- How can reading short stories help in the reading of novels?
- How are the themes relevant to today's society?
- How can literary elements be developed within a text?
- What makes a "good" story?
- Can literature serve as a vehicle for social change?
- Why is it important for people to construct narratives about their experiences?
- How are belief systems represented in literature?
- How can literature be used to inform/change people's opinions about their society?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- historical background
- distinguishing characteristics and beliefs of Native American tribes information
- distinguishing characteristics
- importance and effects of literary elements and figurative language
- role of nature in Native American society and daily life

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements in text

## **Academic Vocabulary**

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- Literary elements:
- Conflict-internal/external
- Protagonist
- Antagonist
- Theme
- Figurative Language: Simile, metaphor, personification, imagery, etc.
- creationism , naturalism
- trickster

(others to be determined by teacher as needed)

## **Learning Goal 1**

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The students will analyze a particular point of view or cultural experience and various literary elements/devices in a short story from their textbook, drawing on a wide reading of world literature.

## **Learning Goal 2**

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Read and comprehend grade appropriate literature and informational text.

## **Objective 1**

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SWBAT:

- Read a variety of short stories and poems using The Language of Literature textbook.
  - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LA.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from

the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.RL.11-12.10a

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

## Objective 2

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SWBAT:

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

## Objective 3

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SWBAT:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

LA.RL.11-12.10a

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

## Objective 4

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SWBAT:

- Identify literary elements and figurative language.
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LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

## Summative Assessment

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- End of unit tests
- Essays
- Projects

## 21st Century Life and Careers

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.

## Formative Assessment and Performance Opportunities

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- class discussion
- comprehension questions
- reading quizzes
- teacher observation
- vocabulary quizzes

## Accomodations/ Modifications

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- active reading
- audio
- guided notes
- summary guides
- supplemental materials
- textbook
- vocabulary hand outs

## Interdisciplinary Connections

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- Native American Culture
- Nature
- oral tradition
- Traditions

WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
SOC.6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.

## Unit Resources

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- [Introduction - "Circle of Stories"](#)
- [Journal Article](#)

- supplemental materials
- textbook
- video/audio clips
- vocabulary materials

### **Recommended Tests:**

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- "The Earth on Turtle's Back"
- "When Grizzlies Walked Upright"
- "The Navajo Origin Legend"
- nonfiction: "Museum Indians"
- nonfiction: "The Iroquois Constitution"