

**Englewood Public School District**  
**English Language Arts**  
**Grade 9 – College Prep**  
**First Marking Period**

**Unit 1: Native American Literature**

**Overview:** In this unit, students will examine Native American literature in order to understand the foundation of American identity, how culture and beliefs shape identity, and how a cultural conflict can stem from differing belief systems.

**Time Frame:** 35-45 Days

**Enduring Understandings:**

*The American identity started with Native Americans.*

*The way people live and their cultural beliefs impact their identity.*

*Native American culture is made up of spiritual beliefs, social beliefs, and connections to nature. These beliefs impact their identity and literature.*

*Cultural differences between Native Americans and “new” Americans (European settlers) were based on the essential beliefs of each group, leading to inevitable conflict.*

**Essential Questions:**

*How are the beliefs of Native Americans depicted in their literature?*

*Why were cultural conflicts between Native Americans and European settlers inevitable?*

*How do elements of Native American culture contribute to the American identity?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p><b>Topics</b></p> <p>Native American cultural beliefs and literary style</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Civic Literacy</li> <li>Global Awareness</li> </ul> <p><b>Objectives</b></p>	<p>Students will participate in an introduction to Native American myths and oral storytelling by engaging in group research.</p> <p><b>(9.3.12.ED.2, CRP4, CRP7, CRP11)</b></p> <ul style="list-style-type: none"> <li><a href="https://www.educationworld.com/tools_templates/note_taking.doc">https://www.educationworld.com/tools_templates/note_taking.doc</a></li> </ul> <p>Students will examine “The Sky Tree” and “Coyote Finishes His Work” and will</p>	<p><b>Text:</b></p> <p>“The Sky Tree”</p> <p>“Coyote Finishes His Work”</p> <p><b>Companion Texts:</b></p> <p>Scholastic magazine</p> <p>“Telling Stories and Teaching Others Around Ancient Campfires”</p> <p><a href="https://newsela.com/read/campfire-stories">https://newsela.com/read/campfire-stories</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>Journals</li> <li>Exit Tickets</li> </ul> <p><b>Summative Assessment:</b></p> <p>Students will be evaluated on their explanation and written analysis of both texts.</p> <p><b>Benchmark Assessment:</b></p>

<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>Students will consider the origins of American Literature and the Oral Traditions.</p> <p>Students will enhance their understanding of figurative language.</p> <p>Students will practice completing Literary Analysis Tasks.</p>	<p>consider how the myths explain the origins of the world. <b>(9.3.12.ED.2, CRP4)</b></p> <ul style="list-style-type: none"> <li>https://freeology.com/graphicorgs/note-taking-organizer/</li> </ul> <p>Students will identify each myth's imagery, figurative language, and symbolism. <b>(CRP4, CRP8)</b></p> <ul style="list-style-type: none"> <li>https://freeology.com/graphicorgs/note-taking-organizer/</li> </ul>	<p>Common Formative Assessment</p> <p><b><u>Alternative Assessments:</u></b> Students will write a literary analysis on the myths.</p> <p>Students will peer review their myths using Google Docs by providing constructive criticism.</p>
<p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g.,</p>	<p><b>Topics</b></p> <p>Identifying the authenticity of literature and historical accounts</p> <p>Comparing and contrasting author's perspectives</p> <p>Lenape culture and history</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C's</li> <li>Civic Literacy</li> <li>Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will participate in a Socratic Seminar.</p> <p>Students will research the origins and authenticity of the "Walam Olum."</p>	<p>After reading several historical accounts of the origins of the Walam Olum, students participate in a Socratic Seminar to discuss the legitimacy of the text. <b>(9.3.12.ED.2, CRP4 CRP8, 6.1.12.D.1.a)</b></p> <ul style="list-style-type: none"> <li><a href="http://abob.libs.uga.edu/bobk/walamc.html">http://abob.libs.uga.edu/bobk/walamc.html</a></li> </ul> <p>Students will read the "Walam Olum" and "The World on the Turtle's Back" and will compare and contrast both people's perspectives of the creation of humankind. <b>(9.3.12.ED.2, CRP4 CRP8)</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf</a></li> </ul> <p>Students will conduct a quick review of Lenape</p>	<p><b><u>Text:</u></b> "Walam Olum" <a href="http://www.sacred-texts.com/nam/walam/wa09.htm">http://www.sacred-texts.com/nam/walam/wa09.htm</a></p> <p>"The World on the Turtle's Back," Iroquois Myth</p> <p><b><u>Lesson Plans and Activities:</u></b> Lenape Culture and History Research and Presentation Activity</p> <p><b><u>Video:</u></b> Walam Olum is Authentic <a href="https://youtu.be/kTIUypS5c1M">https://youtu.be/kTIUypS5c1M</a></p> <p><b><u>Companion Texts:</u></b> <i>Scholastic</i> magazine</p> <p>Walam Olum Hodum <a href="http://archive.archaeology.org/online/features/hoaxes/walam_olum.html">http://archive.archaeology.org/online/features/hoaxes/walam_olum.html</a></p> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>Journals</li> <li>Exit Tickets</li> </ul> <p><b><u>Summative Assessments:</u></b> Students will be evaluated on the quality of their performance during the Socratic Seminar.</p> <p>Instructors will evaluate students' presentations of their Lenape Culture and History presentations using the Multimedia Presentation Rubric.</p> <p><b><u>Alternative Assessments:</u></b> Students will write compare and contrasts essays about the two myths.</p> <p>Students will peer review their essays using a writer's checklist.</p>

Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Students will conduct research, and create and present a multi-media presentation.

culture and history, will select an aspect to research, and will conduct a ten-minute presentation using the media of the students' choice. **(9.3.12.ED.2, 8.1.12.A.2, CRP4 CRP7, CRP11, 6.1.12.D.1.a)**

- [http://www.native-languages.org/lenape\\_culture.htm](http://www.native-languages.org/lenape_culture.htm)
- <http://www.native-languages.org/lenape.htm>
- [https://www.educationworld.com/tools\\_templates/note\\_taking.doc](https://www.educationworld.com/tools_templates/note_taking.doc)

Students will present their research presentations to the class.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

### Topics

Poetry reading

Writing and illustrating original works

Twenty-First Century Themes and Skills include:

- Civic Literacy
- Global Awareness

### Objectives

Students will read poetry and adopt their tone, pace, and inflection to the literature.

Students will use their knowledge of Native American myths to write and illustrate an original myth that depicts their acquired knowledge.

Students will read "Song of a Sky Loom" and "I Have Killed a Deer" and take notes. **(9.3.12.ED.2, CRP4 CRP8)**

- [http://www.readwritethink.org/files/resources/lesson\\_images/lesson1160/poetry\\_analysis.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf)

Students will identify a group, along with their values, worldview, good and evil, gods, etc. and will create and illustrate an original myth. **(9.3.12.ED.2, CRP4, CRP6, CRP11, 8.1.12.A.2)**

### Text:

"Song of a Sky Loom"

"I Have Killed a Deer"

### Companion Texts:

*Scholastic* magazine

"The Gods of North American Mythology"

<http://www.godchecker.com/panttheon/native-american-mythology.php>

### Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Students will conduct a self-evaluation of their progress to read poetry by adjusting their tone, pace and inflection.

### Summative Assessments:

Instructors will evaluate the quality of the students' illustrated original myth.

### Alternative Assessments:

<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place;</p>	<table> <tr> <td data-bbox="522 613 911 922"> <p><b>Topics</b></p> <p>Text-dependent responses</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul> </td><td data-bbox="911 613 1276 812"> <p>After reading, “Lullaby” students will complete a set of vocabulary EBSRs, EBSRs, and TECRs. <b>(9.3.12.ED.2, CRP4, CRP8, CRP11, 8.1.12.A.2)</b></p> </td><td data-bbox="1276 613 1680 812"> <p><b><u>Text:</u></b> “Lullaby” by Leslie Marmon Silko</p> <p><b><u>Companion Texts:</u></b> <i>Scholastic</i> magazine</p> </td></tr> <tr> <td data-bbox="522 922 911 1471"> <p><b>Objectives</b></p> <p>Students will use textual evidence to explain the author’s perspective and/or phenomena.</p> <p>Students will analyze text and state their perspective during class discussions.</p> </td><td data-bbox="911 812 1276 1471"> <p>Students will respond to Evidence-Based Guided Questions as an individual written response or as a small group oral response, using textual evidence to support their answers. <b>(9.3.12.ED.2, CRP4, CRP8, CRP11, 8.1.12.A.2)</b></p> </td><td data-bbox="1276 812 1680 1471"> <p>“Essential Strategies for Teaching Vocabulary” <a href="https://www.sagepub.com/sites/default/files/upm-binaries/40627_4.pdf">https://www.sagepub.com/sites/default/files/upm-binaries/40627_4.pdf</a></p> </td></tr> </table>	<p><b>Topics</b></p> <p>Text-dependent responses</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul>	<p>After reading, “Lullaby” students will complete a set of vocabulary EBSRs, EBSRs, and TECRs. <b>(9.3.12.ED.2, CRP4, CRP8, CRP11, 8.1.12.A.2)</b></p>	<p><b><u>Text:</u></b> “Lullaby” by Leslie Marmon Silko</p> <p><b><u>Companion Texts:</u></b> <i>Scholastic</i> magazine</p>	<p><b>Objectives</b></p> <p>Students will use textual evidence to explain the author’s perspective and/or phenomena.</p> <p>Students will analyze text and state their perspective during class discussions.</p>	<p>Students will respond to Evidence-Based Guided Questions as an individual written response or as a small group oral response, using textual evidence to support their answers. <b>(9.3.12.ED.2, CRP4, CRP8, CRP11, 8.1.12.A.2)</b></p>	<p>“Essential Strategies for Teaching Vocabulary” <a href="https://www.sagepub.com/sites/default/files/upm-binaries/40627_4.pdf">https://www.sagepub.com/sites/default/files/upm-binaries/40627_4.pdf</a></p>	<p>Students work in pairs to practice reading “Song of a Sky Loom” and “I Have Killed a Deer.” Students will focus on tone of voice, timing, and facial expressions as they read.</p> <p>Students will share their myths aloud.</p> <p>Students will provide constructive criticism to their peers on their myths using Google Docs.</p> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <p>Students will be evaluated on their responses on the EBSRs and TECRs.</p> <p>Students will be evaluated based upon their responses to the Guided Reading Questions.</p> <p><b><u>Alternative Assessments:</u></b> Students will self-edit their writing using a PARCC rubric.</p> <p>Students will share their responses to the Evidence-Based Guided Questions</p>
<p><b>Topics</b></p> <p>Text-dependent responses</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul>	<p>After reading, “Lullaby” students will complete a set of vocabulary EBSRs, EBSRs, and TECRs. <b>(9.3.12.ED.2, CRP4, CRP8, CRP11, 8.1.12.A.2)</b></p>	<p><b><u>Text:</u></b> “Lullaby” by Leslie Marmon Silko</p> <p><b><u>Companion Texts:</u></b> <i>Scholastic</i> magazine</p>						
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how it sets a formal or informal tone).	with a small group.			
<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><b>Topics</b></p> <p>The life and works of Zitkala-Sa</p> <p>Modern day Native American history and culture</p> <p>Using primary sources</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Civic Literacy</li> <li>Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will use textual evidence to explain the author’s perspective and/or phenomena.</p> <p>Students will develop an understanding of the challenges faced by Native Americans, both historical and modern.</p> <p>Students will use primary sources in order to analyze historical perspectives.</p>	<p>Students conduct research to become acquainted with the life of Zitkala-Sa as well as the historical context of Native Americans.</p> <p><b>(9.3.12.ED.2, 8.1.12.A.2, CRP4 CRP7, CRP11, 6.1.12.D.1.a)</b></p> <ul style="list-style-type: none"> <li><a href="http://digital.library.upenn.edu/women/zitkala-sa/stories/stories.html">http://digital.library.upenn.edu/women/zitkala-sa/stories/stories.html</a></li> </ul>	<p><b><u>Text:</u></b>  <i>Dreams and Thunder: Stories, Poems, and The Sun Dance Opera</i> by Zitkala-Sa</p> <p><b><u>Lesson Plan:</u></b>  The Myths of the Vanishing Race, Library of Congress – Teaching with Primary Sources</p> <p><b><u>Companion Texts:</u></b>  <i>Scholastic</i> magazine</p> <p>“Zitkala-Sa”  <a href="https://www.britannica.com/biography/Zitkala-Sa">https://www.britannica.com/biography/Zitkala-Sa</a></p>	<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>Journals</li> <li>Exit Tickets</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <p>Students will be evaluated on the quality of their responses to the guided reading questions.</p> <p><b><u>Alternative Assessments:</u></b>  Students will participate in classroom discussions of Zitkala-Sa’s book <i>Dreams and Thunder: Stories, Poems, and the The Sun Dance Opera</i>.</p> <p>Students examine primary sources and consider the validity of the “Myth of the Vanishing Race.”</p> <p>Students will present their research via formal oral presentations.</p>
	<p><b>Topics</b></p> <p>PARCC NWTs</p> <p><b>Objectives</b></p>	<p>Instructors will select the reading and writing NWT lessons that best meets their students’ needs.</p>	<p><b><u>Reading PARCC Narrative Lessons:</u></b></p> <p>Lesson 1: Introducing the EBSR and TECR  Lesson 2: Narrative Story Reading Strategies</p>	<p>Students complete a unit NWT.</p>



W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Students will gain a better understanding of EBSRs and TECRs.

Students will hone their understanding of PARCC's PCR Prompts.

Students will practice completing NWTs.

Lesson 3: Evaluating Evidence  
Lesson 4: Practice Completing the Narrative Task

### **Writing PARCC Narrative Lessons:**

Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task  
Lesson 2: Writing from a Point of View  
Lesson 3: Practice Completing the Prose Constructed Response  
Lesson 4: From Proficiency to Advanced-Proficiency

### **Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Provide models for creating personal myth</li> <li>● Provide peer support for presentation</li> <li>● Shorten presentation to under 10 min as needed</li> <li>● Modify assignments to focus on mastery of key concepts.</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide audiotapes of textbooks and have the student follow the text while listening</li> <li>● Allow students to use a dual language dictionary</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>● Provide models for creating personal myth</li> <li>● Provide peer support for presentation</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<b>At-Risk</b> <ul style="list-style-type: none"> <li>● Provide models for creating personal myth</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Students can create an audio version of their myth, to be posted on a class or school website</li> <li>● Presentation can be shared with another class</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>
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### **Integration of 21<sup>st</sup> Century Standards NJSL 9:**

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### **Interdisciplinary Connections:**

#### **Social Studies:**

6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers

### **Integration of Technology Standards NJSL 8:**

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

### **Career Ready Practices:**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

**Key Vocabulary:** identity, culture, conflict, origins, and beliefs.