

Native American Literature: Traditions Across Time

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

--- *Emphasized standards (as all standards will be addressed in each unit)*

Reading Standards for Literature: 6.

6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading Standards for Informational Texts: 3&4.

3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Writing Standards: 3 and 4.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen

Transfer

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

Demonstrate cultural awareness while at the same time recognize and analyze universal and timeless themes. In short, students will recognize the paradox of unique cultural experiences and identity, while at the same time be able to analyze themes that transcend culture.

Meaning

UNDERSTANDINGS

Students will understand ...

- The Oral Tradition
- Elements of Creation Myths
- That Native American studies does not focus on one unified culture. There are many distinct cultures, with different beliefs and languages.
- Themes can transcend time and culture.
- Role of ceremonies for cultures.
- Role of satire, cliché and stereotypes in society.

ESSENTIAL QUESTIONS:

- What are the advantages and disadvantages of oral literature?
- What truths can be understood from studying mythology?
- What kinds of values and beliefs are evident in the Native American literature we are reading?
- What connections can you make between the literature from this unit and American society today?
- What role do stereotypes and satire play in American society?

Acquisition

Students will know...

- The significance of the Oral Tradition.
- Elements of Creation Myths
- Tradition of trickster characters
- Historical and cultural Context of Literature, with a focus on individual tribal identity.

Students will be skilled at...

- Identifying and explaining examples of satire, cliché, and stereotypes.
- Writing their own creation myth.
- Identifying and explaining thematic connections between multiple texts from different time periods.
- Understanding Historical and Cultural Context of Literature Studied (including brief introduction to the variety of tribes in North America.)

<p>details, and well-structured event sequences.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening Standard: 2.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>- Literary terminology: Emphasis on Symbol, Metaphor, Imagery, Irony, Tone, Satire and Cliché.</p>	<p>- Explaining and providing examples of Allegory, Dystopia, Theme, and Allusion.</p> <p>- Analyze multiple sources of information, including film, and evaluate credibility and accuracy of sources.</p>
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence			
<p>PERFORMANCE TASKS</p>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):</p> <p>Narrative writing assignment. Focus may vary. Some examples of writing prompts include writing a creation myth that demonstrates an understanding of elements of creation myths. Another possible prompt is to write a personal narrative that explains student's "oral" history of years in public education.</p>			
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - Discussion - Quizzes and Tests - Small groups identifying literary evidence in texts - Brief writing assignment to display understanding of satire. 			
<p>CLAIMS</p>	<p><u>CLAIM 1</u></p>	<p><u>CLAIM 2</u></p>	<p><u>CLAIM 3</u></p>	<p><u>CLAIM 4</u></p>
<p>DEPTH OF KNOWLEDGE LEVELS</p>	<p><u>DOK 1</u></p>	<p><u>DOK2</u></p>	<p><u>DOK 3</u></p>	<p><u>DOK4</u></p>

ACHIEVEMENT LEVEL DESCRIPTORS	<u>ALD 1</u>	<u>ALD 2</u>	<u>ALD 3</u>	<u>ALD 4</u>
Stage 3 – Learning Plan				
Summary of Key Learning Events and Instruction	<ul style="list-style-type: none"> - Study will include a variety of textual forms <ul style="list-style-type: none"> o Oral tradition o Contemporary Short Stories o <i>Smoke Signals</i> – Short Story and Film version o Handouts for historical and cultural context - Literary terms to highlight, review and assess <ul style="list-style-type: none"> o Symbol o Metaphor o Satire o Cliché o Imagery o Irony o Tone - Assessment <ul style="list-style-type: none"> o Content quizzes o Small writing assignments o Discussion o Tests over larger textual pieces - Final assessment: Narrative writing assignment, with emphasis on tone and style. 			
Materials/Resources	<p>Textbook (<i>The Language of Literature: American Literature</i>): Emphasis on Unit 1, Parts I and II, pages 18 – 119, and Unit 4, Part 2, pages 632 – 651, but other selections from the textbook are appropriate as well; <i>True Diary of a Part-Time Indian</i> (Contemporary Young Adult Novel); <i>The Lone Ranger and Tonto Fistfight in Heaven</i> (short story collection); Short stories “Love Medicine” and others; <i>Smoke Signals</i> film; and, various handouts and articles on Native American history, cultures and stereotypes.</p> <p>Additional Resources:</p>			