



The CLAVES Curriculum

Unit 1: Human-Nature Interaction Cycle 2: Water Protectors Lesson 1

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 2 DR Question	Should bodies of water, like rivers and lakes, have the same rights as humans?	
Cycle 2 Language Targets	Vocabulary: protector, stand, unfit, mistreat	Morphology: mis- (wrongly), un- (not), -or/er (one who)
		Syntax: simple past (-ed), present (-s), and future (will) verb tenses
Lesson 1 Objectives	<ul style="list-style-type: none"> Students will read <i>We are Water Protectors</i> and consider how water is important for human life and spirituality. Students will begin to articulate why it is important to protect water resources. Students will become familiar with target vocabulary, and morphology, and syntax by studying them, and using them in text discussions. 	
Materials	Teacher	Students
	<input type="checkbox"/> Water Protectors powerpoint <input type="checkbox"/> Text, "We are Water Protectors"	<input type="checkbox"/> Student Workbook

Introduce Cycle and Lesson (4 min)	<p>Introduce cycle SAY:</p> <ul style="list-style-type: none"> Remember that this unit is about how humans and plants and animals are interdependent and how humans affect nature. In this cycle, we will learn about how humans affect water. We will gather evidence to be able to discuss this question, "Should bodies of water, like rivers and lakes, have the same rights as humans?" You can use the graphic organizers on page 2 of your Student Workbook to take notes throughout the cycle. <p>Introduce lesson SAY: In the next couple of lessons, we will read and discuss "We are Water Protectors", and think about the question, "How is water important for human life? And Why does it need to be protected?"</p>
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Reading & Embedded Language (25 min)	<p>Pre-reading Word Work Open Water Protectors powerpoint SAY:</p> <ul style="list-style-type: none"> SLIDE 1: First let's think about what we are about to read. SLIDE 2: The text we will read today is set in North Dakota. <ul style="list-style-type: none"> Think-Pair-Share: What do you know about North Dakota? SLIDES 3 - 5: The text we are going to read talks about a "black snake" running through North Dakota. The "black snake" refers to an oil pipeline called the Dakota Access Pipeline. The pipeline was meant to get more oil from Canada to the United States, which would make oil cheaper and make the U.S. less dependent on other countries for oil.
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- Let's look at this information about the Dakota Access Pipeline. (Review information on each slide with students.)
- SLIDE 6: We will be working with four words as we read this text together: **protector**, **stand**, **unfit**, and **mistreat**.
- SLIDE 7: The two words we will talk about in this text are **protector** and **stand**
- SLIDES 8 - 15: **Protector**
 - Work through slides using the language in the powerpoint as a guide
- SLIDES 15 - 23: **Stand**
 - Work through slides using the language in the powerpoint as a guide

Guide reading/watching and notice language

Have students silently read the entire text then go back to ask questions related to sections of the text.

- **Beginning pages:** The text says "Water is the first medicine," "Water is sacred", and "We come from water." What do those phrases mean? What do those phrases tell you about how the community in this book thinks about water?
- **Middle pages:** The text says the black snake "courses through the water, making it unfit to drink." What does **unfit** mean? Notice the **-un** in that word. What does that tell you?
- **Later pages:** The word **stand** is repeated throughout the book. What do you think **stand** means for the water protectors?
- **Last page:** The text says, "We are water protectors. We stand! The black snake is in for the fight of its life." You likely know the word **protect**. When you add **-or** to that word, what does it mean? From what you read, what do water **protectors** do? Why and how?

Discuss and/or write after reading

SAY:

- Think-Pair-Share: Based on what we read today, Why do you think water is important for human life? Why does it need to be protected?
- Write some notes on your graphic organizer (p. 2) that will help you as we build up to answering the question, "Should bodies of water, like rivers and lakes, have the same rights as humans?"

Wrap Up (1 min)

Close lesson

SAY:

Today we read "We are Water Protectors" to determine how water is important for human life and why water needs to be protected. We also talked about the words **protector** and **stand**.

Preview next lesson

SAY:

Next time we will review what we read in "We are Water Protectors" and then read the note from the author at the end of the book to help us answer the question. Then, we will also spend more time exploring the vocabulary from this cycle.



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For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
Mistreat (verb)	To treat badly	<i>maltratar</i>	虐待 nuè dài 虐待 joek6 doi6	We are Water Protectors. WE STAND!
Protector (noun)	A person who protects or defends someone or something (take a stand)	<i>protector/ protectora</i>	保护者 bǎo hù zhě 保護者 bou2 wu6 ze2	We stand with our songs and our drums. We are still here. To stand for the water. To stand for the land. To stand as ONE.
Stand (verb / noun)	To move and remain in position, sometimes to defend or against something.	<i>representar</i>	代表 dài biǎo 代表 doi6 biu2	Now the black snake is here. Its venom burns the land. Courses through the water, Making it unfit to drink
Unfit (adjective)	Not in good physical condition.	<i>impropia</i>	不合适 bù hé shì 不合適 bat1 hap6 sik1	Humans have been mistreating Mother Earth for millenia, and Indigenous Peoples have long acted as stewards of the planet...



Unit 1: Human-Nature Interaction
Cycle 2: Water Protectors
Lesson 2

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 2 DR Question	Should bodies of water, like rivers and lakes, have the same rights as humans?	
Cycle 2 Language Targets	Vocabulary: protector, stand, unfit, mistreat	Morphology: mis- (wrongly), un- (not), -or/er (one who)
		Syntax: simple past (-ed), present (-s), and future (will) verb tenses
Lesson 2 Objectives	<ul style="list-style-type: none"> Students will closely read the author and illustrator notes in <i>We are Water Protectors</i> to answer the question: "What are the beliefs and values that influence the way Indigenous tribes interact with water?" Students will acquire and use target vocabulary and morphological word parts in discussing the text. 	
Materials	Teacher	Students
	<input type="checkbox"/> Water Protectors powerpoint <input type="checkbox"/> Text, "We are Water Protectors"	<input type="checkbox"/> Student Workbook

Introduce Lesson (1 min)	<p>Introduce lesson SAY: <i>Today we will review what we read in "We are Water Protectors" and then read the note from the author at the end of the book to help us answer the question: "What are the beliefs and values that influence the way Indigenous tribes interact with water?". We will also spend more time exploring the vocabulary from this cycle.</i></p>
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Block #1 Reading & Embedded Language (18 min)	<p>Activate and build background knowledge SAY: <i>Let's discuss what we have read so far. In "Water Protectors" what was some of the evidence that we found of how water is important for human life and why water needs to be protected?</i></p> <p>Ask for 2-3 responses. Notice and encourage when students use key vocabulary in their responses (<i>stand, protector</i>).</p> <p>Guide reading/watching and notice language Have students silently read "MORE ON WATER PROTECTORS" at the end of the book. Then go back to ask the following questions (or choose some of your own).</p> <p>SAY:</p> <ul style="list-style-type: none"> <i>In the author note, it says, "Humans have been mistreating Mother Earth for millenia." Notice mis- at the beginning of that word. When you put mis- and treat together. What do you think that means?</i>
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- Also, notice *-ing* at the end of the word. Does that mean it happened and it is all over? (No, usually *-ing* is used when something is still going on.)
- The author goes on to say “Indigenous Peoples have long acted as stewards of the planet, giving voice to our silent home.” A “steward” is a person who takes care of something. What does this say about the beliefs and values of the Indigenous Peoples?
- The author talks about a prophecy. A prophecy is a prediction about what might happen in the future. How is the Dakota Access Pipeline a part of the prophecy?
- The author mentions oil leaks. What are these and what do they cause?
- What has been the response of the Indigenous Peoples to the Dakota Access Pipeline? Why are they responding that way?

3. Discuss and/or write after reading

SAY:

- Think-Pair-Share: *What are the beliefs and values that influence the way Indigenous tribes interact with water?*
- Write some notes on your graphic organizer (p.3) that will help you as we build up to answering the question, “Should bodies of water, like rivers and lakes, have rights and be protected like people? Why or why not?”

Block #2

Extended Language Work (10 min)

Introduce Language Targets:

Open Wolves are Back powerpoint

- SLIDE 24: *Now we’re going to keep talking about some of the vocabulary from the text we just read.*
- *Last time we talked about what you know about the words **protector** and **stand**. Today we are going to talk about two other words, **unfit** and **mistreat**.*

Guide Extended Language Work:

From Water Protectors powerpoint

- SLIDES 25 - 32: **Unfit**
 - Work through slides using the language in the powerpoint as a guide
- SLIDES 33 - 40: **Mistreat**
 - Work through slides using the language in the powerpoint as a guide

Wrap Up (1 min)

Close lesson

SAY:

Today we read “MORE ON WATER PROTECTORS” from *We Are Water Protectors* to help us understand the ways that Indigenous peoples interact with water. We also focused on the words *unfit* and *mistreat*.

Preview next lesson

SAY:

Next time we will watch a video about a real life water protector and also keep talking about how to break words down so we can build new meanings.



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For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
Mistreat (verb)	To treat badly	<i>maltratar</i>	虐待 nuè dài 虐待 joek6 doi6	We are Water Protectors. WE STAND!
Protector (noun)	A person who protects or defends someone or something (take a stand)	<i>protector/ protectora</i>	保护者 bǎo hù zhě 保護者 bou2 wu6 ze2	We stand with our songs and our drums. We are still here. To stand for the water. To stand for the land. To stand as ONE.
Stand (verb / noun)	To move and remain in position, sometimes to defend or against something.	<i>representar</i>	代表 dài biǎo 代表 doi6 biu2	Now the black snake is here. Its venom burns the land. Courses through the water, Making it unfit to drink
Unfit (adjective)	Not in good physical condition.	<i>impropia</i>	不合适 bù hé shì 不合適 bat1 hap6 sik1	Humans have been mistreating Mother Earth for millenia, and Indigenous Peoples have long acted as stewards of the planet...



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Unit 1: Human-Nature Interaction Cycle 2: Water Protectors Lesson 3

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle2 DR Question	Should bodies of water, like rivers and lakes, have the same rights as humans?	
Cycle 2 Language Targets	Vocabulary: protector, stand, unfit, mistreat	Morphology: mis- (wrongly), un- (not), -or/er (one who)
	Syntax: simple past (-ed), present (-s), and future (will) verb tenses	
Lesson 3 Objectives	<ul style="list-style-type: none"> Students will watch and discuss an 8-minute video about Autumn Peltier, a 13-year-old water protector from the Wiikwemkoong First Nation in Ontario, Canada. Playing a game, students will generate words using un- and mis- prefixes, and provide definitions of the words that they create. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> <input type="checkbox"/> Water Protectors powerpoint <input type="checkbox"/> CBC video about Autumn Peltier, 13-year old real life Water Protector <input checked="" type="checkbox"/> The teen fighting to protect Canada's wat... <p>Or paste the link into your browser: https://www.youtube.com/watch?v=xqdE_7OZaqE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student Workbook, pp. 2, 3, and 4
Introduce Lesson (1 min)	Introduce lesson SAY: <i>Today we will be watching a video about 13-year-old Autumn Peltier, a real life Water Protector living on Manitoulin Island of the Wiikwemkoong First Nation in Ontario, Canada. In Canada, Indigenous tribes are called the first nations. The video tells about the work she does and how her language and culture are part of her identity and her commitment to protecting water for Indigenous Peoples. After watching the video and talking about it, we'll do some language games with prefixes.</i>	
Block #1 Reading & Embedded Language (15 min)	Activate and build background knowledge SAY: <ul style="list-style-type: none"> Remember what we read about in Water Protectors. Have you ever felt the need to take a stand for something you felt was wrong in your community? What was it? What did you do? Guide reading or watching and notice language SAY: <i>We are going to watch a news report about Autumn Peltier. She considers herself a clean water activist. What do you think that means? (Solicit student responses.)</i> <i>As you watch, look for information and evidence of how Autumn and her community view, treat, and protect water. Okay, let's watch this video. (Play video, run time = 7:53)</i>	



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	<p>Pause the video halfway at 4:15 and have students write down any takeaways on pg. 2 of the Student Workbook. Then replay the video until the end.</p> <p>After watching all the way through, discuss the video. Choose among the following questions to guide the discussion (or ask your own questions):</p> <ul style="list-style-type: none">• <i>What do you think is the most important part of the video? What did you learn?</i>• <i>How do you think Autumn's language and culture are related to her identity as a water protector/water activist?</i>• <i>What does Autumn do as an activist? (Define the word and have students consider how -ist functions in this word.) How does she take a stand?</i>• <i>How are the past, present, and future connected in this video? (Highlight how Autumn speaks about meeting the prime minister or being bullied in school in the past, but her mother and the journalist tend to speak about her activism in the present)</i> <p>Discuss and/or write after reading</p> <ul style="list-style-type: none">• Think-Pair-Share: <i>How do Autumn and her community view, treat, and protect water?</i>• <i>Write some notes on your graphic organizer that will help you as we build up to answering the question, "Should bodies of water, like rivers and lakes, have the same rights as humans?"</i>
<p>Block #2</p> <p>Extended Language Work (15 min)</p>	<p>Introduce language targets:</p> <ul style="list-style-type: none">• <i>Today we're going to connect what we are learning about words and how to use word parts to figure out what words mean.</i>• From Water Protectors slide deck, do a quick review of word parts <i>un-</i> and <i>mis-</i>.<ul style="list-style-type: none">◦ SLIDE 41: <i>Here are our words and the prefixes we are focusing on today: Un- means not, so if I'm unhappy I am NOT HAPPY. It gives a negative or opposite meaning. Mis- means not, or bad, or incorrect, so if I misunderstand, I do not understand, or I understand incorrectly.</i> <p>Prefix word creation game</p> <ul style="list-style-type: none">• <i>Turn to page 3 of your Student Workbook.</i>• <i>Remember last time we played the wheel of morphology? This time we're going to have a word creation race. We'll make two teams and see which team can think of the most words that start with mis- and un- in 3 minutes. After three minutes, we will compare the two lists. Any words that are the same get crossed off and don't count. Words that one team has that the other team doesn't are the ones that count.</i>• <i>Then, after crossing off the words that are the same, define the words you have, on pg. 3. If you can give a good definition, you get a point for that word. The team with the most word points wins.</i>• <i>You can make up words that may not be in the dictionary, but you have to be able to define what they would mean if they were in the dictionary.</i>• <i>Ready....GO!</i>
<p>Wrap Up</p>	<p>Exit Ticket (if time permits)</p> <ul style="list-style-type: none">• Write and share one key thing about the book or DR question that you are thinking about.• Write and share one key thing that you learned about language or one of the vocabulary words. Students can write their responses on pg. 11 of the Student Workbook.



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For Teacher Reference

Go deeper!

1. SAY:

Here is a little information about the Wiikwemkoong First Nation (<https://wiikwemkoong.ca/>.) How do you think the Wiikwemkoong might be similar or different from the Ojibwe and Standing Rock Sioux Tribe?

2. Use Google Maps to show students Manitoulin Island where Autumn grew up and where water sources are being polluted. The Great Lakes border Canada and the U.S. They are viewed as important for many of the surrounding Indigenous and non-Indigenous communities in both the U.S. and Canada.





Unit 1: Human-Nature Interaction
Cycle 2: Water Protectors
Lesson 4

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 2 DR Question	Should bodies of water, like rivers and lakes, have the same rights as humans?	
Cycle 2 Language Targets	Vocabulary: protector, stand, unfit, mistreat	Morphology: mis- (wrongly), un- (not), -or/er (one who)
		Syntax: simple past (-ed), present (-s), and future (will) verb tenses
Lesson 4 Objectives	<ul style="list-style-type: none"> • Students will read the text <i>Should Lakes and Rivers Have the Same Rights as Humans?</i> • Students will summarize the points of view of the proponents and opponents of considering bodies of water as human • Students will learn the meanings of the words <i>proponent</i> and <i>opponent</i> • Students will create sentences that conceptually link target vocabulary words (protector, stand, unfit, mistreat) 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> ❑ Water Protectors powerpoint, slides 37 - 39 ❑ Text: <i>Should Lakes and Rivers Have the Same Rights as Humans?</i> (Student Workbook, pp. 4 - 5) 	<ul style="list-style-type: none"> ❑ Student Workbook

Introduce Lesson (1 min)	<p>Introduce lesson SAY: <i>So far we have looked at two texts together: 1) the “We Are Water Protectors” book and 2) the Autumn Peltier video. Today we are going to read another text, “Should Lakes and Rivers Have the Same Rights as Humans?” It is an informational text.</i></p>
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Block #1 Reading & Embedded Language (15 min)	<p>Activate and build background Knowledge SAY:</p> <ul style="list-style-type: none"> • <i>What are human rights? What are things you think might count as human rights?</i> (Briefly discuss answers from students.) • <i>Do you know other things have rights as well?</i> (e.g., animal rights). • <i>What about water? The article we are going to read today is about whether water should have rights.</i> • <i>We will read about what proponents and opponents have to say about whether water should have the same rights as humans.</i> <ul style="list-style-type: none"> ○ Use slide deck (Slides 42 - 43) to quickly define proponent and opponent. <p>Guide reading or watching and notice language Have students silently read the first two pages of the article (pp. 4 and 5 in the Student Workbook). After reading, pose the following questions (or ask some of your own).</p>
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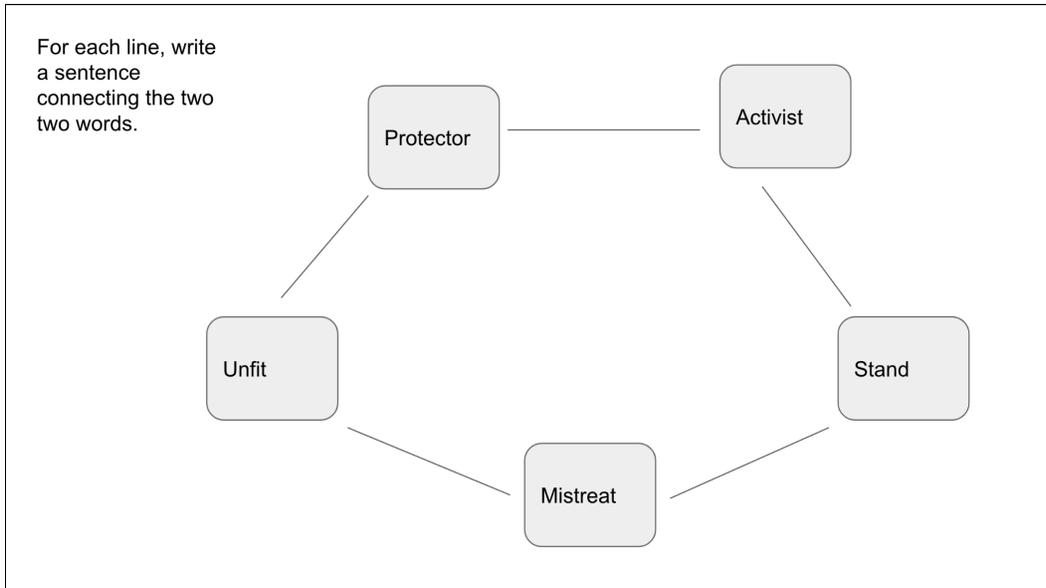
	<p>SAY: <i>What do proponents of water having rights say about this topic?</i></p> <ul style="list-style-type: none">• <i>Why did the Yurok tribe want the Klamath River to have human rights?</i>• <i>What effect did conferring human rights on the Klamath River have?</i>• <i>What do you think the word mismanagement and unprecedented mean based on what we learned about mis- and un- yesterday?</i> <p>Discuss and/or write after reading</p> <p>SAY:</p> <ul style="list-style-type: none">• Think-Pair-Share: <i>“Which human rights could be extended to water? What human rights could not be extended to water?”</i>• <i>Write some notes on your graphic organizer (page 2) that will help you as we build up to answering the question, “Should bodies of water, like rivers and lakes, have the same rights as humans?”</i>
<p>Block #2</p> <p>Extended Language Work (13 min)</p>	<p>Introduce language targets</p> <p>SAY: <i>Today we are going to use a word web to make connections between the words we have been studying and reading. First let’s review our four words for this cycle (Slide 41). Now open your Student Workbooks to the Word Web on page 8.</i></p> <p>Guide extended language work</p> <p>Have students work individually or in pairs.</p> <p>Model how to connect each of the two word pairs in a sentence using the word web (see For Teacher Reference at the bottom of this lesson plan). Students can draw or write sentences to capture the connections between the words. Have students consider:</p> <ul style="list-style-type: none">• How each pair of words is connected<ul style="list-style-type: none">○ Have them write their sentences or draw symbols or pictures to show connections they have discussed.• After 8-10 minutes of individual/pair work, bring students back together to compare/contrast their different sentences.
<p>Wrap Up (1 min)</p>	<p>Close lesson</p> <p>SAY: <i>Today we read the first part of the text: Should Lakes and Rivers Have the Same Rights as Humans? We learned about what the proponents think about this question and we talked about how our vocabulary words are related.</i></p> <p>Preview next lesson</p> <p>SAY: <i>Next time we will read about what opponents to this question think, and we’ll also talk about how word endings can give clues about when something happened in time.</i></p>



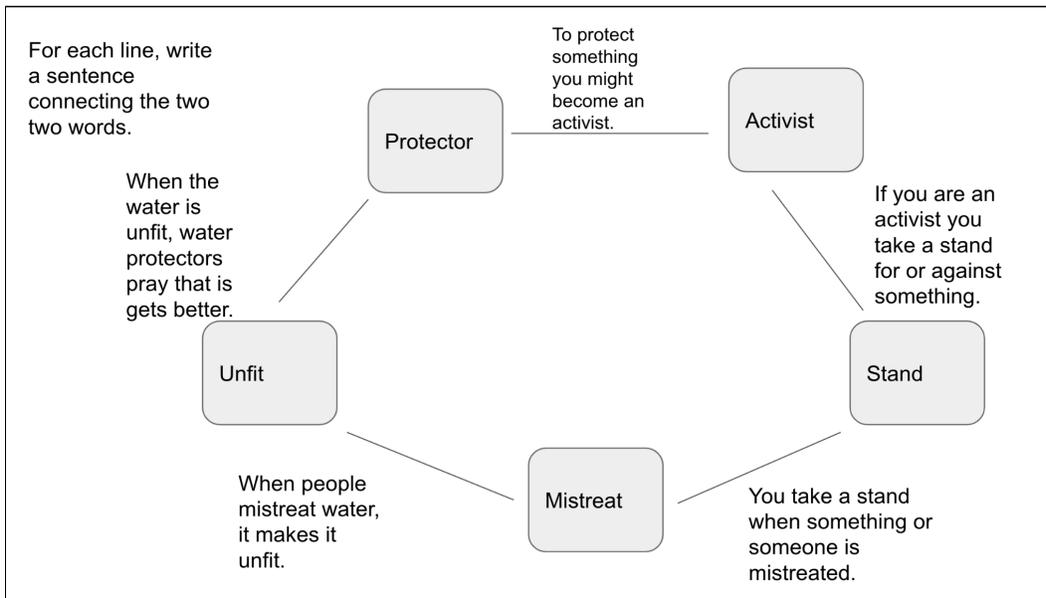
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For Teacher Reference

This is a semantic activity that adds to students' understanding of vocabulary depth as well as their use of vocabulary in multiple contexts. Word webs can include language connected to text but are not limited to only language from the book. Below are some examples of how this might look, but provide lots of room for the students to suggest how things are connected or not and to add words or examples or ideas (even pictures) to the web.



Word web as it appears in the Student Workbook (p. 8)



Example of what a completed word web could look like



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Unit 1: Human-Nature Interaction Cycle 2: Water Protectors Lesson 5

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 2 DR Question	Should bodies of water, like rivers and lakes, have the same rights as humans?	
Cycle 2 Language Targets	Vocabulary: protector, stand, unfit, mistreat	Morphology: mis- (wrongly), un- (not), -or/er (one who)
		Syntax: simple past (-ed), present (-s), and future (will) verb tenses
Lesson 5 Objectives	<ul style="list-style-type: none"> Students will finish reading <i>Should Lakes and Rivers Have the Same Rights as Humans?</i> and consider the perspectives of proponents and opponents Students will work to identify past, present, and future tenses from the <i>Should Lakes and Rivers Have the Same Rights as Humans?</i> text 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> Water Protectors powerpoint, Slides 44-45 Text: <i>Should Lakes and Rivers Have the Same Rights as Humans?</i> (Student Workbook, pp. 6-7, 9) 	<ul style="list-style-type: none"> Student Workbook

Introduce Lesson	<p>Introduce lesson SAY: <i>Today we will finish reading the article <i>Should Lakes and Rivers Have the Same Rights as Humans?</i> We'll read about what opponents of this question have to say. We will also focus on how verb endings can help us understand time.</i></p>
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Block #1 Reading & Embedded Language (15 min)	<p>Activate and build background Knowledge SAY:</p> <ul style="list-style-type: none"> <i>We've talked a lot about people who disagree with the Dakota Access Pipeline and why they disagree with it, but we haven't talked as much about the people who wanted the pipeline in the first place.</i> <i>Who do you think the proponents of the Dakota Access Pipeline and opponents of water rights might be? What do you think are the reasons for their positions?</i> <i>Today we are going to read about what the proponents of the Dakota Access Pipeline and opponents of water rights have to say.</i>
	<p>Guide reading or watching and notice language Have students silently read pages 6 and 7 in the Student Workbook. Then ask the following questions.</p> <ul style="list-style-type: none"> <i>Why are some people opposed to water rights?</i> <i>What effects would water rights have on farmers, ranchers, and other businesses? Would they view these as negative or positive? Why?</i>



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- *Who else might be affected if businesses such as farms, ranches, and oil companies are kept from using the water however they want for their businesses? Are these consequences positive or negative? Why?*
- *What do you think the words misuse and unsafe mean given what we have learned about the word parts un- and mis-?*

Discuss and/or write after reading

SAY:

- *Think-Pair-Share: How might your life be affected if farms, ranches, and oil companies are kept from using the water however they want for their businesses?*
- *Write some notes on your graphic organizer (Student Workbook, p. 2) that will help you as we build up to answering the question, "Should bodies of water, like rivers and lakes, have the same rights as humans?"*

Block #2

Extended Language Work (15 min)

Introduce language targets

SAY:

Today we are going to think about paying attention to how verb tenses show when things happen. This can help us understand more about what we are reading.

Guide extended language work

Open Water Protectors powerpoint and navigate to Slide 44

SAY:

- *Sometimes, a text tells us about when something happens. Other times, there are certain words that can help us figure that out. In English, and in other languages too, we can use the tense of the verb to figure out when things happened.*
- *SLIDE 45: Here are some quotes from the text we just finished reading. Let's look at how we know whether these events happened in the past, present, or future.*
 - Review both tables on Slide 45.
 - Invite students to notice and highlight tense and time in expository text with partners.

Syntax activity

SAY:

Now we are going to do an activity to help us think about time and tense. Turn to page 9 in your Student Workbooks

Follow instructions on p. 9 in the Student Workbook. Work as a whole group, in pairs, or individually to find sentences in the *Should Lakes and Rivers Have the Same Rights as Humans?* text. Write the sentences on the lines provided and indicate with an X whether they are past, present, or future.

As a group, review the sentences and discuss how the students can tell how when the sentence is taking place.

Note: Use p. 14 of the Student Workbook to provide additional examples of the language targets.

Wrap Up

Preview next lesson

SAY:

Next time we will look at our graphic organizers and summarize what we have learned across the different texts we have read and watched.



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Unit 1: Human-Nature Interaction Cycle 2: Water Protectors Lesson 6

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 2 DR Question	Should bodies of water, like rivers and lakes, have the same rights as humans?	
Cycle 2 Language Targets	Vocabulary: protector, stand, unfit, mistreat	Morphology: mis- (wrongly), un- (not), -or/er (one who)
		Syntax: simple past (-ed), present (-s), and future (will) verb tenses
Lesson 6 Objectives	<ul style="list-style-type: none"> Students will use the time in Lesson 6 to catch up with activities from Lessons 1- 5, or extend their understandings using compare and contrast, to reflect on different points of view in this text cycle 	
Materials	Teacher	Students
	<input type="checkbox"/> Days 1 - 5 materials	<input type="checkbox"/> Student Workbook

Introduce Lesson (1 min)	Introduce lesson: Introduce lesson: <i>Today we will look at our graphic organizers and summarize what we have learned across the different texts we have read and watched.</i>
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Block #1 Summarize Across Texts (15 min)	Activate or build background knowledge <ul style="list-style-type: none"> Look at your notes in the graphic organizer in your Student Workbook (p. 2). There are different perspectives or points of view that we learned about. Whose perspectives or points of view have we learned about in this cycle?
	Summarize across texts Say: <ul style="list-style-type: none"> Look at your notes in the graphic organizer in your Student Workbook (pp 2). There are different perspectives or points of view that we learned about. Whose perspectives or points of view make the most sense to you right now? Now go to page 10 in your Student Workbooks Today, we are going to summarize the perspectives you have learned about over the previous lessons. You will summarize the following perspectives: <ul style="list-style-type: none"> Standing Rock Sioux Tribe Autumn Peltier Oil and gas companies Environmental activists Before writing, talk with a partner about what each group's position is. Practice out loud how you will write your sentences. When you write, try to include the vocabulary words you have learned, mis- and un-, and the verb tenses we reviewed. (Note to teacher: You can refer back to the powerpoint slides. Additionally, if students need more space to write, use pg. 11 of the Student Workbook)



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	<p>NOTE: Students can work individually in jigsaw format on single perspectives and then come together to review the different perspectives. After some time working, bring the group together, and engage them as follows:</p> <ul style="list-style-type: none">● Ask students to share with a partner about what they wrote.● Ask partners to identify who the subject pronouns are referring to and how they know that.● Notice and encourage when students use the vocabulary and morphology in their writing.
<p>Block #2</p> <p>Catch-Up OR Extend [Teachers' Choice] (15 min)</p>	<p>Use the remaining time to best meet the needs of your students. Possible options:</p> <p>Catch up</p> <p>Catch up on any instruction or student work that was not completed in Days 1-5:</p> <ul style="list-style-type: none">● Finish up, redo, or extend any of the extended language activities from the cycle.● Review any vocabulary, morpheme or syntax targets that require closer attention.● Reread or re-watch any of the texts. <p>Extend:</p> <ul style="list-style-type: none">● Have students complete 4 square map for new vocabulary encountered during the cycle in the Student workbook (p. 12).● Create sentences on pg. 14 of the Student Workbook by using your knowledge of the various language targets.● Building words activity with re-, de-, un-, and mis- as well as other frequent prefixes: https://buildingrti.utexas.org/sites/default/files/documents/Building_Words.pdf● Go through each text to find examples of time and tense. Write them down and share with the group.● Read, listen to, or watch an additional text on this topic. See choices below:<ul style="list-style-type: none">○ https://www.npr.org/transcripts/899837395○ https://www.watereducation.org/water-kids
<p>Wrap Up</p>	<p>Close lesson: <i>Nice work today with these extension activities.</i></p> <p>Preview next lesson: <i>Next time, we will have a discussion together about your positions on whether bodies of water, like rivers and lakes, should have the same rights as humans.</i></p>



Unit 1: Human-Nature Interaction
Cycle 2: Water Protectors
Lesson 7

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle2 DR Question	Should bodies of water, like rivers and lakes, have the same rights as humans?	
Cycle 2 Language Targets	Vocabulary: protector, stand, unfit, mistreat	Morphology: mis- (wrongly), un- (not), -or/er (one who)
		Syntax: simple past, present, and future verb tenses (-ed [past]), -s [present], will [future])
Lesson 7 Objectives	<ul style="list-style-type: none"> Students will engage in collaborative discussion on their opinion of whether bodies of water, like rivers and lakes, have the same rights as humans. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> Facilitate discussion Water Protectors powerpoint, Slide 46 	<ul style="list-style-type: none"> Student Workbook with notes from the cycle

Introduce Discussion Question (5 min)	<p>SAY: <i>Today we will have a discussion among ourselves. What do you think? Should bodies of water, like rivers and lakes, have the same rights as humans?</i></p> <p>NOTE: Give students an opportunity to prepare for the discussion independently by looking at their materials they prepared.</p>
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Dialogic Reasoning (20 min)	<p>Review norms: Turn to SLIDE 46</p> <ol style="list-style-type: none"> I am respectful of my classmates. I listen carefully to the ideas my classmates are presenting. I stick to the topic. I can talk without raising my hand. <p>Initiate and facilitate discussion:</p> <ul style="list-style-type: none"> Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if discussion goes astray, model metacognition to stimulate/guide the discussion, if needed. See facilitation guide table below for ideas on how to extend the conversation. Close discussion by taking a poll on what students believe now that they have discussed the question together.
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Wrap Up (5 min)	<p>SAY: <i>Nice job everyone! We had a great discussion about the different perspectives about the importance of water and whether bodies of water should actually have rights. We have finished this cycle and will move on to our writing cycle for next time.</i></p>
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For teacher reference: Dialogic Reasoning facilitation moves

Move	Description	Example
Prompt	Ask students to be more explicit in their argumentation by asking them to state their position or reason, provide evidence or respond to a challenge.	Is there evidence in the story that supports what you are saying? Can anyone think of another reason or example?
Ask for clarification	Ask students to clarify what they mean, particularly when they use vague or imprecise language.	Do you mean [X] or [Y]? Do you mean to say [paraphrase]...?
Challenge	Present countering ideas or ideas that students haven't thought about yet.	Some people might say [give a reason from the opposing view point]. If you were [CHARACTER] would you...
Encourage to participate	Ask more quiet students to contribute to the discussion.	Carlos, anything that you'd like to add here?
Summarize	Sum up positions presented by students, or describe the discussion process.	You seem to be pretty much split on whether it was bad luck or a bad case of nerves. Some of you believe it was bad luck, cause sometimes things just happen, and some of you thought it was nerves.
Foster independence	Encourage students to talk to each other, rather than to and through the teacher.	Hands are down. Let's talk to each other.
Redirect	Ask students to consider discussion question or present a follow up question.	So if we take what you're saying, and bring it back to the question at hand should she speak up to the teacher or should she let it ride?