



**Unit 1: Human-Nature Interaction**

**Cycle 2: Water Protectors**

Lesson 1

<b>Unit Questions</b>	How are humans and nature interdependent? How do humans affect nature?	
<b>Cycle Discussion Question</b>	Should bodies of water, like rivers and lakes, have the same rights as humans?	
<b>Cycle Language Targets</b>	<b>Vocabulary:</b> Protector, Stand, Unfit, Mistreat	<b>Morphology:</b> mis-, un-, -or/er
		<b>Syntax:</b> Simple past (-ed), present (-s), and future (will) verb tenses
<b>Lesson 1 Objectives</b>	<ul style="list-style-type: none"> <li>• Read “<i>We are Water Protectors</i>” and consider how water is important for human life and spirituality.</li> <li>• Begin to articulate why it is important to protect water resources.</li> <li>• Become familiar with target vocabulary, morphology, and syntax by studying them and using them in text discussions.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
	<input type="checkbox"/> “Water Protectors” Powerpoint <input type="checkbox"/> “ <i>We are Water Protectors</i> ” text	<input type="checkbox"/> Student Workbook

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Cycle and Lesson (4 min)</b>	<p><b>Introduce Cycle</b></p> <ul style="list-style-type: none"> <li>• <i>This unit is about how humans, plants, and animals are interdependent, and how humans affect nature.</i></li> <li>• <i>In this cycle, we will learn about how humans affect water.</i></li> <li>• <i>We will gather evidence to help us discuss this question: “Should bodies of water, like rivers and lakes, have the same rights as humans?”</i></li> </ul> <p>Have students turn to the Graphic Organizer (p. 3 of the Student Workbook).</p> <ul style="list-style-type: none"> <li>• <i>We will use this graphic organizer to take notes throughout the cycle.</i></li> </ul> <p><b>Introduce Lesson</b></p> <p><i>In the next couple of lessons, we will read and discuss the text “We are Water Protectors”. As we read, think about the question: “How is water important for human life? And Why does it need to be protected?”</i></p>
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# The CLAVES Curriculum

<p><b>Reading &amp; Embedded Language (25 min)</b></p>	<p><b>Pre-Reading Word Work</b> Open “Water Protectors” Powerpoint</p> <ul style="list-style-type: none"><li>● <b>SLIDE 1:</b> <i>First let’s think about what we are about to read.</i></li><li>● <b>SLIDE 2:</b> <i>The text we will read today is set in North Dakota.</i><ul style="list-style-type: none"><li>○ <b>Think-Pair-Share:</b> <i>What do you know about North Dakota?</i></li></ul></li><li>● <b>SLIDES 3 - 5:</b> Review information on each slide with students.<ul style="list-style-type: none"><li>○ <i>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 help the United States get more oil from Canada, which would make oil cheaper and make the U.S. less dependent on other countries for oil.</i></li><li>○ <i>Let’s look at this information about the Dakota Access Pipeline.</i></li></ul></li><li>● <b>SLIDE 6:</b> <i>We will be working with four words as we read this text together: <u>protector</u>, <u>stand</u>, <u>unfit</u>, and <u>mistreat</u>.</i></li><li>● <b>SLIDE 7:</b> <i>Today, we’ll be focusing on the first two words: <u>protector</u> and <u>stand</u>.</i></li><li>● <b>SLIDES 8 - 17: <u>Protector</u></b><ul style="list-style-type: none"><li>○ Work through slides using the language in the Powerpoint as a guide.</li></ul></li><li>● <b>SLIDES 18 - 25: <u>Stand</u></b><ul style="list-style-type: none"><li>○ Work through slides using the language in the Powerpoint as a guide.</li></ul></li></ul> <p><b>Guided Reading</b> <i>Now we’re going to start reading “Water Protectors”. Let’s open our books.</i></p> <p>Have students silently read the entire text. Then, return to ask questions related to sections of the text.</p> <ul style="list-style-type: none"><li>● <b>Beginning pages:</b> <i>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?</i></li><li>● <b>Middle pages:</b> <i>The text says the black snake “courses through the water, making it unfit to drink.” What does <u>unfit</u> mean? Notice the <b>-un</b> in that word. What does that tell you?</i></li><li>● <b>Later pages:</b> <i>The word <u>stand</u> is repeated throughout the book. What do you think <u>stand</u> means for the water protectors?</i></li><li>● <b>Last page:</b> <i>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 <b>protect</b>. When you add <b>-or</b> to that word, what does it mean? From what you read, what do water <u>protectors</u> do? Why and how?</i></li></ul> <p><b>Post-Reading Discussion/Writing</b> <b>Think-Pair-Share:</b></p> <ul style="list-style-type: none"><li>● <i>Based on what we read today, why do you think water is important for human life? Why does it need to be protected?</i></li><li>● <i>Write some notes on your graphic organizer (p. 3 of Student Workbook) 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></li></ul>
<p><b>Wrap Up (1 min)</b></p>	<p><b>Close Lesson</b> <i>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 <u>protector</u> and <u>stand</u>.</i></p> <p><i>Next time, we will review what we read in “We are Water Protectors”. Then, we’ll read the note from the author at the end of the book to help us answer our question. We will also spend more time exploring the vocabulary from this cycle.</i></p>



## For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
<b>Protector</b> (noun)	A person who protects or defends someone or something (take a stand)	<i>protector/ protectora</i>	保 护 者 bǎo hù zhě  保 护 者 bou2 wu6 ze2	In “ <i>We are Water Protectors</i> ”, the indigenous people in North Dakota are the <b>protectors</b> of water against the Dakota Access Pipeline.
<b>Stand</b> (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	We are water protectors! We <b>stand</b> with the Standing Rock Sloux Tribe.
<b>Unfit</b> (adjective)	Not in good physical condition.	<i>impropia</i>	不 合 适 bù hé shì  不 合 適 bat1 hap6 sik1	In “ <i>We are Water Protectors</i> ”, the oil pipeline makes the water <b>unfit</b> to drink.
<b>Mistreat</b> (verb)	To treat badly	<i>maltratar</i>	虐 待 nuè dài  虐 待 joek6 doi6	“Humans have been <b>mistreating</b> Mother Earth for millennia, and Indigenous Peoples have long acted as stewards of the planet, giving a voice to our silent home.”



**Unit 1: Human-Nature Interaction**

**Cycle 2: Water Protectors**

Lesson 2

<b>Unit Questions</b>	How are humans and nature interdependent? How do humans affect nature?	
<b>Cycle Discussion Question</b>	Should bodies of water, like rivers and lakes, have the same rights as humans?	
<b>Cycle Language Targets</b>	<b>Vocabulary:</b> Protector, Stand, Unfit, Mistreat	<b>Morphology:</b> mis-, un-, -or/er
		<b>Syntax:</b> Simple past (-ed), present (-s), and future (will) verb tenses
<b>Lesson 2 Objectives</b>	<ul style="list-style-type: none"> <li>• 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?”</li> <li>• Acquire and use target vocabulary and morphological word parts when discussing the text.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
	<input type="checkbox"/> “Water Protectors” Powerpoint <input type="checkbox"/> <i>“We are Water Protectors”</i> text	<input type="checkbox"/> Student Workbook

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b>Introduce Lesson</b></p> <p><i>Today we will review what we read in “We are Water Protectors”. Then, we’ll 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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<b>Reading &amp; Embedded Language (18 min)</b>	<p><b>Activate and Build Background Knowledge</b></p> <p><i>Let’s discuss what we have read so far. In “Water Protectors” what evidence have we found to support why water is important for human life, and why water needs to be protected?</i></p> <p><b>NOTE:</b> Solicit 2-3 responses. Notice and encourage when students use key vocabulary in their responses (i.e. <b>stand</b>, <b>unfit</b>, <b>mistreat</b>, <b>protector</b>).</p> <p><b>Guided Reading</b></p> <p>Have students silently read <i>“More on Water Protectors”</i> at the end of the book. Then, return to the text and ask questions following the guidance below. You may also add some of your own questions.</p> <ul style="list-style-type: none"> <li>• <i>In the author note, it says, “Humans have been mistreating Mother Earth for millenia.” Notice <b>mis-</b> at the beginning of that word. When you put <b>mis-</b> and <b>treat</b> together, what do you think the word means?</i></li> </ul>
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	<ul style="list-style-type: none"><li>• Also, notice <b>-ing</b> at the end of the word. Does that mean it happened and it is all over?<ul style="list-style-type: none"><li>◦ <b>Response:</b> No, because <b>-ing</b> is usually used when something is still going on.</li></ul></li><li>• 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?</li><li>• 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?</li><li>• The author mentions oil leaks. What are these? And what do they cause?</li><li>• What has been the response of the Indigenous Peoples to the Dakota Access Pipeline? Why are they responding that way?</li></ul> <p><b>Post-Reading Discussion/Writing</b></p> <ul style="list-style-type: none"><li>• <b>Think-Pair-Share:</b> What are the beliefs and values that influence the way Indigenous tribes interact with water?</li><li>• Write some notes on your Graphic Organizer (p. 3 of Student Workbook) 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?”</li></ul>
<p><b>Extended Language Work (10 min)</b></p>	<p><b>Introduce Language Targets</b></p> <p>Open “Water Protectors” powerpoint.</p> <ul style="list-style-type: none"><li>• <b>SLIDE 26:</b> Now we’re going to keep talking about some of the vocabulary from the text we just read.</li><li>• Last time we talked about what you know about the words <b>protector</b> and <b>stand</b>. Today, we are going to talk about two other words, <b>unfit</b> and <b>mistreat</b>.</li></ul> <p><b>Guide Extended Language Work</b></p> <p>Resume “Water Protectors” powerpoint.</p> <ul style="list-style-type: none"><li>• <b>SLIDES 27 - 37: <u>Unfit</u></b><ul style="list-style-type: none"><li>◦ Work through slides using the language in the Powerpoint as a guide.</li></ul></li><li>• <b>SLIDES 38 - 45: <u>Mistreat</u></b><ul style="list-style-type: none"><li>◦ Work through slides using the language in the Powerpoint as a guide.</li></ul></li></ul>
<p><b>Wrap Up (1 min)</b></p>	<p><b>Close Lesson</b></p> <p>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 <b>unfit</b> and <b>mistreat</b>.</p> <p>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.</p>

### For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
<b>Mistreat</b> (verb)	To treat badly	<i>maltratar</i>	虐待 nuè dài  虐待 joe66 doi6	“Humans have been <b>mistreating</b> Mother Earth for millennia, and Indigenous Peoples have long acted as stewards of the planet, giving a voice to our silent home.”
<b>Protector</b> (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	In “ <i>We are Water Protectors</i> ”, the indigenous people in North Dakota are the <b>protectors</b> of water against the Dakota Access Pipeline.
<b>Stand</b> (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	We are water protectors! We <b>stand</b> with the Standing Rock Sloux Tribe.
<b>Unfit</b> (adjective)	Not in good physical condition.	<i>impropia</i>	不合适 bù hé shì  不合適 bat1 hap6 sik1	In “ <i>We are Water Protectors</i> ”, the oil pipeline makes the water <b>unfit</b> to drink.



**Unit 1: Human-Nature Interaction**

**Cycle 2: Water Protectors**

Lesson 3

<b>Unit Questions</b>	How are humans and nature interdependent? How do humans affect nature?	
<b>Cycle Discussion Question</b>	Should bodies of water, like rivers and lakes, have the same rights as humans?	
<b>Cycle Language Targets</b>	<b>Vocabulary:</b> Protector, Stand, Unfit, Mistreat	<b>Morphology:</b> mis-, un-, -or/er
		<b>Syntax:</b> Simple past (-ed), present (-s), and future (will) verb tenses
<b>Lesson 3 Objectives</b>	<ul style="list-style-type: none"> <li>• Watch and discuss an 8-minute video about Autumn Peltier, a 13-year-old water protector from the Wiikwemkoong First Nation in Ontario, Canada.</li> <li>• Play a game where students will generate words using <b>un-</b> and <b>mis-</b> prefixes, and provide definitions for the words they create.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
	<input type="checkbox"/> “Water Protectors” Powerpoint <input type="checkbox"/> “The Teen Fighting to Protect Canada’s Water - Meet Autumn Peltier” <a href="#">video</a>	<input type="checkbox"/> Student Workbook

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b>Introduce Lesson</b>  <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 that Autumn does and how her language and culture are part of her identity and her commitment to protecting water for Indigenous Peoples.</i></p> <p><i>After watching the video and talking about it, we’ll do some language games with prefixes.</i></p>
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<b>Reading &amp; Embedded Language (15 min)</b>	<p><b>Activate and Build Background Knowledge</b>  <i>Remember what we read about in “Water Protectors”. Have you ever felt the need to take a <b>stand</b> for something you felt was wrong in your community? What was it? What did you do?</i></p> <p><b>Guided Video-Watching</b>  <i>We are going to watch a news report about Autumn Peltier. She considers herself a “Clean water activist”.</i></p> <ul style="list-style-type: none"> <li>• <b>Solicit student responses:</b> <i>What do you think that means?</i></li> </ul>
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As you watch, look for information and evidence of how Autumn and her community view, treat, and protect water.

Watch “The Teen Fighting to Protect Canada’s Water”

([https://www.youtube.com/watch?v=xqdE\\_7OZaqE&ab\\_channel=CBCNews%3ATheNational](https://www.youtube.com/watch?v=xqdE_7OZaqE&ab_channel=CBCNews%3ATheNational), 7:53 minutes, also slide 52 of powerpoint)

Pause the video halfway at 4:17 and have students write down their initial takeaways on p. 3 of the Student Workbook. Then, resume the video until the end.

After watching the whole video, facilitate a discussion using the questions below as guidance. You may also add some of your own questions.

- *What do you think is the most important part of the video? What did you learn?*
- *How do you think Autumn’s language and culture are related to her identity as a water protector/water activist?*
- *What does Autumn do as an activist?*
  - Define the word and have students consider how **-ist** functions in this word.
  - *How does Autumn take a **stand**?*
- *How are the past, present, and future connected in this video?*
  - Highlight how even if Autumn’s mother and the journalist tend to speak about Autumn’s activism in the present tense, Autumn herself mentions her meeting the prime minister, or being bullied in school in the past.

### **Post-Reading Discussion/Writing**

- **Think-Pair-Share:** *How do Autumn and her community view, treat, and protect water?*
- *Write some notes on your Graphic Organizer (p. 3 of Student Workbooks) 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?”*

### **Extended Language Work (15 min)**

#### **Introduce Language Targets**

*Today, we’re going to connect what we are learning about words and how to use word parts to figure out what words mean.*

Briefly review the word parts **un-** and **mis-** using the “Water Protectors” Powerpoint.

- **SLIDE 46:** *Here are the words and prefixes we will focus on today:*
  - **Un-** means “not”, so if I’m **unhappy** I am NOT HAPPY. It gives a negative or opposite meaning.
  - **Mis-** also means “not”. But it could also mean “bad”, or “incorrect”. So if I **misunderstand**, I do NOT UNDERSTAND, or I UNDERSTAND INCORRECTLY.

#### **Prefix Word Creation game**

*Turn to p. 4 of your Student Workbook.*

*Remember the Wheel of Morphology game we played last time? Now, we’re going to do a Word Creation Race. We’ll play in two teams and see which team can think of the most words that start with **mis-** or **un-** in 3 minutes. After 3 minutes, we’ll compare the two team’s lists. Any words that are the same will get crossed off and won’t count. The words that WILL count are ones that one team has that the other team doesn’t.*





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*After crossing off the words that are the same, define the unique words that you have (p. 4 of Student Workbooks). If you can give a good definition, you get a point for that word. The team with the most points wins.*

*You can make up words that are not in the dictionary, but you will have to be able to define what they would mean if they were in the dictionary.*

### Wrap Up (1 min)

#### **Exit Ticket** (If time permits)

Students can write their responses to one of the following prompts on p. 11 of the Student Workbooks:

- Write and share one key thing about the book or the discussion question that you are thinking about.
- Write and share one key thing that you learned about language or one of the vocabulary words.

## For Teacher Reference

Go deeper!

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?

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.





# The CLAVES Curriculum

## Unit 1: Human-Nature Interaction

### Cycle 2: Water Protectors

#### Lesson 4

<b>Unit Questions</b>	How are humans and nature interdependent? How do humans affect nature?	
<b>Cycle Discussion Question</b>	Should bodies of water, like rivers and lakes, have the same rights as humans?	
<b>Cycle Language Targets</b>	<b>Vocabulary:</b> Protector, Stand, Unfit, Mistreat	<b>Morphology:</b> mis-, un-, -or/er
		<b>Syntax:</b> Simple past (-ed), present (-s), and future (will) verb tenses
<b>Lesson 4 Objectives</b>	<ul style="list-style-type: none"> <li>● Read “<i>Should Lakes and Rivers Have the Same Rights as Humans?</i>”.</li> <li>● Summarize the different points of view that the proponents and opponents have about considering bodies of water as human.</li> <li>● Learn the meanings of the words <b>proponent</b> and <b>opponent</b>.</li> <li>● Create sentences that conceptually link the target vocabulary words. (i.e. <b>protector</b>, <b>stand</b>, <b>unfit</b>, <b>mistreat</b>)</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
	<ul style="list-style-type: none"> <li>❑ “Water Protectors” Powerpoint (SLIDES 47-48)</li> <li>❑ “<i>Should Lakes and Rivers Have the Same Rights as Humans?</i>” text (p. 5-7 of Student Workbook)</li> </ul>	<ul style="list-style-type: none"> <li>❑ Student Workbook</li> </ul>

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b>Introduce Lesson</b></p> <p><i>So far, in this cycle, 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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<b>Reading &amp; Embedded Language (15 min)</b>	<p><b>Activate and Build Background Knowledge</b></p> <ul style="list-style-type: none"> <li>● <i>What are human rights? What kinds of things do you think might count as “human rights”?</i> <ul style="list-style-type: none"> <li>○ Briefly discuss students’ responses.</li> </ul> </li> <li>● <i>Do you know other things that have rights as well? (e.g., Animal rights).</i></li> <li>● <i>What about water? Do you think they have rights? The article we are going to read today is about whether water should have rights.</i></li> <li>● <i>We will read about what <u>proponents</u> and <u>opponents</u> have to say about whether water should have the same rights as humans.</i> <ul style="list-style-type: none"> <li>○ <b>SLIDES 47-48</b> of “Water Protectors” Powerpoint: Use the language in the Powerpoint to briefly define <b>proponent</b> and <b>opponent</b>.</li> </ul> </li> </ul>
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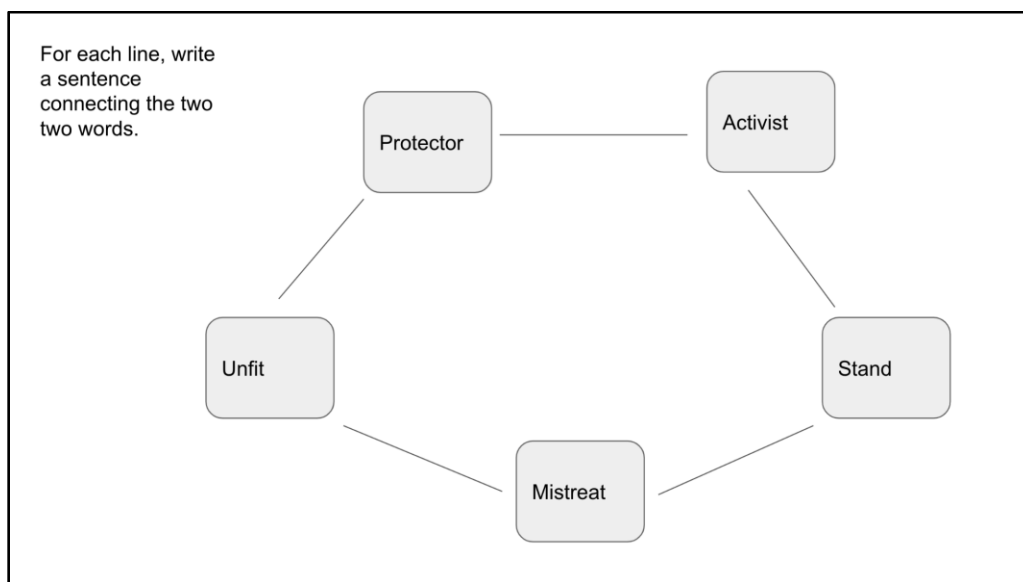
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	<p><b>Guided Reading</b> Have students silently read the first two pages of the article (p. 5-6 of Student Workbooks), stopping before the section titled “Opposition to Considering Water as a Person”. Then, return to the text and ask questions following the guidance below. You may also add some of your own questions.</p> <ul style="list-style-type: none"><li>• <i>What do <b>proponents</b> of “water having rights” say about this topic?</i></li><li>• <i>Why did the Yurok tribe want the Klamath River to have human rights?</i></li><li>• <i>What effect did conferring human rights on the Klamath River have?</i></li><li>• <i>What do you think the word <b>mismanagement</b> and <b>unprecedented</b> mean based on what we learned about <b>mis-</b> and <b>un-</b> yesterday?</i></li></ul> <p><b>Post-Reading Discussion/Writing</b></p> <ul style="list-style-type: none"><li>• <b>Think-Pair-Share:</b> <i>“Which human rights <u>could</u> be extended to water? What human rights <u>could NOT</u> be extended to water?”</i></li><li>• <i>Write some notes on your Graphic Organizer (p. 3 of Student Workbooks) 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></li></ul>
<p><b>Extended Language Work (13 min)</b></p>	<p><b>Introduce Language Targets</b> <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 46). Now open your Student Workbooks to the Word Web on p. 8.</i></p> <p><b>Guide Extended Language Work</b> Students can work independently, 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"><li>• How each pair of words is connected.<ul style="list-style-type: none"><li>○ Have them write their sentences or draw symbols/pictures to show the connections they have discussed.</li></ul></li></ul> <p>After 8-10 minutes of individual/pair work, bring students back together to compare/contrast their different sentences.</p>
<p><b>Wrap Up (1 min)</b></p>	<p><b>Close Lesson</b> <i>Today we read the first part of the text, “Should Lakes and Rivers Have the Same Rights as Humans?”. We learned what the <b>proponents</b> think about this question and we talked about how our vocabulary words are related.</i></p> <p><i>Next time, we will read what <b>opponents</b> to this question think, and we’ll also talk about how word endings can give clues about <u>when</u> something happened in time.</i></p>

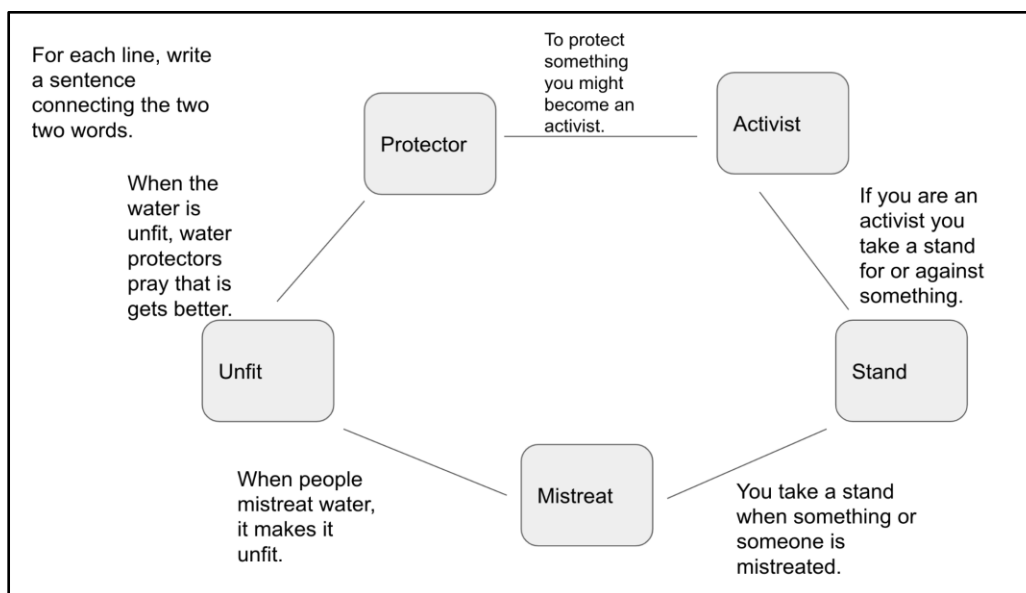
## For Teacher Reference

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 opportunities for students to interpret the activity in creative ways! Invite students to add words, examples, ideas, or even pictures to the web. The goal is for students to start thinking about how words and things are (or aren't) connected.



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



Example of what a completed word web could look like



**Unit 1: Human-Nature Interaction**

**Cycle 2: Water Protectors**

Lesson 5

<b>Unit Questions</b>	How are humans and nature interdependent? How do humans affect nature?	
<b>Cycle Discussion Question</b>	Should bodies of water, like rivers and lakes, have the same rights as humans?	
<b>Cycle Language Targets</b>	<b>Vocabulary:</b> Protector, Stand, Unfit, Mistreat	<b>Morphology:</b> mis-, un-, -or/er
		<b>Syntax:</b> Simple past (-ed), present (-s), and future (will) verb tenses
<b>Lesson 5 Objectives</b>	<ul style="list-style-type: none"> <li>Finish reading “<i>Should Lakes and Rivers Have the Same Rights as Humans?</i>” and consider the perspectives of <b>proponents</b> and <b>opponents</b>.</li> <li>Work to identify past, present, and future tenses from the “<i>Should Lakes and Rivers Have the Same Rights as Humans?</i>” text.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> “Water Protectors” Powerpoint (SLIDES 49-50)</li> <li><input type="checkbox"/> “<i>Should Lakes and Rivers Have the Same Rights as Humans?</i>” text (p. 5-7 of Student Workbook)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Workbook</li> </ul>

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b>Introduce Lesson</b></p> <p><i>Today we will finish reading the article “Should Lakes and Rivers Have the Same Rights as Humans?” We’ll read about what <b>opponents</b> of this question have to say. We will also focus on how verb endings can help us to understand time.</i></p>
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<b>Reading &amp; Embedded Language (15 min)</b>	<p><b>Activate and Build Background Knowledge</b></p> <ul style="list-style-type: none"> <li><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 <u>wanted</u> the pipeline in the first place.</i></li> <li><i>Who do you think might be <b>proponents</b> of the Dakota Access Pipeline and <b>opponents</b> of water rights? What do you think are the reasons for their positions?</i></li> <li><i>Today, we are going to read about what the <b>proponents</b> of the Dakota Access Pipeline and opponents of water rights have to say.</i></li> </ul> <p><b>Guided Reading</b></p> <p>Have students silently read p. 6-7 of the Student Workbook, beginning from the section titled “Opposition to Considering Water as a Person” (or the remainder of the text that wasn’t read during the previous lesson). Then, return to the text and ask questions following the guidance below.</p>
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	<ul style="list-style-type: none"><li>• <i>What effects would water rights have on farmers, ranchers, and other businesses? Would they view these as negative or positive? Why?</i></li><li>• <i>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?</i></li><li>• <i>What do you think the words “misuse” and “unsafe” mean given what we have learned about the word parts <b>un-</b> and <b>mis-</b>?</i></li></ul> <p><b>Post-Reading Discussion/Writing</b></p> <ul style="list-style-type: none"><li>• <b>Think-Pair-Share:</b> <i>How might your life be affected if farms, ranches, and oil companies are kept from using the water however they want for their businesses?</i></li><li>• <i>Write some notes on your Graphic Organizer (p.3 of Student Workbooks) 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></li></ul>
<p><b>Extended Language Work (15 min)</b></p>	<p><b>Introduce Language Targets</b></p> <p><i>Today, we are going to think about paying attention to how verb tenses show <u>when</u> things happen. This can help us understand more about what we are reading.</i></p> <p><b>Guide Extended Language Work</b></p> <p>Open “Water Protectors” Powerpoint to SLIDE 49.</p> <ul style="list-style-type: none"><li>• <i>Sometimes, a text clearly tells us about <u>when</u> something happens. Other times, it’s less clear, but we can look for certain types of words to help us figure it out. In English, and in other languages too, we can use the tense of the verb to figure out when things happened.</i></li><li>• <b>SLIDE 50:</b> <i>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.</i><ul style="list-style-type: none"><li>○ With partners, invite students to notice and highlight tense and time that they find in the expository text.</li></ul></li></ul> <p><b>Syntax Activity</b></p> <p><i>Now we are going to do an activity to help us think about time and tense. Turn to p. 9 in your Student Workbooks.</i></p> <ul style="list-style-type: none"><li>• Students can work independently, in pairs, or as a whole group to find sentences in the “Should Lakes and Rivers have the Same Rights as Humans?” text.</li><li>• Tell students to write the sentences on the provided lines and write an “X” mark beside it to indicate whether the sentence is in the past, present, or future tense.</li><li>• As a group, review the sentences students selected. Discuss how we can tell <u>when</u> the sentence is taking place.</li></ul> <p><b>NOTE:</b> Refer to p. 14 of the Student Workbook for additional examples of the language targets.</p>
<p><b>Wrap Up (1 min)</b></p>	<p><b>Close Lesson</b></p> <p><i>Next time we will look at our graphic organizers and summarize what we have learned across the different texts we have read and watched.</i></p>



**Unit 1: Human-Nature Interaction**

***Cycle 2: Water Protectors***

Lesson 6

<b>Unit Questions</b>	How are humans and nature interdependent? How do humans affect nature?	
<b>Cycle Discussion Question</b>	Should bodies of water, like rivers and lakes, have the same rights as humans?	
<b>Cycle Language Targets</b>	<b>Vocabulary:</b> Protector, Stand, Unfit, Mistreat	<b>Morphology:</b> mis-, un-, -or/er
		<b>Syntax:</b> Simple past (-ed), present (-s), and future (will) verb tenses
<b>Lesson 7 Objectives</b>	<ul style="list-style-type: none"> <li>Engage in collaborative discussions about opinions on whether bodies of water, like rivers and lakes, have the same rights as humans.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
	<input type="checkbox"/> “Water Protectors” Powerpoint, SLIDE 51	<input type="checkbox"/> Student Workbook with notes from the cycle

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Discussion Question (5 min)</b>	<p><b><u>Introduce Lesson</u></b>  <i>Today we will have a discussion on our big question: “Should bodies of water, like rivers and lakes, have the same rights as humans?” What do you think?</i></p> <p><b>NOTE:</b> Give students an opportunity to look at their materials and independently prepare for the discussion.</p>
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<b>Dialogic Reasoning (20 min)</b>	<p><b><u>Review Norms</u></b>          Open “Water Protectors” Powerpoint to SLIDE 51.</p> <ol style="list-style-type: none"> <li>I am respectful of my classmates.</li> <li>I listen carefully to the ideas my classmates are presenting.</li> <li>I stick to the topic.</li> <li>I can talk without raising my hand.</li> </ol> <p><b><u>Initiate and Facilitate Discussion</u></b></p> <ul style="list-style-type: none"> <li>Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if the discussion goes astray, and model metacognition to stimulate/guide the discussion, if needed.</li> <li>See the facilitation guide table below for ideas on how to extend the conversation.</li> <li>Close discussion by taking a poll on students’ current beliefs on the topic after discussing the question together.</li> </ul>
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Wrap Up  
(5 min)

**Close Lesson**

*Nice job everyone! We had a great discussion about different perspectives people have on 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 next time!*

## 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.



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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?

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