

Theme/Topic: Grade 2 - Storytelling, identity, and cultural perspectives				
Literacy: ELA		Cross-curricular Area: Social Studies		Mentor Sentence/s
<p>Curricular competencies:</p> <p>Use foundational concepts of print, oral, and visual texts</p> <p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</p> <p>Recognize the importance of story in personal, family, and community identity</p> <p>Use personal experience and knowledge to connect to stories and other texts to make meaning</p>		<p>Curricular competencies:</p> <p>Explore different perspectives on people, places, issues, or events in their lives (perspective)</p> <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Develop self-awareness and understanding of personal experiences through connection to stories.</p> <p>Foster appreciation for diversity through stories that reflect different family and community backgrounds.</p>		<p>It bit my palm so hard the blood cried out.</p> <p>But even those who saw the great canoes did not listen, for I was a child.</p> <p>That is why I sit here wrapped in a stranger's cloak, counting the stranger's bells on a string, telling my story.</p>
<p><b>Mentor Text/s: Encounter, by Jane Yolen</b></p> <p><b>Exemplar:</b> When asking inquiry or focus questions, use an academic register to ensure students model their responses after your example.</p>		<p><b>Unit Objective: (what do you want students to learn at the end of the unit?)</b></p> <p>The goal is for students to understand the impact of encounters between Indigenous communities with outside elements, how past events shaped identities and communities, and how these histories connect to current cultural and community identity.</p>		
Task	What students will do (Highlight how they will use literacy skills to process the standards of another curricular area.		IEP Considerations/access points specifically to the task.	Notes:
<p><b>Task 1 title:</b></p> <p>Understanding story and perspective</p> <p><b>Literacy Focus:</b> Reading, discussion, listening, narrative</p>	<p><b>Description:</b> Read aloud of Encounter. Have students listen closely and identify key elements of the story: Opening, complication, resolution. Discuss the narrative from the perspective of the Indigenous protagonist and the importance of dreams and warning in their culture. Identify the purpose of the narrative with a guided question, “How does it reflect cultural knowledge and values?”</p> <p><b>Activities:</b> Students create a timeline of key events in the text, identifying the opening, complication, and resolution.</p>		<p><b>Low:</b> Encourage students to create their timelines independently, ask guiding questions</p> <p>Offer sentence frames, but allow students to decide on structure and organization</p> <p><b>High:</b> Provide a timeline chart, with sentence starters, and possibly visual cues</p> <p>Guide students in fillings in their responses based on the class discussion.</p>	<p><b>Tier 2:</b> Warning, Custom, Awkwardly</p> <p>Allow students to use audio-recording devices to record their thoughts instead of writing.</p>
<p><b>Task 2 title:</b> Being heard</p> <p><b>Literacy Focus:</b> Writing, expository, listening, reading.</p>	<p><b>Description:</b> In small group instruction, students will read passages from ‘The Encounter’ where the protagonist was not listened to in the narrative, with a focus on the past tense language being used. The purpose is to explain events and pass on the story.</p> <p><b>Activities:</b> Students will write down a personal experience where they felt they were not listened to and share within their small group.</p>		<p><b>Low:</b> Guiding questions on how they thought the protagonist felt when they were not listened to.</p> <p>When writing their own reflection or personal experience, guide with ‘and then’.</p> <p><b>High:</b> Provide sentence starter, use graphic organizers to help organize students’ thoughts.</p>	<p><b>Tier 2:</b> Strange, Listened, Afraid</p> <p>Focus on past tense to demonstrate the distinction between past events and current events.</p>
<p><b>Task 3 title:</b> Storytelling and inquiry questions</p> <p><b>Literacy Focus:</b> Listening, traditional tales, and speaking</p>	<p><b>Description:</b> Invite an Indigenous guest speaker or provide a video, in where the significance of storytelling in their culture holds importance. This will demonstrate the importance of oral storytelling and how to pass along cultural knowledge.</p> <p><b>Activities:</b> Prior to the speaker, develop questions together as a class, where the class can ask their inquiry questions to the speaker. Encourage critical</p>		<p><b>Low:</b> Challenge students use comparative academic language previously learned to develop appropriate questions</p> <p>Guide students in the inquiry questions into storytelling techniques and cultural values</p> <p><b>High:</b> Provide sentences starters and have a word wall to pull inquiry words.</p>	<p><b>Tier 2:</b> Leaped, Pale, Knelt</p> <p>Allow students to pre-record their questions on video or audio. Organize ideas for the inquiry with a class graphic organizer.</p>

	thinking on the importance of preserving knowledge. If no guest speaker, class can have a reflection discussion after the video.	If more direct support is needed, develop questions in small groups, with teacher support.	
<b>Task 4 title:</b> Community Poster  <b>Literacy Focus:</b> <b>Persuasive, writing, speaking, and presentation.</b>	<b>Description:</b> Students will work a Story Workshop (writing and art), where they create their own story inspired from the reading. This can be done individual or in small groups.  <b>Activities:</b> Story workshop provides symbolism, using items as representations, rock, leaf = character or feeling. The focus should be on a tradition student want to pass along, while focusing on the narrative process in their project. Allow for presentations on weeks-end.	<b>Low:</b> As inquiry questions, to allow for students to further their story and their thought processes. Encourage deeper descriptions with persuasive language <b>High:</b> Provide sentence frame and imagery samples. Word banks with persuasive and past tense words.	<b>Tier 2:</b> Smooth, Brave, Silent  Create a rubric together as a class for the summative assessment, this will help engage and create a sense of ownership in students learning.
Formative Assessment (for 1 task) and summative for the end of a unit.  <b>Task 2:</b> allow for self and peer assessment, exit slips for reflection on shared stories.  <b>Task 4:</b> Summative assessment from class rubric			

### References

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