

## Unit 1: Pre-Colonial

**Start day:** 1

**Meetings:** 15 days

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### Skills and Concepts

- Identify and analyze cultural values with an emphasis on Native American origin myths
- Develop a narrative that reflects effective technique (dialogue, sequence, word choice)
- Participate informal discussions to further comprehension

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### Unit Summary

Students will read selected pieces of Native American literature and historical accounts from European settlers to explore and compare the cultural origins of America in an attempt to answer the essential questions. Modern accounts of American cultural experiences will also be analyzed to reflect how the perspective and voice of groups of Americans have changed through their literature. Students will use their experience with Native American origin myths to create an original narrative of their own.

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### Essential Questions

**What are America's foundations?**

- What role has Pre-colonial America played in the foundations of our country?
- What are the roots of American Literature?
- How do Americans perceive our country's origin?

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### Learning Progressions

Cluster	Before	During	After
Reading			
Writing			
Speaking/Listening			
Language			

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**Academic Vocabulary Tier II**

Myth, Pre-colonial, reservations

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**Domain Specific Vocabulary**

Origin myth, oral tradition

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**Literary Texts**

Anchor texts:

The Iroquois Constitution

Native American origin myth of choice

Supplemental:

The Earth on Turtle's Back—Onondaga

When Grizzlies Walked Upright—Modoc

Navajo Origin Legend—Navajo

Origin of Death—Blackfeet

"A Plea to those who Matter" —Diane Burns

"Can I ask you a personal question?" —James Welch

"The Only Traffic Signal on the Reservation Doesn't Flash Red Anymore" —Sherman Alexie

"I Hated Tonto, Still Do" —Sherman Alexie

"Museum Indians" —Susan Power

"Pocahontas Myth" Chief Roy Crazy Horse

“The General History of Virginia”—John Smith

“Journal of the First Voyage to America”—Christopher Columbus

“The Walum Olum”

“Blue Winds Dancing” by Thomas Whitecloud

“Little Boxes” by Pete Seeger

“American Idiot” by Green Day

“God Bless America”

“This Land is Your Land”

“Coming to America” by Neil Diamond

“Dear Mr. President” by Pink

“21<sup>st</sup> Century Breakdown” by Green Day

“Pocahontas” by Neil Young

“Fast Car” by Tracy Chapman

“Born in the USA” by Bruce Springsteen

“Dust Bowl Dance” by Mumford & Sons

#### Text Access Points:

1. eNotes.com
2. Gutenberg Files
3. Library of Congress
4. Literature Resource Center
5. youtube.com
6. <http://www.readwritethink.org/>
7. [www.courses.durhamtech.edu/perkins/ar1s.html](http://www.courses.durhamtech.edu/perkins/ar1s.html)
8. Ted.com

9. Poetryfoundation.org

10. Poets.org

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## Informational Texts

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## Suggested Interims - Benchmarks

Comprehension quizzes for selected reading

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## End of Unit Common Task

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## Learning Plan Instructional Strategies

1. **Instructional strategies/activities:** Group myth, analysis of origin myths, analysis of poems, compare/contrast NA texts, compare/contrast NA to European accounts, class discussions, focus correction area writing assignments, “accountable talk,” vocabulary building, writing workshops/conferences, lit circles, carousel activities, jigsaw,

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## Core Shifts to be Incorporated

Song lyrics

Venn Diagrams

Photographic Images/graphics

## Reading for Meaning

Guided reading chart

Guided reading questions

Note-taking guides

Active reading

Preview questions (prior knowledge)

Stop and write

Reflective response

KWL

Turn and talk

MIAGI

Annotative Reading

### **Vocabulary CODE**

Fist lists

power decoding

concept maps

use it or lose

metaphor and similes

3-way tie

use it or lose it

3's a crowd

### **Write to Learn**

Pre-writing activities

Journal writing

Warm-up writing

Focus Correction Area Writing

Preview questions (prior knowledge)

Stop and write

Reflective response

Exit tickets

### **Circle of Knowledge**

Socratic seminars

Group Discussions

Group projects/presentations

Shared inquiry questions

X2 Discussion forums

Webinar

Parking lots

Chalk talk

### **Inductive Learning**

Socratic seminars

Research Assignments

Focus Correction Area Writing

Vocabulary Strategies

Webquests

## Content

Name	Description	Type
Graphic Organizers from Core Six.docx	Graphic Organizers from Core Six.docx	label.contentType.docx

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### Differentiation for Struggling Learners

1. flexible grouping (interest, readiness, learning style), mentor texts, read passages/poems aloud for struggling learners

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### Differentiation for ELLs

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### Differentiation for Extension

1. flexible grouping (interest, readiness, learning style)

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### Common Misconceptions

- Students may not value myths as literature.
- Students may not understand the biases of first-hand accounts.
- Students may not realize the role culture plays in the development of literature.

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### Instructional Resources

## Content

Name	Description	Type
Graphic Organizers from Core Six.docx	Graphic Organizers from Core Six.docx	label.contentType.docx
Achieve the Core	Achieve the Core	label.contentType.weblink

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### Suggested and Required Text

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### Learning Standards

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**Common Core [ELAL 11-12 R] CCSS.ELA-Literacy.R.11-12.CCSS.ELA-** - By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.