

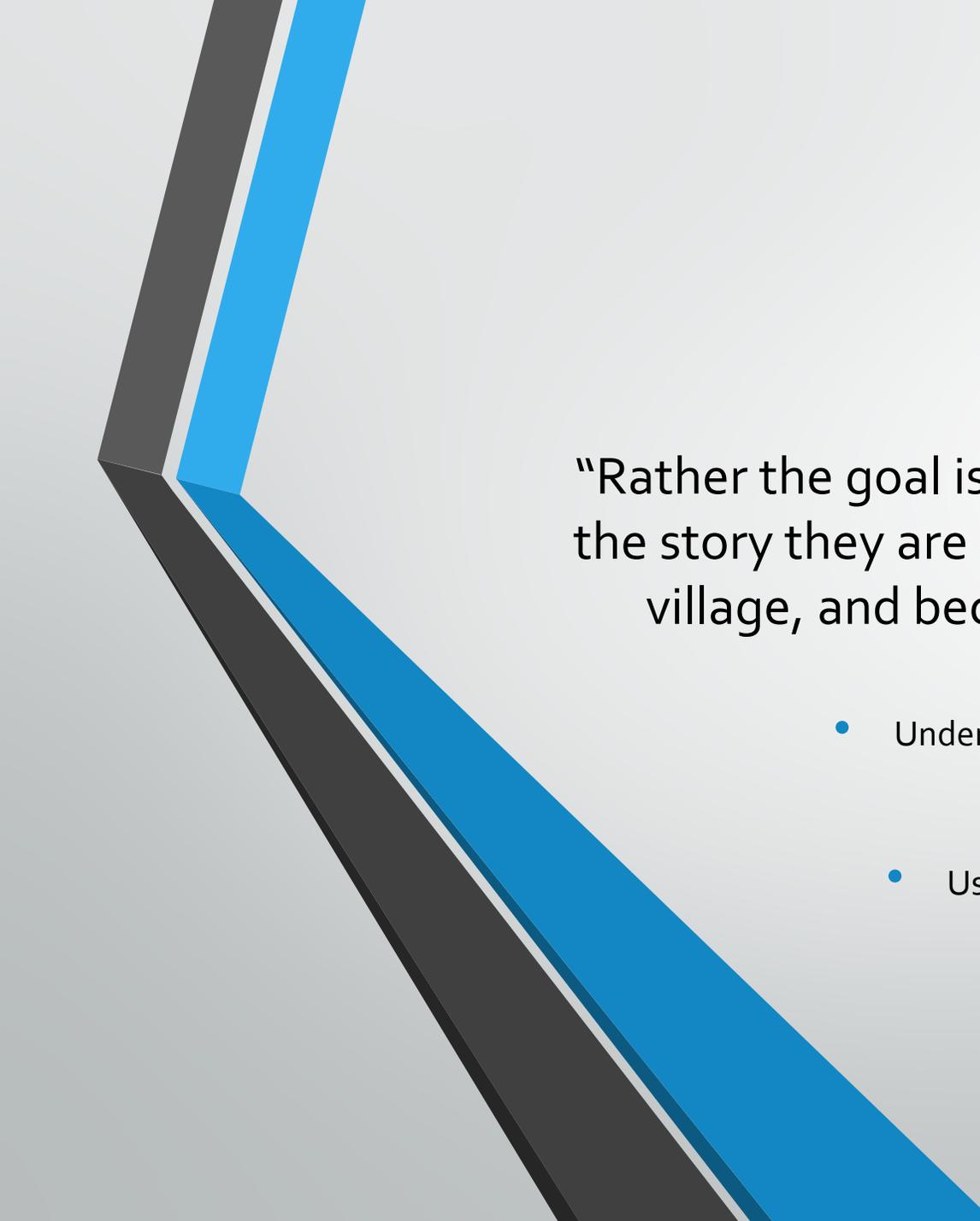


Making STI Accessible For All Learners: using the macro theme of power to teach Celilo Falls

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Goals

“Rather the goal is to have student become personally invested in the story they are about to tell, understand the significance of the village, and become emotionally involved in the telling of their story. This is when the real learning begins.”

- Understand how the essential questions guide lesson plans and how we used them to plan macro themes
 - Use Depth of Knowledge to plan success criteria
- Using Windows, Mirrors, Sliding Glass doors to build a responsive reading program and how that positively impacts STI instruction

Background

- MY STORY
- Personal, local, immediate
- OUR STORY
- Teaching identity to children-mine and yours (how my eyes opened)
- The experience of an Urban Native American in BSD and non-Indigenous students
- THE FUTURE
- My role
- Using my role in advocacy
- Continuing to push back and connecting all the pieces

My professional Role

- Reading Facilitator's role in STI curriculum
- A vision of anti racist instructional practices
- Mirrors and Sliding glass doors Rudine Sims Bishop and how this relates to STI and anti-racist classrooms
- <https://video.link/w/hKMmb>
- Using Macrothemes in instruction and connecting to text sets
- Macrothemes included: Social Justice, Power, Change, Decision Making, Survival, Conflict with all types of diverse texts. Students were *emotionally* prepared for these types of discussions
- Our Celilo Falls unit used the macro theme of power

Essential Questions

1. How does physical geography affect Northwest Tribes' culture, economy, and where they choose to settle and trade?
2. What is the legal status of the Tribes who negotiated or who did not enter into United States treaties?
3. What were the political, economic, and cultural forces that led to the treaties?
4. What are the ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
5. What do local Tribes do to meet the challenges of reservation life: and, as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?

Elementary Outcomes

By the time Washington State students leave elementary school, they will:

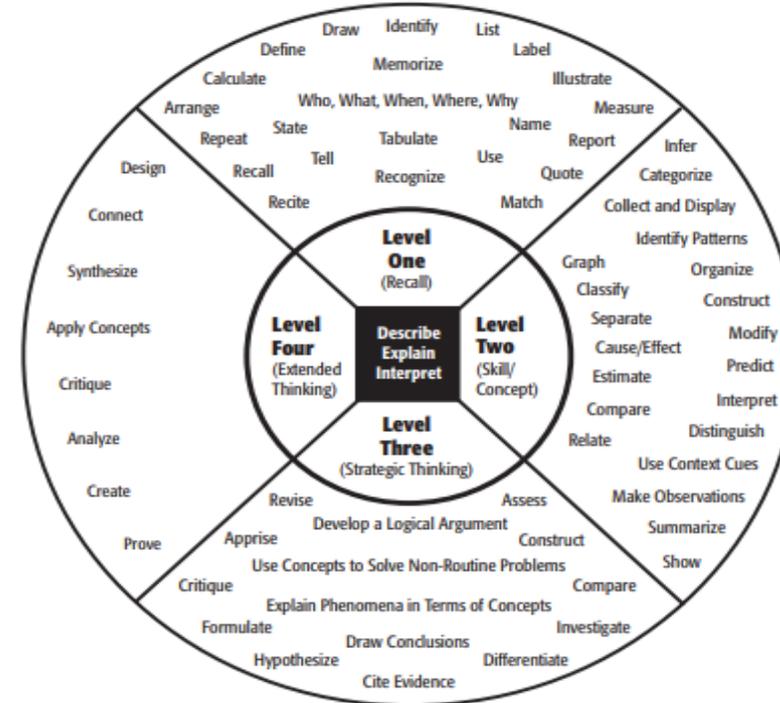
- Understand that over 500 independent tribal nations exist within the United States today, and that they interact with the United States, as well as each other, on a government-to-government basis;
- Understand tribal sovereignty is "a way that tribes govern themselves in order to keep and support their ways of life";
- Understand that tribal sovereignty predates treaty times;
- Understand how the treaties that tribal nations entered into with the United States government limited their sovereignty; and
- Identify the names and locations of tribes in their area.

- Given these essential questions and outcomes in mind, we decided to have the theme for this particular unit be POWER.
- It spoke to environmental power, governmental power, the power of story telling and ultimately connecting students' own voices (power) to the learning

Using DOK with STI

- Norman Webb's DOK is a way to ensure rigor and that ALL students access the content and high level thinking skills. It categorizes tasks according to complexity
- We used this to link STI and our ELA instructional block
- This helped Link ELA standards to STI curriculum (we chose to focus on character and main idea and text structure)

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Episode 1: Creating the Setting CELILO FALLS AND CELILO VILLAGE Students create a frieze of the geological environment and then a three-dimensional village as it appeared in 1949. CCSS addressed: RI.5.1-4; W.5.3; SL.5.1; L.5.3-4 RI.6.1-4; W.6.3; SL.6.1; L.6.3-4

Episode 2: Creating the Characters THE FISHERS AND THEIR FAMILIES Students create family characters who live and work in Old Celilo Village. They create their own First Salmon Ceremony CCSS addressed: RI.5.1-3, 5.6-7; SL.5.1-2; L.5.3 RI.6.1-3, 6.7; SL.6.1-2; L.6.3

Episode 3: Building Context HISTORICAL EVENTS OF THE TIME Students research historical events and the people of the time period. They build a social context and create a tribal museum with artifacts they have created or located about Celilo Falls. CCSS addressed: RI.5.1-3, 5.7; W.5.3-4, 5.7; SL.5.1; L.5.3-4 RI.6.1-3, 6.7; W.6.3-4, 6.7; SL.6.1; L.6.3-4

Episode 4: Authorizing the Dam CONGRESS AUTHORIZES THE BUILDING OF THE DAM WITH THE 1950 RIVERS AND HARBORS ACT Students research the provisions of the Act and tribal and non-tribal responses to the Act. Following their research, they will debate the construction of the dam from different points of view. CCSS addressed: RI.5.1-4, 5.6-7; W.5.2, 5.4, 5.7-8; SL.5.1-4; L.5.3-4 RI.6.1-4, 6.7-8; W.6.2, 6.4, 6.7, 6.9; SL.6.1, 6.3-4; L.6.3-4 Page 5 Living in Celilo - Introduction

Episode 5: Negotiations TRIBES AND THE ARMY CORPS OF ENGINEERS "NEGOTIATE" A SETTLEMENT FOR THE LOSS OF CELILO FALLS Students appreciate the unfairness of negotiating a settlement that will never fairly or adequately compensate for the loss of Celilo Falls. They will demonstrate their understanding through a role-play. CCSS addressed: RI.5.1-4, 5.6, 5.8; W.5.2, 5.4; SL.5.1, 5.3; L.5.3-4 RI.6.1-4, 6.6, 6.9; W.6.2, 6.4; SL.6.1, 6.3; L.6.3-4

Episode 6: Broken Promises THE GOVERNMENT BREAKS ITS PROMISE TO THE PEOPLE OF CELILO Students learn of the U.S. Government's lack of effort to provide homes for the families forced to move. They will also discover the fate of non-tribal commerce that relied on Celilo Falls. Students learn that the U.S. Government did not keep its promise to provide alternative fishing sites. By 2004, the Army Corps of Engineers (ACE) had only provided six of the sixty in lieu fishing sites promised in 1955-56. In fact, it was only in 2005 that the homes at Celilo Village were properly equipped with electricity and adequate plumbing. CCSS addressed: RI.5.1-4; W.5.3-4; SL.5.1-2, 5.4; L.5.3-4 RI.6.1-4; W.6.3-4; SL.6.1-2; L.6.3-4

Episode 7: The Inundation EULOGY TO CELILO: IF THE FALLS COULD TALK Students witness the destruction of Celilo Falls and Celilo Village. They witness the government (role-played by teacher or administrator) physically destroy their frieze and all of their work. Since this is a potentially volatile Episode, teachers need to decide whether the destruction will be physical or if they will project a time-lapse video of the inundation from March 15, 1957, over the frieze. The destruction is therefore simulated. While this might be more palatable to teachers, it does not have the same emotional impact as the physical destruction. Students will then watch the video footage of the ceremony and inundation and compare their experience to the tribal people in 1957. Students create a commemoration to Celilo Falls and its people. This can be in the form of a collection of student-written eulogies, actual sculptures or monuments, or other creative projects. CCSS addressed: RI.5.1-3, 5.9; SL.5.1-2; L.5.3 RI.6.1-3, 6.9; SL.6.1-2; L.6.3

- Celilo Falls Outline and Power Macro theme
- Week 1-set the scene
- Concept mapping-Monday & Tuesday
- Watch: See Through the Water and Echo of Falling Water Wednesday
- Discussion: In what ways does water give those who have it power? Thursday/Friday
- Create Frieze (DOK 4)
- Quick write: Write a Claim Evidence Reasoning describing the importance of water. Thursday/Friday (complete in small groups)

- Week 2-Characters
- Read "I wish I could Have Seen The Falls" and "The First World Trade Center" Monday and Tuesday, compare the texts in small groups, scaffolded discussion and writing.
- Discussion: How does the structure of the text help us understand the point of view of the story? Describe the setting of the falls W,Th,F text structure DOK 2/3

- Week 3
- Watch video and read articles about the Salmon Feast and Honoring Foods Friday
- Discussion: Why were these things important to the tribal members? How do these things sustain and give the people power? DOK 3
- Finish reading and discussing articles (include a CER about what these rituals showed about the tribes). Visual media DOK 2

- Week 4
- Read articles and research about the building of the Dalles Dam-
- Discussion: Who had the decision making power to build the damn? If power were shared, how might the decision been different? DOK 3 (oral evidence from text)

- Week 5
- Read and discuss "Relocation and the Celilo village Community"
- Planning my Writing sheet
- Read "The People Speak about Celilo Falls" and complete "Feelings of Loss" worksheet after watching a video about last Salmon Feast.

- Week 6
- Conclude the unit with discussion about how emotially connecting to the place (building the model, seeing it in action) impacted your view of learning about what happened to the Yakama (then spelled "Yakima") (WA) , Umatilla (OR), Nez Perce (ID) and Warm Springs (OR) people?

Week 2

- Standard 4.3 (characters)
- DESCRIPTIONQUESTION STEMS
- Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood)
- How does event X affect Y?
- Why does event X affect Y?
- Explain why characters behave, act, think, speak, feel, etc. as they do in various stages of the text
- Which statement best describes why character X did Y?
- Which statement is true about the character?
- Why did X do Y?
- Identify specific details in the text that reveal information about a character (e.g., a character's thoughts, words, or actions)
- What does sentence or detail X reveal about the character?
- Which sentence or detail best demonstrates character X's...?
 - Continue reading articles and write CER arguing for and against the dam.
 - Debate and discuss the Dalles Dam
 - Background information to the Negotiations
 - Continue reading information
 - Continue reading information and discuss about negotiations

Taking a standard into DOK example (4.3)

1	2	3	4
What is character?	Describe the character and their traits.	Make a character map that uses details from the text to support your thinking	Use the story you read in your small group and write a journal entry from a point in the story of your choosing. Have the character describe their day. Show that you used the text in your narrative.
What is a setting?	Describe the setting of the story in depth.	How would you describe the character in ____? Use evidence to support your thinking.	
What is an event.			

	2	3	4
What is story structure?	Explain the structure of X in paragraph #.	Which phrase describes the structure of the text? Use evidence.	Write a narrative story as one of the characters in a reading that you read. Consider the details of the story to add interest to your narrative.
What are some kinds of story structure: -cause/effect -comparison -problem/solution -chronology	Identify the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an entire text or part of a text	What is the structure of the text? Use evidence to support your thinking.	
	What is the overall structure of the passage from ____	What words help to describe the overall the text?	
	How do the authors organize information in paragraph ____ of the passage from ____		
	Know which graphic organizer will help you think about each type of structure?		



Q & A