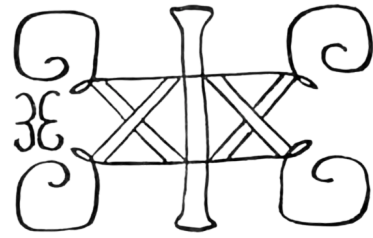


## ELA Educator Guide - Grades 9-12



### **Background:**

This guide includes a variety of lessons, activities, and resources that can be used by educators across what is now called Maine to incorporate Wabanaki Studies into their own ELA curriculum. The Wabanaki are a people of the present day and are an important part of today's society. Taking a contemporary focus on Wabanaki writers allows students to learn about the Wabanaki through their artistry and impact, rather than through an outdated, historical viewpoint. This guide offers opportunities for students to meet Maine ELA standards while simultaneously developing a deeper understanding of who the Wabanaki are today.

### **Guiding Questions:**

- How can writing be a powerful tool for conveying an important message?
- How can we use poetry to understand complex social and historical issues?
- What is equitable (yet unbiased) writing?
- How can we ensure that Wabanaki news is told with Wabanaki perspective?
- How can I work towards the healing of our environment, in partnership with Wabanaki conservationists?

### **Lessons:**

#### **Lesson: [Capturing Your Learning In Poetry](#) in "The Art of Allyship" MOOSE Module**

This lesson explores topics of genocide, sovereignty, and the power of effective legislature. Through the work of Mi'kmaq poet, Mihku Paul, students will identify and analyze meaning and emotion conveyed. After analyzing, students will then write poetry of their own, demonstrating an understanding of Paul's work and an ability to effectively communicate a specific message through their poem.

### **Preparation:**

- Basic experience writing poetry
- General understand of who the Wabanaki are

### **Essential Questions:**

- How has your understanding of the Wabanaki Confederacy's past changed since listening to Mihku Paul's poem?
- How can poetry be a powerful tool for conveying an important message?
- What elements of poetry stood out during Paul's reading?

## **Lesson:** **A Reflection on Indigenous and Anthropological Relations Through the Study of Po...**

This activity involves some close reading of a poem by Wabanaki poet, Natalie Dana Lolar. Students will discuss sections of the poem in small groups, reflecting on both elements of the poetry itself and social/historical issues directly addressed by the author. This resource is meant to provide some direction for an open, thoughtful, and interdisciplinarily-focused conversation that brings the social sciences into an ELA classroom.

### **Essential Questions:**

- What is anthropological poetry?
- How has the relationship between anthropology and Indigenous peoples changed over time?
- How can we use poetry to understand complex social and historical issues?

### **Preparation:**

- Students should have a basic understanding of who the Wabanaki are

### **Standards:**

#### **Language:**

L.5.9-Diploma

- a. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

#### **Speaking and Listening:**

SL.1.9-Diploma

- a. Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- b. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- d. Propel conversations by posing and responding to questions that probe reasoning and evidence.
- e. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

#### **Reading:**

R.5.9 - Diploma

- b. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

R.7.9 - Diploma

- a. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

## Lesson: [Introduction to Journalism \(in a Wabanaki Studies Space\)](#)

Journalism is a versatile tool that can be incredibly useful for sharing important news, spreading awareness, and relaying relevant present-day information. However, the practice of journalism can take on a harmful nature when its product is not presented without bias or an inclination towards a certain portrayal of the given story. Through the exploration of Wabanaki-related news articles, this lesson aims to give students both a general understanding of what it is to be a journalist and a space to reflect on and discuss how this tool can be used effectively as an unbiased and equitable platform to share today's news.

### Preparation:

- Students should have a basic understanding of who the Wabanaki are

### Essential Questions:

- How can journalism be used as a tool to amplify underrepresented voices?
- How can we ensure that journalism remains an unbiased yet equitable source for news?

### Standards:

#### Speaking and Listening:

##### *SL.1.9-Diploma*

- Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

##### *SL.2.9- Diploma*

- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.

##### *SL.3.9-Diploma*

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.

- Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Reading:**

*R.4.9-Diploma*

- Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly

and implicitly, including attending to moments of textual inconsistency or ambiguity.

*R.5.9 – Diploma*

- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
- Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

*R.6.9 – Diploma*

- Analyze the impact of an author’s choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).

*R.7.9 – Diploma*

- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

*R.9.9 – Diploma*

- Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.

*R.10.9 – Diploma*

- Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.
- Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information.

*R.11.9 – Diploma*

- Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
- Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.

**Writing:**

*W.1.9- Diploma*

- Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
- Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.

**Lesson: [KWWNM in the News](#)**

This lesson accompanies the [Geography of the Katahdin Woods and Waters National Monument](#) lesson shared in the [9-12 Wabanaki Connections \(Geography\) Educators’ Guide](#) and connects with the [Introduction to Journalism \(in a Wabanaki Studies Space\)](#) lesson to expose students to the practice of journalism in a Wabanaki-related space.

**Preparation:**

- Students should have a basic understanding of who the Wabanaki are

### Essential Questions:

- How can we ensure that Wabanaki news is told with Wabanaki perspective?
- How can I use my writing to give a platform to other voices?
- How can I create a platform that is simultaneously *equitable* and *without bias*?
- What is the Katahdin Woods and Waters National Monument and why is it important to the Wabanaki?

### Standards:

#### Speaking and Listening:

##### SL.1.9-Diploma

- Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

##### SL.2.9- Diploma

- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.

##### SL.3.9-Diploma

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
- Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

#### Reading:

##### R.4.9-Diploma

- Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly

and implicitly, including attending to moments of textual inconsistency or ambiguity.

##### R.5.9 - Diploma

- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
- Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

##### R.6.9 - Diploma

- Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).

##### R.7.9 - Diploma

- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

*R.9.9 – Diploma*

- Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.

*R.10.9 – Diploma*

- Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.
- Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information.

*R.11.9 – Diploma*

- Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
- Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.

**Writing:**

*W.1.9– Diploma*

- Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
- Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.

**Lesson: [Maine Wabanaki Truth and Reconciliation Commission](#)**

This lesson was originally written for a Social Studies classroom but targets a number of ELA skills and can be adapted interdisciplinarily to fit many classrooms. Students work with a variety of resource types to gain a better understanding of the impact of the Maine Wabanaki Truth and Reconciliation Commission and its impact on healing.

**Essential Questions:**

- What is powerful about the truth and reconciliation model?
- After reading the Wabanaki TRC Report, what are some policy ideas you have to continue to support the impacted individuals and communities?

**Standards:**

**Speaking and Listening:**

*SL.1.9–Diploma*

- Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9–Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Propel conversations by posing and responding to questions that probe reasoning and evidence.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

*SL.3.9–Diploma*

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.

- Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.


**Reading:**

R.5.9 – Diploma

- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
- Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

R.9.9 – Diploma

- Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.

**Lesson:**  **Reciprocal Listening and Responding** (from the MOOSE module, “[\*The Art of Allyship: Partnering With Wabanaki Conservationists for a Better Tomorrow\*](#)”)

Part of learning to develop reciprocal relationships with the earth and with people, is to learn how to listen and then how to respond appropriately. Listening is an act that takes time, care, and respect. All of these qualities are also a part of establishing reciprocal relationships. Learning and observing how the Wabanaki interact with the natural world around us allows students to both think about the importance of reciprocity beyond just person-person relationships and consider how they can make efforts to treat the natural world with a deeper sense of respect as well.

**Essential Question:**

- How can I work towards the healing of our environment, in partnership with Wabanaki conservationists?

**Standards:**

**Speaking and Listening:**

SL.1.9-Diploma

- e. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

**Reading:**

R.5.9 – Diploma

- a. Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
- b. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

R.7.9 – Diploma

- a. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

R.10.9 – Diploma

- Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.
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