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Name of Project: Culture-based Education through Storytelling (Teachers can create a more engaging title for students)	Duration: 9-10 days
Subject/Course: English Language Arts, Social Studies	Teacher(s):
Other subject areas to be included, if any: Language & Culture	Recommended Grade Levels: 7-9

A. Cognitive Strategies	Comprehension	X	Analysis	X	Application	X	Synthesis	X
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B. Culturally Based Education This PBL explores storytelling as a means of transmitting cultural practices, language, and identity. This can be tailored for any community or tribe based on classroom diversity. This is an opportunity for students to investigate and share in the cultural use of storytelling in their community. For example, this could be a way for students to learn about and share stories regarding their family name and its

C. College & Career Readiness In addition to building reading and writing skills for students, this PBL is focused on oral communication and presenting. Students will prepare for and engage in conversations, active listening, and presenting to building knowledge and identity for future success. College and Career readiness also means having interpersonal and intrapersonal skills which are further developed through this unit.

Project Summary (student role, issue, problem or challenge, action taken, and purpose/beneficiary) Students will explore storytelling through viewing informational websites, media presentations, community elders/storytellers, and any other local resources. Their challenge is to create an object of power for talking circles such as a talking stick to share with the class and community as an element of their own talking circles for storytelling. Students will also craft and present their own story based on the categories of types of cultural storytelling.

Pre-requisites to consider: Teacher should consider the cultural backgrounds of students to tailor what community storytellers should be represented. Some students may struggle with the confidence or oral communication skills to tell their story. The teacher may need to have alternate methods of sharing a story such as video, storyboard, or other digital representation. Teachers will also need to have a classroom environment in place that has clear expectations for respect of others and practice with active listening. The teacher should also have a story of his/her own prepared to model

Driving Question How can storytelling be used to revitalize and sustain Native American culture? What is YOUR story?

Entry Event / Hook The teacher should model the art of storytelling either personally or by selecting an engaging example online or from a local community member. This story should be carefully selected to gain student interest and attention.

Products	Individual: Craft a personal story to share with the group (this can include artifacts or media) Content/Competencies assessed: Oral communications skills, reading comprehension, writing	Team: Teams create an object of significance such as a talking stick to be used during classroom talking circles and storytelling Content/Competencies assessed: teamwork, reading comprehension and synthesis, creative design, public presenting
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Community Connection This is a very important PBL to connect to the community. Teachers should reach out to community elders to determine if there are local storytellers to invite into the classroom. If this is not possible, teachers may consider reaching out to the NIEA or other Native organizations to connect to storytellers via a digital platform. Students should also invite the community to hear their stories if the class agrees that this is appropriate.

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Publishing Products (School and Public)	Students may record or produce their stories by film to share with the school. This should be done with student permission based on the sacredness of storytelling and the privacy of the students.			
Resources Needed				
Language/Culture Standards	<p>(World and Native Language Standards-Arizona Department of Education)</p> <p>Interpersonal Communication (IC) Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions</p> <p>Interpretive Listening (IL) Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.</p> <p>Cultures (CUL) Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.</p>			
Instructional Language Focus: (Words or Phrases to translate into Native language)	<p>Talking circle/ talking stick (or related tribal artifact)</p> <p>Object of significance (Teacher should consult with cultural advisors on which objects can be shared publicly.)</p> <p>“Thank you for sharing your story.”</p>			
CCSS Academic Standards	<p>Speaking & Listening</p> <p>CCSS.SL.1</p> <p>CCSS.SL.6</p>	<p>Reading</p> <p>CCRS.RI.1 CCRS.RI.7</p> <p>CCRS.RI.2 CCRS.RI.9</p>	<p>Language</p> <p>CCSS.L.1</p> <p>CCSS.L.4</p>	<p>Writing</p> <p>CCRS.W.2</p>
Materials/ Equipment/Online Resources	<p>Teacher resource: (Lexile levels are too high to turnkey to students in grades 7-9)</p> <p>https://onlinelibrary.wiley.com/doi/full/10.1111/conl.12398</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3098048/</p>			
Community Resources:	Teachers should lean heavily on community elders or tribal organizations to share the community use of storytelling. This is also a way to involve families in the classroom more.			
Reflection Methods:	Students will reflect on and provide feedback for peer storytelling as well as complete a self-evaluation for the entire project.			
Student Discussion methods	Students will discuss texts in small groups/teams and present their findings in various formats each day. The teacher will also lead the whole class in discussions on storytelling and its importance to Native culture. The talking stick (which students will learn about) should be used as a central artifact during talking circles and storytelling.			



PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Culture-based Education through Storytelling

Driving Question: Why is storytelling essential to Native American culture? What is YOUR story?

Day	Key Cognitive Skills	Texts	Daily Tasks/Objectives	Tasks/ Formative Assessments
1	Students comprehend what storytelling is and its purpose and forms.	<p>An Introduction to the Role of Storytelling in Native American Tribes https://www.brighthubeducation.com/social-studies-help/97047-importance-of-native-american-storytelling/</p> <p>American Indian Storytelling https://www.ncpedia.org/culture/stories/american-indian</p>	<ul style="list-style-type: none"> As students join their working teams, they will begin their research of websites/texts to first understand what storytelling is and what types of storytelling were used in the past and in present day. Students should access information from at least two texts to complete a reading log of guiding questions such as What is storytelling? How is it used in Native culture? What types of stories are usually shared? What is the purpose of storytelling? 	<ul style="list-style-type: none"> Reading logs Guided notes/questions Whole and small group discussion
2-3	Students will apply critical thinking and reading skills to analyze stories and design artifacts for talking circles.	<p>Native Storytellers connect the Past and the Future http://cojmc.unl.edu/nativedaughters/storytellers/native-storytellers-connect-the-past-and-the-future</p> <p>Talking Stick and Feather: Indigenous Tools Hold Scared Power of Free Speech https://indiancountrytoday.com/archive/talking-stick-and-feather-indigenous-tools-hold-sacred-power-of-free-speech-HIxdWMdV60CeaMvIVwfqnA</p>	<ul style="list-style-type: none"> Watch the following storytellers and analyze their content and purpose. Look for elements of storytelling that make is engaging and culturally effective https://www.loc.gov/item/ih.200196650/?locl=blogflt https://www.loc.gov/item/ih.200196492/?locl=blogflt Students will begin to analyze several stories from well-known storytellers who have published stories online. Students will also study websites/texts to identify cultural artifacts like talking sticks and how they are significant. Students will design a plan to create an artifact in teams. 	<ul style="list-style-type: none"> Reading logs Team design draft for talking stick/artifact
4-5	Students define revitalization and analyze sample stories of Native foods	<p>Oral Histories of Native Food Revitalization http://www.nativeland.org/oral-histories-native-food/</p>	<ul style="list-style-type: none"> Students present their understanding of revitalization and present a short essay/presentation about a cultural aspect their local tribe/community should revitalize through storytelling and their plan for how to enact that Community elder or storyteller presents a story to students. Students engage with the presenter with questioning about the craft of storytelling Students write a response to the content/delivery of the storyteller 	<ul style="list-style-type: none"> Short essay Team presentations



6-8	Students synthesize information across all texts to present cultural artifacts and purpose for storytelling as well as their own stories.	Talking Circles https://firstnationspedagogy.ca/circletalks.html	<ul style="list-style-type: none"> • Students will determine the process and guidelines for a talking circle to set norms for the class. • Individual: Students prepare their own story to present to the class (and audience if preferred). Students will explain their personal and cultural purpose for their story. • Team: Students present their talking stick (or related artifact) to the group and explain how talking circles and sticks are important to Native culture 	Presentations of objects of power
9-10	Students apply their learning by joining a talking circle to share stories	Access to all texts in the PBL	<ul style="list-style-type: none"> • Students will utilize their talking sticks or other objects of power to join a class talking circle. Each student should be granted time to tell their stories and the class should offer feedback or responses as desired. Ensure the student with the talking stick is respected by the others 	- Storytelling

