

Native Law

Native Law Through Storytelling and Peacemaking

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Diné Institute for Navajo Nation Educators (DINÉ)

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Author Note:

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Introduction

Located along the Eastern banks of the Little Colorado, you will find a quaint little town called Holbrook, Arizona. Nearby, you will find the Petrified Forest and the most beautiful array of colors in the neighboring buttes, plateaus and mountains. Holbrook is home to approximately 5,000 people, 27% of whom belong to the Diné Nation of American Indians. This is a place rich in culture, love and diversity.

Context

The Navajo Nation is the largest reservation of Native Americans in the United States at about 24,000 square miles (Birchfield, n.d.), Today, more than “250,000 people live in the Navajo Nation which lays north of Holbrook city limits.” (World Population Review, 2020). The Navajo people are known as the Diné. Diné is a term that means “the people.” Today, many of the Navajo people remain in their homeland on the reservation that covers part of New Mexico, Utah and Arizona. This area of land is where many of their ancestors lived as well.

Holbrook is home to the Holbrook Unified School District. In an amazing daily feat, buses in this district travel 2,500 miles each day in transporting students back and forth. The bus rides can take anywhere between 1 hour to 2 hours. In this district there are approximately 1,900 students. Holbrook has a very diverse population of which 27% are Native American (World Population Review, 2020). “The 69,000 square-kilometer territory is the largest of the 326 Indian reservations in the United States. The Navajo Nation covers parts of four states in the American Southwest. It is about the same size as the country of Ireland” (Thompson & Weaver, 2015). Receiving a great education is very important to the Native American families and students.

There are 5 schools in the Holbrook School District. Hulet elementary school, where I teach, houses grades 2-5. School begins at 8:00 a.m. and ends at 3:10 p.m. We don't have an after-school athletics program for kids to participate in, but there are local city options. Prior to COVID restrictions, many of the schools also provided tutoring programs from 3:30-4:30. These tutoring programs are to help scaffold and provide additional learning opportunities for students in need. At the school, students are also able to participate in P.E. and Music as their extracurricular activities (Specials). Native American students seem to especially love P.E. and the running and competitiveness that comes with this class.

We have an amazing music program that students can participate in after school. They are able to participate in dramas and musicals. As they get older, this program expands into dancing and singing performances at the high school level. Many students use this as an outlet to share their talents. We even have a top-notch performance hall where many of our programs are held throughout the year.

It is important to note that these kids are 21st century students. What is a 21st century student? Students in the 21st century are students that need to be equipped with specific skills. Students need to be competent in the areas of problem solving, collaboration, critical thinking, and digital literacy. An article focusing on 21st learners' states, “Twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. Students demonstrate creativity, communication, and collaboration. They demonstrate

digital literacy as well as civic responsibility. Virtual tools and open-source software create borderless learning territories for students of all ages, anytime and anywhere.” (Rich, 2010, n.p.). Holbrook School District works diligently to provide students with different learning opportunities and engages them in doing hard things, so that they are able to succeed and prepare to become an asset to their community, when their schooling is completed.

Rationale

Prior to teaching in Holbrook, I was unaware of specifics about Native American Peoples. I especially didn't know about the need to include relevancy for them in the curriculum that I was teaching. Upon my arrival, I learned in my first year that these students are definitely a different type of learner. In my experience, I have found that as students, they don't always speak up, they don't always ask questions, and at times there seems to be no connection. In reflecting as to why this may be the cause, one observation to point out is that these students may encounter difficulties in school is because they have a different learning style or culture difference. This meant that I needed to consider this possibility and change the way I was teaching. Part of that process is learning more about them, as a people, their cultural strengths and possible learning styles.

For many years Native American Peoples have had to gather and rediscover their family history and culture. The invasion of settler-colonists created many obstacles, struggles, devastations and heartache for Native Americans. For hundreds of years, disgraceful acts were imposed upon Native American people, ranging from the Cherokees' Trail of Tears, to battles and massacres, to unmeasurable amounts of discrimination. During the 1800's, settlers began moving west in America. During this time, over 12 million Native Americans perished. In a series of marches, Native Americans were forced to move to the west due to continued strife with settlers moving on and taking their land. Specifically, the Diné people experienced great hardships. There were raids in which Navajo women and children were taken. In 1864, the government forced Navajos from their lands and homes. This march became known as the “Long Walk.” If the Diné did not comply, they were killed. In 1868, a peace treaty was established. Due to the impositions that were placed upon these people, so much of their culture, language, beliefs, and customs have dwindled. That is why these curriculum units and efforts for the Diné students are imperative in creating and sustaining the traditions of the past and bringing them to purpose and focus in present life (Austin, 2009).

I remember sharing details of Thanksgiving and the development of the United States, and for the first time in my life, I realized how delicate this lesson could be. One thought shared, as to why history does not include more accurate information is, “textbook authors are not likely to be of Native American descent, the Native American view of American history is often missing in school textbooks” (Morgan, 2009). Instead of teaching verbatim, I taught small facts about Pilgrims coming and asked students if they had stories or details to share. We ended up focusing on traditions that may have taken place and what things are done at the students' Thanksgiving and then had a culturally diverse Thanksgiving celebration ourselves. I was made aware that just because we know something, doesn't mean there isn't more to the picture and it might be misleading. The more we learn, the more we are able to help. Knowledge is power.

Over time, the Western World has changed things for the Diné, almost to the point of total loss of culture. There is an urgency to save what's left, in order for people to be reminded of, or reintroduced to traditional ways to help keep their way of life alive and thriving. Accurate preservation of Native American cultures is imperative. Two areas that could bring about great cultural involvement are the preservation and learning of the Diné language, and learning about and exercising the concept of Peacemaking as operationalized or found in Native Law.

Part of the reason for the decline in tribal members speaking their language, is that they were forced to attend first, boarding schools and later, public schools. All the instruction was in English. The Native cultures and languages of the children were forbidden. This was to “assist” in the assimilation to a non-Native society. These schools had harsh conditions, ranging from overcrowding, to uneducated teachers, to inadequate food supplies. Native Americans would learn to speak English; or better explained, they were expected to speak ONLY English. Students who were caught speaking Diné were punished (Austin, 2009). Though unfair, this created a dip in maintenance of the Navajo Language. Elijah Allan, an ASU student noted: “Language is one key thing. You can still be Navajo without knowing the language, but there are a lot of teachings, like songs and ceremonies, that can’t be sung in English. It wouldn’t make sense and it wouldn’t be the same” (ASU, 2014, n. p.).

Content Objectives

Native Law

During the introductions of Western Law or Colonial law, the intent was to break up the way Native Americans operated, and gain a certain amount of control, thus, “phasing” out the system of Peacemaking in many ways. In the article written by Robert Yazzie, he explains that “Traditional Navajo Peacemaking, in its modern context, was revived in 1982. It existed for centuries before that and operated underground in communities prior to then... Navajo traditional law is unique...” (Yazzie, 1998, p. 124). Peacemaking was created to include traditional institutions and “ways to use our traditional values as law” (Yazzie, 1998, p. 125)

The Navajo believe that life is balanced when each part is honored. Native Americans have a word that is called ho’zho’. This word is almost a quest for harmony, balance of health, wisdom, and Peace. Ho’zho would be and is a big part of peacemaking. Austin writes that “...the Navajo dispute resolution system called peacemaking brings parties and communities together on amicable terms...does not cast blame on wrongdoers, and identifies and treats the underlying cause of the problem” (Austin, 2009, p. 202).

My goal is to create a comfort and awareness in my classroom concerning Native American cultures. My intent is to make students aware of ways to use peacemaking as their go-to for solving problems as well as creating an enriched vocabulary focus. The unit will be rich in culture and language, and connect this focus with peacemaking options in Native Law and everyday life. The sacredness of peacemaking is part of traditional Native laws and the inviolability of preserving the language is imperative to their way of life and their cultures. This is why law, art, culture, language and everyday life are all entwined.

Language

More than 100 years ago, the U.S. government began sending Native American children to boarding schools, but times have changed. You can see that with the last 20 to 30 years, there has been a great movement to help preserve and restore Native American languages and their culture. When I was teaching at Indian Wells, one of the specials was the Navajo language. Native American students were learning the language of their ancestors, right at school! It was an extremely exciting and rich experience.

Despite improvements, there is a growing concern that the Navajo Language will disappear. Even just three generations later, children as well as many adults don't speak any Navajo. Dr. Robbie Koeperich, (Learning English, 2015), Superintendent of the Holbrook Unified School district, states that, "The Navajo language itself, I believe, is a major concern on the reservation and in our district, pertaining to the preservation of the language. So, the preservation of the Navajo language is part of our mission." This is why I want to be sure to intertwine this focus with peacemaking as part of a cultural preservation in my curriculum.

Making language connections in the Native American culture is so much more than just words. The language includes symbolic meaning, and through reading and symbolism students are able to connect to Mother Earth through their language. In my curriculum unit I will inspire students to share ideas of Mother Earth by making connections to some of the readings and what those connections mean to them on a personal level. Students will share the vocabulary that they learn with their families. I will also ask the students to bring anything from home that helps them make a connection with this book, and that they would like to share.

Native Law and Peacemaking

Peacemaking is a skill. This concept may or may not be new to my learners. I will provide a way of teaching the concept so that my Native students as well as any other students, may learn the idea of peacemaking with confidence. They will be able to apply those practices in their situations throughout the classroom environment. Hopefully, they will be able to recognize peacemaking on their own. It will be helpful to have someone familiar with peacemaking, to come in and share some details about it.

Students will need to understand that Peacemaking encompasses a concept or state of being called "Hozho". Hozho is when there is Balance, Peace and Harmony in life. This is due to the reasoning that Navajo believe everything in the universe is "interconnected, interdependent and interrelated." (Austin, 2009, p. 53) The positive behaviors I would emphasize from this would-be kindness, goodness, happiness, being healthy, acquiring knowledge and the application of it, patience and of course peacemaking and peacekeeping.

Throughout this unit, students will participate by using cooperative learning. Collaboration allows for a richer learning experience. Students will learn what positive values are and why they are important. This will teach unity in the classroom, similar to the unity taught in Kinship within the Diné clan system.

Students will learn to respect each other, their surroundings and the belongings of others. Students will listen to each other and realize that when someone else speaks, it is just as

important as when they speak. They will allow each other to have a turn and will be respectful of each other and what each person has to share or say. Students will be encouraged to do things for each other and to help each other. Students will work and focus on harmony in the classroom and how to avoid disputes or look for ways to bring back balance when there is a problem.

I will have students look for concepts that are in the Navajo Law. I will teach them indirectly of the concepts that are part of the cultural law system. Students will share the vocabulary that they learn with their families. Peacemaking is a way of governing a situation when a problem arises. “The process of Peace-Making, seeks justice for everyone involved by engaging the skills and perspectives of community members to come to a mutual solution.”

Community members sit down with the disputing parties to talk through issues, rather than having a “disinterested” third party (e.g., judge or mediator) make the decision for them. The consensual agreement of the parties in peacemaking emphasizes healing and lasting solutions rather than an adjudication of damages or punishment.” (tribaljustice.org, 1982-Present) The Peacemaking process was created to change the way the Navajo were forced to govern their people according to traditional law. This allows the Navajo to maintain a connection with their culture and long used methods of justice.

“Traditional Navajo ways, include philosophy, language, customs, traditions and sense of place, must significantly influence all aspects of government for the Navajo Nation to maintain its distinct group character, continue its culture, develop a culturally compatible economy and maintain its sovereign Indian nations status... (Austin, 2009 p. 38). In 1982, the use of traditional Navajo justice became official court policy. Through much deliberation and advocacy for change, the Navajo Peacemaker Court, “a dispute resolution system” (p. 39) is now official, and is essential to the Navajo justice institution.

One way to teach, share and keep traditions alive is through storytelling. Indigenous people, as well as many different cultures, all over the world, use storytelling to teach important lessons about the past. Even though these stories are part of history, the lessons taught are still relevant for today and even tomorrow.

Teaching Strategies

Oftentimes, when we learn about Native Americans and their history, there is a bias portrayed. In many aspects, what we read is not necessarily the whole truth. It is important when teaching these traditions and way of life, to use authentic material. The text that will be used to help guide students learning about Navajo culture and Peacemaking is called, “The Stone Cutter and the Navajo Maiden.” This book is authentic and is written by Navajo people who reside in Arizona.

This is why I have chosen to use books written by Navajo people themselves, and research accurate details pertaining to culture and peacemaking. In order to help students, they need to understand with accuracy the peacemaking methods they are learning and how they connect to their way of life now and the Diné culture.

The book, “The Stone Cutter and the Navajo Maiden”, was written with a purpose. First, the multicultural text is appropriate for all ages. Second, the characters in the story are somewhat close to who you would see on the reservations today. Lastly, the accuracy of the story portrayed

helps enrich the reader with understanding of times of old as well as present day circumstances, and to understand cultural values and beliefs that are still current and present today. If we as educators allow or provide more opportunities for Native American students to be more traditional in the classroom, we are helping erase the lines of differences of opposing cultures and allowing them to merge by bringing the Navajo students' more traditional culture along with them every day.

This book does a great job at maintaining a traditional focus on many Navajo values and beliefs, even down to the attire demonstrated in the reading. These lessons will take approximately 2 to 3 sessions of 45 minutes each. This book will provide an insight in the classroom that connects directly to an authentic way of life for many Diné people. Through the sharing of this book, I hope to bridge a gap between the keen difference of culture and peacemaking connecting to Native American and others.

This lesson will be done during a reading block over a period of 3-4 days (more if needed). I will offer it during the first few weeks of school (once procedures for reading groups have been established.) I will create a non-judgmental environment as we meet. I want my students to have a safe environment where they can understand each other's roles in the classroom as well as making connections to those roles out of the classroom. I will be able to demonstrate what a common goal is and how they worked towards a common goal in the book. I will look for ways to provide ideas as to what community, kinship and common goals for success may look like.

Specific Objectives

1. Students will build a little of their vocabulary background by being introduced to vocabulary content of the book and the meaning of those words as they connect to the Diné language.
2. Students will also be able to see connections between the language and how it has a deeper meaning to the Navajo way of life.
3. Students will learn about balance and harmony and the sacredness of Earth.
4. Students will learn about community kinship and common goals.
5. Students will share their newfound knowledge with extended family members in their home.

Classroom Activities

Lesson Plan

This is a 2-week plan, for a 4-day school week. This is done in a station rotation, but can be delivered in whole group instruction as well.

Book: *The Stone Cutter and the Navajo Maiden* {*Tsé Yitsidi dóó Ch'ikięęh Bitsédaashjęę*} by Vee. F. Browne and illustrated by Johnson Yazzie.

Description. The story, written in Navajo and English, follows the journey of Cinnibah, a young Navajo maiden who lives in the deep Diné'tah. She looks after her widowed father, and every day she grinds corn into flour to make their bread. To do so, she uses a metate, an ancient grinding stone that has been passed down in her family for generations. When Cinnibah accidentally shatters the metate, she sets out on a journey to find someone who can help her mend the stone. Her quest brings her to a moccasin maker, a potter, and, finally, the mysterious stone cutter. Will he be willing to help her?

A story about loss and recovery, with strong ties to family and community, *The Stone Cutter and the Navajo Maiden* is an excellent early reader for both Navajo children and school children in need of learning more about Navajo culture. Vee F. Browne is from Cottonwood/Tselani, Arizona, and is a member of the Navajo Nation, belonging to the Bitter Water and Water Flows Together clans. She obtained her masters in arts from Western New Mexico University in 1990. A journalist, educator, and fiction writer, Ms. Browne is also an Arizona Interscholastic Athletic Association volleyball and basketball referee. As an award-winning author, she has received much acclaim for her children's books, including *Monster Slayer* and *Monster Birds* (salinabookshelf.com)

Days 1 and 2: Language Content Through Vocabulary. Monday/Tuesday:

Building vocabulary greatly improves literacy instruction. Vocabulary instruction should be a part of each day in hopes of helping to bridge gaps that children may have both in their reading experiences in the classroom as well as life outside of the classroom.

Below is found a suggested list of words that may be beneficial to the students. Learning these words through repetition, will create comprehension and they will be able to recognize these words across contexts. Teachers may choose any words they feel would be beneficial to include as vocabulary content words.

| <u>Adjectives</u> | <u>Comprehensive Definitions</u> | <u>Verb</u> | <u>Comprehensive Definitions</u> |
|-------------------|-----------------------------------|-------------|--|
| Precious | Very loved and important. | Mend | To make something useable again |
| Sturdy | strong/solid | Arrive | To come to the place where you are going |
| Steady | Not Shaking | Balance | To equal; to not fall |
| <u>Nouns</u> | | Prance | To step with lively steps, as in stepping lightly on your tip-toes |
| Hogan (Hooghan) | A home made of logs, wood and mud | | |
| Pasture | Meadow-Grassy area | | |
| Maiden | Little girl | | |

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| Canyon | Land with rocky sides | | |
| Dwelling | A home | | |
| Quest | Journey to find something | | |
| Rainbow | After the rain-when everything is cleansed, a rainbow appears. A rainbow can show a restoring power and new beginning or represents good things. | | |

Wednesday/Thursday: Language Syntax and Morphology. Reading stories to children gives them many examples of morphology and increasing complex sentence structure. These endings and structures should be used in teacher-led discussions across multiple content areas. This will help the students to gain a strong understanding. Examples to consider include:

Present progressive –ing: Falling, grinding, breaking, hiking, walking, talking, helping

Past tense –ed: Walked, hiked, helped, grinded, wiped, arrived

Plural –s: Hooghans, maidens, grandfathers, horses, rocks, canyons, mountains

Third person singular: Runs, hikes, grinds, breaks, talks, helps, arrives

Verb phrases: Is grinding, he walked, was hiking, she arrived

Pronouns: He, she, they, I, we, her, his, their, our

*Students will look at the cover of the book and using what they have learned on Monday and Tuesday, they will construct 2-3 sentences, using vocabulary to explain that they predict the book will be about. Students will then take turns reading their explanations aloud with one another or in front of the class.

Monday/Tuesday Week 2. The teacher will read the book to the students two times during Monday and Tuesday.

| <u>Lesson Target</u> | <u>Highlighted Cultural Meaning</u> | <u>Peacemaking Connection</u> | <u>Group Discussion/ Activity</u> | <u>Activities</u> | <u>Home Connection</u> |
|---|--|---|---|---|---|
| <u>Monday:</u> Students will look through the book at the pictures and make predictions of what they think the story is about. After each child has had an opportunity to make a guess-teacher will read the story to the students. | <u>Common Goals:</u> What was the common goal for the story? | <u>Community Kinship:</u> How did you see the characters working together to create a good kinship in | Students will discuss the roles the characters in the story and why those roles were important. | Students will meet in small groups and act out the story. Each student will identify and choose a character to act out and portray in a | Students will go home and share the story with their parents and how they acted it out with their classmates. |

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| Take note and comment when those predictions were accurate. Provide positive feedback. | | their community? | | live storytelling. | |
| <p>Tuesday: Teacher will guide students during the second reading. Students will use background knowledge to make connections to the story. Students will use context clues to make connections to vocabulary they may not understand. They will look for a deeper meaning in the 2nd reading by making connections to the world around them.</p> | How did the characters each find a way to help Cinnabah fix the stone? | What actions do you see in the story that reflect efforts of peacemaking ? | <p>Discussion questions: why does language matter, why do we name things, what would happen if we didn't have language?</p> <p>Activity: Names of our Class – share our names and discover their meanings</p> | Students will draw their name in some sort of creative way and display it in the classroom to show they are important to our community and help build those community relationships. | Students will gather any information that they have about their names and if they have special meanings that they do not know about. If there are new findings, students will share in the morning during bell work. |
| | | How does practicing peacemaking help the community? How can it help our classroom community? What are some ways we can practice today's reading; have students discuss, peacemaking within the classroom? | | | How can you make peacemaking a part of your home community and the community outside your home? |
| <p>Wednesday/Thursday During these lesson students will focus on the sacredness of the earth and learn about</p> | What does it mean if something is balanced? Allowing students to share and discuss what balance means, | As part of peacemaking, how do you think that balance, harmony and | Before, after and during the lesson, students will be reminded to | Students will create a picture depicting respect for the Earth and | Have students invite family members to participate in balance and harmony by |

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| and understand balance and harmony. | invites the presence of harmony. | respect for the Earth connect to each other and to peacemaking ? | thinking about and discuss what does the Earth give us and why should we respect the Earth? Why do you think the Earth is called Mother Earth? How can respecting the Earth make a difference? Does it help bring balance and harmony to our lives or the lives of others? | demonstrate balance and harmony and they work together to create their masterpiece. They will create a rainbow in their drawing. Teachers will share as they are drawing the spiritual importance of a Rainbow to the Diné as it helps demonstrate the restorative power or goodness. | spending some time together cleaning their surroundings (the Earth) or playing a game together. Teacher could send home a game that connects respect for the Earth to balance and harmony. |
| | Lessons can be modified as needed. | | | | |

Lesson Support

For support throughout the two weeks of station rotations: This could be support for online learning, hybrid and in person learning.

Choice Board. This is a good option for online learning or station rotation.

Stone Cutter and Navajo Maiden Choice Board

Mark a colored word in each box for what you complete daily.

| | | | |
|---------------|----------------|------------------|-----------------|
| Monday | Tuesday | Wednesday | Thursday |
| Red | Blue | Green | Yellow |

| | | |
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| ***Must Do*** | Fluency Station Choose a page from the links provided. This is the page you will | Meet the Author! 1. Watch This! |
|----------------------|--|---|

| | | | | | | | | | | |
|--|---|--|----|----|--|--|--|--|---|---|
| <p>Teacher assignment- Each day access the link here, to have the story read to you.</p> <table border="1" data-bbox="250 554 509 667"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>TH</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | M | T | W | TH | | | | | <p>become an expert on. Practice reading it for 5 minutes each day. When you feel that you are FLUENT and read with expression, record yourself on Flip grid or use BUNCEE to create a slide for your poem. Be ready to share your Flip with the class. It will be read to you, and you will record yourself reading it when you are ready.</p> <p>Text options: Page 2 Page 4 Page 6</p> | <p>2. Respond in this Padlet or in writing. Why do you think these illustrations are important to the story or to the author?</p> |
| M | T | W | TH | | | | | | | |
| | | | | | | | | | | |
| <p>Discussion Board: How can you make a connection with this story?</p> <p>What does it teach you about your own life or experiences? Respond in your writing journal or in your group meet time. If you need to, you may share with a family member. Put their initials in the response box below.</p> | <p>Vocabulary: Choose 6 vocabulary words from the week and do one of the following:</p> <ol style="list-style-type: none"> 1. Write the words correctly in a sentence. 2. Break the words apart with their base words and or prefixes or suffixes. | <p>Write On Draw an illustration of your favorite part of a book and tell me about it in 1-2 sentences.</p> | | | | | | | | |

Today I...

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|--------|---------|-----------|----------|--------|
| Accomplishment | | | | | |
| Today I... | | | | | |

Student Assessment

Pre-assessment

Students will be asked questions pertaining to the unit and focus to see what they know. This will help the teacher gather evidence of the student's readiness and interests on the topic. This will also help the students begin to make connections to what they are learning. This pre-assessment will pique the student's interest and be an invitation to be excited about the forthcoming learning experience. This assessment will be done in a group setting and similar to a KWL chart (a graphic organizer used to "help students organize information before, during, and after a unit or a lesson" (<https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts>), but in vocal form. If the teacher prefers, they can create a paper version, but I feel this pre-assessment will work better in group discussion.

1. What is a Law?
2. Why do we have laws?
3. Do schools have "laws"? What do we call them? (Rules)
4. What do I know about peacemaking and how can this be a part of the rules we follow here at school?
5. How does this extend to our life outside of school?

Formative Assessment

This will mostly be done during the implementation of the lesson. This will help the teacher monitor the learning of the students and offer ongoing feedback that will help the teacher improve their teaching and in turn help improve the learning of the lesson

Self-Assessment

This part of the assessment process will be to help the students strengthen their understanding or comprehension of what they may need help with. Students will use a reflection tool to help them assess their participation in the lesson. This can be given at the end of the week, the day or the lesson altogether. Providing this as an exit ticket will help the teacher have accurate information pertaining to the needs at the onset of the lesson the next day.

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| Participation | I was not on task during the lesson. | I sometimes was on task during the lesson. | I gave my best effort during the lesson. |
| Discussion | I did not participate in discussion during the lesson. | I sometimes participated in the lesson. | I gave my best effort during the lesson and participated often in the discussion. |

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| Following Rules/Procedures | I did not follow rules and procedures. | I sometimes followed rules and procedures. | I was on task and followed all rules and procedures. |
| Goals | I did not focus on my individual goal for the lesson. | I sometimes focused on my goal for the lesson. | I kept my goal in focus and gave my best effort for the lesson. |

1. What was something new that you learned?
2. What can you share to teach others?

Alignment to Standards

2nd Grade

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| 2.RL.3 | Describe how characters in a story respond to major events and challenges. |
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- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures

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| 2.RL.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
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- Through multiple reading of this book, students will make a connection to a different culture and learn an important message that will connect to their life.

3rd Grade

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| 3.RL.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 3.RL.2 | Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text. |

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| 3.RL.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
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| 3.RI.6 | Distinguish one's own point of view from that of the author of a text. |
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In order to enrich comprehension and strengthen reading skills students must focus on asking and answering questions. They will also learn to retell stories they have read, as well as using context clues to enrich comprehension. Focusing on these skills and standards will help students be able to connect to what they are reading on a more personal and comprehensive level.

Diné Standards

Concept 1: I will express critical thinking and to establish relationships with the environment.

Concept 2: I will practice and maintain the sacredness of self-identity.

Dine' Standards Connection

1. This lesson is rich in self-reflection, and critical thinking. By asking students to interact with the lesson, they are able to make real word connections to their cultural backgrounds and within in the school/classroom community. As they assess themselves to see if they understand or need further enriching, they are able to establish an internal relationship with themselves as well as their environment in and out of the classroom. They learn to share those thoughts and feelings through written and spoken communication.
2. This lesson is rich in vocabulary, that helps students make some cultural connections while they are enriching their vocabulary experience. They are able to understand things about themselves separately and united as they learn about peacemaking and their culture. They are able to understand in depth through discussion, exercises and reflection. This will help them realize the sacredness of many things concerning peacemaking and self-awareness and self-identity. As they gain knowledge, they will have the opportunity and ability to not only make a difference for themselves, but also their community.

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