Moral Courage

Analysis of White Mountain Apache Myths and Tales in Search of Elements of Poetry

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Teacher Leadership Shiłgozhóó Institute

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Context

The White Mountain Apache of Arizona is the easternmost of the five distinct groups: White Mountain, Cibecue, San Carlos, Southern Tonto and Northern Tonto. The five communities all share a tradition of farming, harvesting wild foods, and speaking various Southern Athapascan dialects. Religion and social customs are equally comparable. (Goodwin, G. 1939)

Dishchii'bikoh Community School is a one-school district in Cibecue City of the Navajo County, Arizona. According to the United States Census Bureau, in the year 2020, the demographics of Cibecue consists of 1,816 people with 96.2% being American Indians, 2.0% are Asian and 1.8% are White. The community median household income is $16,058 and only 4.7% have a Bachelor's Degree or higher.

According to the school website, Dishchii'bikoh Community School serves roughly 400 Native American students from kindergarten to 12th grade between the ages of 4 to 21 years old. The school has an Apache Language Program wherein all students learn to read and write in their Native Apache language for preservation. The school also encourages students and parents to use the native language primarily in their household. Proudly, they state that approximately 90% of the students in the school are fluent in their Apache language, building the school's pride as they focus, not only on academic achievement, but most importantly, in the preservation of the Apache language and culture.

With a Mission Statement "For Everyone, A Way to Learn, Grow, and Succeed", the school has about 103 employees with separate faculties for Elementary, Special Education and Junior High/ High School located on the boundary of the community. The school also develops a constant partnership with students, families, and the community for academic prosperity. Dishchii'bikoh Community School exhibits an atmosphere that respects the Apache people, using the tribal attributes to raise student awareness and value for their rich Apache culture and people. The school provides opportunities for students to mature intellectually, emotionally, socially, and physically to achieve success and contribute positively to their tribal community and global society.

As an exchange teacher from the Philippines, they tasked me to teach English I for Freshmen, English II for Sophomores and Journalism as an Elective subject for Freshmen to Seniors. As a new teacher of the community and the country, I am using the Arizona Curriculum standards to help my students and myself in analyzing American Literature. As an educator in the tribe, I wish to include Apache texts as part of my instruction in analyzing American Literary Texts.

Rational

As a new teacher of the White Mountain Apache Tribe and the Cibecue community, I always have these goals with me for the betterment of the students: To raise everyone's spirits, to allow everyone to reflect, to assist children in further tracing their ancestry, and to provide them with opportunities that will allow them to preserve their native American culture.

The reason behind these goals is that I, myself am an avid supporter of preserving one's culture and traditions. I used to be a member of a National Dance Company in the Philippines, namely the *Ramon Obusan Folkloric Group of the Cultural Center of the Philippines*. As early as High School, I have been performing on different stages in the country to serve a purpose: to educate the people about Philippine's diverse culture, to preserve and flourish folk arts, traditions, and culture. As early as high school, I was always in awe of how customs of a nation changes through time and curious about how some remain ignorant to their roots. Therefore, I pledged, I will always be someone fighting for history and for the preservation of knowledge and culture.

When I arrived here at Cibecue, I had a lot of questions with me about the Apache culture; some were answered, and some were not. I relied on adults and elders to answer them for me. Surprisingly, some kids in my class seemed to know little about their community, especially its histories and stories. Many kids have a lot of experience in singing and dancing but seemed to be unable to tell me the reason behind these customs. As a teacher, it is my responsibility to lead them to know more about where they come from and to lead them to a reliable source of knowledge. This curriculum unit is just one step toward making this happen.

With the help of Northern Arizona University's Teacher Leadership Shiłgozhóó Institute, I will create a curriculum that will provide a combination of "identity" identification through the practice of analytical skills using White Mountain Apache texts, comprising Creation Myths and Tales in some depth. Text analyses and experiential learning activities through routine, group activities and role playing will allow students with these opportunities. At the end of the unit, the students will produce present a culminating activity showing White Mountain Epic Tales

Content Objectives

A Brief Background of Indigenous Education in the United States

"Indian Education- A National Tragedy, A National Challenge" - A 1969 U.S. Senate Report emphasizing the terrible consequences of forced assimilation on Native American children's schooling.

After arriving from the Philippines to the United States as a Native-serving educator, the first learning that I find intriguing is the history of the Native American education. With the help of Teacher Leadership Shiłgozhóó Institute, I was given the opportunity to dive deeply into this part of tribal history.

According to History Matters, the federal government made an effort to "Americanize" Native Americans starting in 1887, mostly through Native youth education. Here is when the known quotation by Captain Richard H. Pratt comes in: "Kill the Indian, and Save the Man". By 1900, there were thousands of Native Americans enrolled in almost 150 boarding schools across the

country. The majority of these institutions were based on the U.S. Training and Industrial School, which was established in 1879 at Carlisle Barracks, Pennsylvania. Boarding schools like Carlisle tried to methodically eradicate tribal culture while offering vocational and manual instruction. Students' Indian names had to be dropped, native language speaking was forbidden, and long hair had to be trimmed short. Unsurprisingly, Native American parents and children frequently opposed such schools with ferociousness.

According to the 1969 Report of the Committee on Labor and Public Welfare of the United States Senate, made by its Special Subcommittee on Indian Education, "the American vision of itself is of a nation of citizens determining their own destiny; of cultural difference flourishing in an atmosphere of mutual respect; of diverse people shaping their lives and the lives of their children." (Kennedy, E., 1969) However, the subcommittee concludes that the policy of giving Indian children education is a major failure.

The Federal Government is primarily responsible for the children's formal education in the U.S. One-third of the 160,000 Indian students enrolled in public, private, missionary, and federal schools are in establishments run by the government. The federal government also bears a heavy burden of duty for Indian students enrolling in public schools. The Johnson-O'Malley Act of 1934 gave the Secretary of the Interior the power to enter into agreements with States and other organizations in order to provide Indian children with high-quality education. More than 68,000 Indian youngsters were protected by this law in the year 1968. Additionally, as stated in Public Laws 874 and 815, the subcommittee has included Indian children in the impacted-aid formulae and pledged to support Indian education under the Elementary and Secondary Education Act. Therefore, to a large part, the effectiveness and quality of Indian education serve as a litmus test for the knowledge and dedication of the U.S. government.

The following were listed as the precise ways the education system at the time failed:

- Like a kind of battleground, the Indian youth try to defend his integrity and sense of self by undermining the goals of the school in the classroom and at school.
- Schools do not acknowledge, accommodate, or respect cultural diversity.
- Schools promote the Indian student's defensiveness by placing the blame for their own shortcomings on him.
- Schools disregard the significance and legitimacy of the Indian community. The community and the child retaliate by treating the school like an outsider organization.
- An appalling track record of absences, dropouts, low achievement, negative self-image, and ultimately academic failure for many Indian children.
- A continuation of the poverty cycle that undermines the effectiveness of all other federal programs.

According to Native Hope, 2022, this failure is directly related to the negative perceptions some Americans have about Native Americans and Native communities. The majority of Americans had negative perceptions of Native Americans, portraying them as alcoholics, lazy people, and other traits. These prejudices have followed kids into the classroom, resulting in low self-esteem and a detachment from the curriculum—which doesn't acknowledge the true history of Indigenous Americans but instead presents a biased colonial perspective. Therefore, it makes sense that a lot of Native students have a bad attitude towards school that has been passed down through the generations and influences kids today. In fact, compared to other ethnic groups in the US, Native

American youngsters drop out of school at the greatest rate.

According to recent Bureau of Indian Affairs figures, between 29% and 36% of all Native American students leave school, most frequently between the 7th and 12th grades. In locations where parents report that there is a serious lack of awareness of Native culture in the school and community, these figures are significantly higher. The lowest high school graduation percentage among American students is 65 percent, which applies to Native kids solely. Only 9.3% of all Native Americans complete their postsecondary education, which is even more dismal. Through the process of this integration, a priceless culture was lost, families were split apart, and kids were robbed of their childhood, leaving scars that are still visible today.

Along with many other institutions, many are thinking of ways on how the tribes can *heal from the brokenness*. Native American Rights Fund, for example, is working on ways to: preserve tribal existence, protect tribal natural resources, promote Native American human rights, hold governments accountable to Native Americans and develop Indian law and educate the public about Indian rights, laws, and issues. Along with them, Barbara J. Walker is a reading strategist who has published a book to help aid the Native Americans with a specific reading program. Dr. Richard Littlebear made language preservation programs to keep the Indigenous Languages alive.

According to Dr, Richard "Dick" Littlebear in his Keynote Address "Effective Language Education Practices and Native Language Survival" in 1989, the Native American languages and cultures are struggling to survive, and that struggle will only get worse. The Native Americans are going through a cultural transformation that has devalued their languages and cultures, which is one of the reasons why it is getting harder for Native language groups. However, Littlebear reminded everyone that during the past 4,000 years, their cultures have gone through various cultural shifts, and the societies have demonstrated their capacity to endure and adapt. He asked Native Americans to not let this current cultural shift differ from others. He also said "This means we must devise our own strategies to counter the negative effects of cultural transition. Especially since this cultural transition is being complicated by alien organizational systems, by high technology, by alcohol, by drugs, by ambiguous values, by exploding populations, by erosion of language and culture, and by a shrinking world which brings new demands that impact daily the remotest villages and reservations." The Native Americans as minority language speakers are being forced to realign our cultures to match the current educational, economic, political, and social conditions because of these challenges.

This is when Barbara J. Walker's Reading Strategies Program for Native American Students comes in. She gave four aspects of the interactive reading process, the parallel compensatory behaviors of bilingual students, and an instructional approach that reflects the needs of our native students. She said students around the country come from various backgrounds with a diverse range of ideas, behaviors, and viewpoints. Learning to read is challenging for pupils, including Native American students, whose cultural contexts differ significantly from the curriculum and the cultural milieu of the public school. Native American pupils may find themselves at odds with the existing curriculum due to their cultural and language peculiarities. They frequently think and communicate more fluently in their native tongue or a kind of "Indian English" than in the English required in public education settings. Similar to this, cultural differences are not acknowledged in the textbooks or in the way students interact in the classroom. She gave emphasis that "Repeated failure to bridge the gap between the culture of the school and the culture of the family complicates these students' response to instruction; however, few instructional programs address these complications and the resultant needs of these students." This is why she gave the four aspects of the interactive reading

process, the parallel compensatory behaviors of bilingual students, and an instructional approach that reflects the needs of these students. Below are the reading strategies for Native American students, as explained by Walker.

Aspects of interactive reading

The interactive view of reading holds that readers interpret the author's meaning using their prior knowledge, purposes for reading, and the contextual constraints of the literacy event. The first aspect, then, is that readers combine what they know (reader-based inferencing) with information from the text (text-based inferencing) to construct meaning (Pearson & Johnson, 1978). Readers use textual information such as pictures, the letters in words, headings, and the structure of sentences to figure out the author's meaning (Stanovich, 1986). They use this textual information in combination with their prior knowledge. As they read, they say "That looks like a word I know, and it fits in this story."

The second aspect is that readers elaborate what and how they read (McNeil, 1987). As they read they say "Hey, I can remember this because it is like..." They make connections that help them remember and interpret what and how they are reading. These new connections become part of what readers know.

The third aspect of the interactive view is that readers monitor their understanding to see if it makes sense (Baker & Brown, 1984). When their interpretation does not make sense, a buzzer goes off in their heads and they vary their strategies to remove difficulties in interpreting meaning. These readers actively monitor their understanding of text through self-questions that direct the use of fix-up strategies.

Likewise, the fourth aspect is that readers use the situational context to focus their purposes and frame their attitude toward the literacy event (Harste, Woodward, & Burke, 1984; Winograd & Smith, 1987). For example, one student said, "Let's see, this is a history class and I need to read the chapter carefully looking for the major causes of the Battle of the Little Bighorn." Later that day, the same student read a novel and thought "I know how that character is feeling." The different situations affected how information sources were combined, what was elaborated, and how the text was monitored.

Effective readers 1) coordinate sources of information (text and personal knowledge), 2) elaborate meaning and strategies, 3) check (monitor) their understanding, revising when necessary, and 4) use the context to focus their reading. However, when any one of these aspects are excluded for a period of time, readers become "at risk" for failure in reading.

Bilingual readers

When reading becomes difficult, bilingual readers shift away from a weakness and use compensatory strategies. However, sometimes these strategies inhibit rather than enhance meaning construction (Stanovich, 1986). When bilingual students habitually use compensatory behaviors that inhibit interactive reading they become "at risk" for reading failure. The interactive-compensatory theory suggests that reading difficulty occurs when students 1) over-rely on a single information source rather than combining sources, 2) frequently read difficult text limiting elaboration of content and strategies, 3) read without monitoring meaning resulting in passive reading and

4) define the context of reading as a failure situation.

Coordinate Sources of Information

At the onset of reading, students learn to coordinate sources of information. Often, however, bilingual students do not possess appropriate experiences with how English works, which limits their use of background knowledge. They may understand an experience in their own language but do not know how to represent this experience in English. Therefore, these students begin to rely on restating the text to answer the simple questions posed by the teacher. Initially, this strategy is certainly effective when the teachers' questions can be answered directly from the text. However, as these readers encounter more inconsiderate texts (texts that are not well organized and do not reveal question-answer relationships) and avoid using reader-based strategies, their text interpretations become increasingly sketchy. Thus, their over-reliance on text-based inferencing becomes a weakness putting these readers "at risk."

Elaborate

If these students don't receive instruction that helps them integrate information sources, they rely on a single source and eventually read texts that are too difficult. In fact, bilingual readers are often placed in materials beyond their understanding; therefore, they cease to elaborate the meaning relying exclusively on the words in the text. Likewise, studies indicate that readers from various cultural backgrounds interpret textual material differently. The inferences these students do make are influenced by their cultural experiences (Andersson & Gipe, 1983), but many of these inferences are considered incorrect by the teacher. This classroom situation heightens the students' task-definition that "When reading, this inferencing process doesn't work." When this happens, the gap between what readers know and what they are asked to read widens and they cannot elaborate either what or how they are learning. Instead, they increasingly rely on text-based information, seldom checking what they know.

The reciprocal relationships among cognitive skills that occur for effective readers are inhibited because these readers must allocate thinking solely to hazy meaning construction. They become unaware of the strategies they use and, in fact, do not elaborate vocabulary meaning which would, in turn, increase contextual knowledge and facilitate word identification (Stanovich, 1986). This failure to elaborate the information by tying it to their personal experiences results in the inefficient strategy of trying to memorize lots of unfamiliar information in the hope that something will make sense. However, they become increasingly less active because nothing makes sense. By overlying on text-based inferencing, the students rely on a single source of information limiting their interpretation which results in an increasingly passive stance to reading.

Monitor

When these students rely on the text and cease to elaborate their strategies, they develop a less active stance toward text. Their continual failure precludes the spontaneous use of reading strategies. Subsequently, the infrequent use of strategic reading results in a set of disorganized strategies and failure to check reading understanding (Bristow, 1985). When asked questions, they merely respond with "I don't know." They are not really lazy or defiant; they really don't know how to remedy the problem. They did read the text and a buzzer went off in their head telling them what they were reading was not making sense, but they didn't know how to remedy this situation. Instead, they "tend

to reproduce inappropriate text segments or provide no response" (Davey, 1989, p. 696) and change their predictions less often relying on their initial prediction (Maria & MacGinitie, 1982). Since these readers have little experience constructing meaning, they passively read words without actively questioning their understanding.

Use Situational Context

This aspect of active reading permeates the bilingual students' response to instruction. Studies of teacher-student interactions show that bilingual students respond differently in the traditional setting of teacher questioning from mainstream students who talk one at a time and respond with the right answer. Au and Kawakami (1985) found that bilingual children responded better when interaction between them and their teacher was cooperative, letting children spontaneously talk though a story in order to understand it. Thus, "cultural compatibility in interactional patterns may be a necessary, and not just nice, aspect of effective reading instruction for culturally different minority students" (p. 411).

This difference between cultural interactions as well as the compensatory behavior of relying on the text while not elaborating or monitoring meaning complicates their reading problems. After an extended time, these students begin to attribute their failure to a lack of ability which "they believe is a fixed entity... and which they have little of" (Johnston & Winograd, 1985, p. 283). Because they haven't used inferencing when reading, they are generally unaware of the strategies they use when reading. They decide they will not try, because if they try and fail again, they are admitting they're "dumb." They are not really belligerent, but this presupposition leaves them no alternative but to define the context of reading as one of failure reducing their self-confidence (Johnston & Winograd, 1985). Repeated failure coupled with criticisms from parents and teachers contribute to the continued belief that "I'm not able to learn to read."

Instructional response

Bilingual students are "at risk" at every point in the model. They have over relied on the text, ceased to elaborate the content and their strategies, become passive toward their own meaning construction, and finally, defined all literacy events as failure situations resulting in decreased effort. When reading failure becomes so complex, these students need to redefine reading as a problem-solving process where they can succeed. At the same time, they need to identify effective strategies and see the relationship between the strategies they use and their text interpretation. Strategy instruction has been shown to enhance active, strategic reading for bilingual students (Hernandez, 1989). Furthermore, when strategy instruction is coupled with attributional retraining, these readers change not only their strategies but also the attribution for their failure (Borkowski, Weyhing, & Carr, 1988; Schunk & Rice, 1987). In these programs, the teachers assume new roles: they explain, model, and coach strategies as they shift the control of strategy deployment to the students (Pearson, 1985). Initially, they explain what strategic reading is and how the targeted strategies fit into the reading process. In other words, they set goals emphasizing a particular strategy like prediction. Second, teachers model the steps for performing the strategy and discuss when they would use this strategy. When modeling teachers think aloud about how they construct meaning (Davey, 1983); they make the internal thought process visible to the students. Third, teachers coach students as they "think aloud" during reading (Gaskins, 1989). Coaching this internal thought process helps students modify and elaborate their strategies. For bilingual students, coaching is most effective in a small group where they can share "how they got an answer" as well as "what they understood." Finally,

teachers shift the control of meaning construction to the student. To do this, the teacher encourages students to talk about how successful their comprehension was and attribute that success to the strategies they use.

An instructional program was devised at the Eastern Montana College Reading Clinic for bilingual readers where teachers explained strategic reading (goal setting), modeled making predictions, coached the students with strategy-based questions, and shifted assessment to the student.

Goal setting

First, reading was defined as a problem- solving process where readers construct meaning using appropriate strategies. Stories were divided in natural occurring
prediction points and put on overheads. After each section, the steps of strategic thinking were used interchangeably as the group of bilingual students shared their interpretations and strategies. I began by explaining that reading is basically a process of predicting what the author means (Goodman, 1967). The teacher explained that predictions are frequently used in our daily lives. For example, when I get dressed for school, I predict the weather (It is snowing, so it will be cold). If the prediction was incorrect because the temperature rises, we revise our prediction, take off our jacket, and continue our day. The goal of reading is similar: make predictions based on information in the text and what we know, revising that prediction when necessary.

Modeling

Using a short story, the teacher modeled the process by presenting reading as a bet with the author. The teacher put "I bet ... " on a chart in the front of the room, read the title of a story from overhead and made a bet. After this, the teacher put the phrase, "I already know that... " on the chart and explained that sometimes we make bets or guesses based on what we know. Then reader-based inferencing was modeled. Next, the teacher wrote on the chart "The text says..." and explained that sometimes we make bets or guesses because the text has hints about our bets. The teacher modeled text-based inferencing with the next line of the text. Thus, the prediction was made, and the source of information used to make the bet explained.

When incongruencies occurred, the process of revising predictions was modeled. Self-statements like "Oops, that doesn't make sense, I better check the hints" were used to encourage rereading. The teacher then summarized important text clues and talked about what was known about these clues. A revised bet was made and reading continued. When this bet was confirmed, the teacher wrote "Yeah" on the chart and explained that when we are on the right track, we reward ourselves.

Coaching

After the introduction of the chart and modeling the self-questions, a new story was read from the overhead. The betting was continued throughout the text as the strategies of prediction and revision were used alternately between the students and the teacher. To change the instructional context, these students discussed their predictions in small groups of three students. At the prediction points in the story, they summarized and reread the text and then discussed predictions and revisions. Then each group shared their divergent responses and the reasons for these responses with the teacher and other students.

As they shared their thinking, the teacher identified problem areas and modeled alternative ways to think through the story. By reinterpreting the students' predictions and highlighting strategy use, the teacher phased in to coach thinking and phased out to let students independently use strategies. Sometimes the teacher used strategy-based questions to prompt students' reflections (See Table 2).

By participating in the group construction of meaning, the students learned to use the active-constructive process of reading. The small group sharing allowed time for these students to access their background knowledge in a comfortable setting. In fact, sometimes the students used their first language in the small group and then discussed it in English with the teacher. This provided a tie between languages and ways to talk about inferences. During these discussions, the students learned to use their inferencing abilities when reading.

Strategy-based questions Examples:

Does that fit with your previous prediction? What source of information did you use in your thinking?
What can you tell yourself about the ... ? Is that
important information?
What can you say to yourself when you change your bet?

Shifting control

Self-assessment facilitated the shift of control from the teacher to the student. According to Johnston and Winograd, "self-assessment can force attention to the details of outcomes, and to the effects of the use of various strategies" (1985, p. 293). These students needed to graphically see the frequency of strategy use; therefore, we developed team charts that displayed the number of predictions made and sources of information used. During the story discussion, the number of predictions, text references, reader references, and checking references was recorded (See Table 3). The chart forced attention to the strategies they were using.

Chart of reading strategies

I bet...................................... 1 2 3 4 5 6 7 8
I know that. 1 2 3 4 5 6 7 8
The text says........................... 1 2 3 4 5 6 7 8
Oops. 1 2 3 4 5 6 7 8
Yeah. 1 2 3 4 5 6 7 8
Following the story reading each student met individually with the teacher to discuss their reading behavior. After reviewing the data on their group participation, they completed an open-ended statement about their meaning construction: "Today my reading was (poor, fair, good, excellent) because I used (predictions, checked the text, checked what I knew, checked with my group, changed my bet when I got more information, gave myself credit when I was right)." Consequently, the students evaluated both their strategies and comprehension after each selection (Wilson, 1989).

Finally, to refocus their attributions we asked the students to evaluate their strategy deployment in relation to the effort they spent. At this point we discussed the relationships among strategies, effort, text, and task to establish effective attributions for reading.

It is important to remember in using this process that if the first stories used are from the native culture, the student will be better able to relate the stories to their prior knowledge, make predictions, and use other effective reading strategies.

The reading strategies mentioned will help Native Americans who are multilingual and have struggled with reading for years, instruction must include both method training and attribution retraining in cooperative learning groups. Lessons must be with interactive reading as the objective and must carefully fuse text with first-hand experience. The instructor must have practiced and taught an interchangeable series of self-questions with groups of bilingual pupils (Walker & Mohr, 1985). These strategies will allow the students to rate their comprehension, attributing text interpretation to both effort and strategy use. The bilingual readers are able to build a repertoire of methods for generating meaning as well as the language to discuss this construction thanks to the tactics that were shared, appreciated, and rewarded in the cooperative learning groups.

All in all, just like what Captain Richard H. Pratt said in 1892, that we must stop trying to convince the Indian that he isn't a full-fledged man and instead fully acknowledge that he is just as capable as we are and only needs our privileges and opportunities to assert his humanity and manhood. When we treat him consistently in line with that understanding, when we stop subjecting him to conditions that keep him in servitude and surrounded by backwards influences, when we give him the freedom of association, when we stop teaching him that he isn't a man, then the Indian will rapidly show that he is capable of becoming fully civilized, and he will determine how to deal with the *Indian* on his own.

Teaching Strategies

This Curriculum Unit for an English I class uses Native American texts: Creation Myths and Tales for holistic analyzation in search of Elements of Literature: Figures of Speech, Characterization, Point of View, Style and Voice. These Apache texts will allow students, other than applying the Elements of poetry, but also to analyze texts that will allow them to identify universal themes that fall on their culture for them to reflect, relate and apply moral teachings: loyalty, generosity, humility, honor, integrity, harmony, diversity, achievement, language revival etc. This unit will be given before the 3rd quarter ends in application of all the other Elements of Literature that they have mastered in the first semester. The texts to be read in class are:

"Myths and Tales of the White Mountain Apache" by Grenville Goodwin, an original book copy from Indiana University. Retrieved from HathiTrust Digital Library.

1. Creation Myth "The Earth is Set Up" told by Bane Tithla of the Eastern White Mountain of San Carlos
2. Tale "He Goes to His Father: Slaying of Monsters" told by Palmer Valor of the Western White Mountain band and t'i·slednt'i·dn clan, of Canyon Day
3. An Epic Tale "He goes to his father: Obtaining bow and arrows: Vulva Woman: Slaying of Monsters: How Gila Monster got his name: Turtle save his comrade na·ye'nezyane wins his wife back: na·ye'nezyane obtains horses"

At the start of the school year, the students are taught of a routinary activity that they must follow every day. They were informed that Bellworks are done every day in the first 10-15 minutes of class, depending on the difficulty of the prompt. They were also oriented that each literary text follows a routine: Vocabulary Building, Pre-reading Activity, Reading, Post-reading and/or Quiz.

Bell work

This is the first activity the students need to accomplish daily in class. When the first bell rings, they come into the classroom and get their notebooks and settle down to write their one-paragraph response to the bell work prompt shown on the board. They must follow the correct paragraph writing format: topic sentence, body sentences and concluding sentence. Bellworks must comprise 5-6 sentences for the freshmen.

Vocabulary Building

Vocabulary Building prepares the students before reading the texts. Its aim is to encourage students to actively consider word definitions, word relationships, and utilize words in various contexts. The most likely way to affect comprehension is with this kind of in-depth, rich training to influence comprehension. Vocabulary Building can be Cloze Reading, Matching Type, Research: Word Definition and Sentence Writing, Context Clues Practice, Sentence Completion/ Gap Fill Sentences, and others.

Pre-reading Activity

As a form of interactive reading, pre-reading activities engage students in the different Key Ideas present in the text with the help of graphic organizers. Graphic Organizers can be Venn Diagram, Flow Chart, Circle Map, Sequence of Events, Organizational Chart, T-chart, Cause and Effect Map, Idea Web/Wheel and others. The purpose of the graphic organizers is to brainstorm an idea or topic using related information or a corresponding flow of ideas. The pre-reading activity allows the students to be prepared and to activate their schema or their background knowledge and prior experiences to easily transition to reading.

Reading

The students will now read, either out loud, or through Close Reading. Literary Skill Focus is discussed prior to reading to inform the students of which reading and literary skills they must use to fully understand the text. They must accomplish a set of reading comprehension questions during and after reading to make sure they comprehend the text. Basic comprehension questions are meant to increase a student's understanding of the significance of the tales. Open-ended, "what" and "how"

type questions are frequently used in well-thought-out and fruitful discussions. Student's ability for inference is aided by effective questioning methods. When asked, "What information is concealed and what might happen next," the learner is prompted to think.

Quiz

A quiz is given after every literary text. Its purpose is to quickly assess a student's understanding of the text, giving teachers an understanding of their progress and any knowledge gaps they may have. It is a brief knowledge test with 10 or less questions which can be in multiple-choice, fill-in-the-blanks, true/false, and short answer forms. We may also use diagrams and organizers in the quizzes.

Whole Class Instructions

In every transition from Vocabulary to the Quiz, the teacher instructs the entire class either by peer checking their works in the vocabulary, pre-reading, reading and quiz activities or by transitioning from one activity to another. Whole-class instruction is also used in giving the daily goals and in giving the key Literary Skill focus for a specific text.

Classroom Activities

I. Lesson Plan

Lesson 1: Introduction to Native American Literature: White Mountain Apache Creation Myth
Literary Skill Focus: Imageries

Overview

Students will be given an introduction to Native American Literature using a creation myth "The Earth is Set Up" told by Bane Tithla of the Eastern White Mountain of San Carlos, retrieved from the "Myths and Tales of the White Mountain Apache " by Grenville Goodwin. (Lesson will last for 2-3 days)

Arizona Standards:

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Objectives:

At the end of the lesson, the students will be able to:

- Define key vocabulary.
- Activate prior knowledge and make text-to-self connections.
- Explore the key idea: *creation*.
- Identify imageries used in the text.
- Infer the main idea and supporting details.
- Synthesize and interpret myths.
- Write to inform and express personal ideas to various audiences.

I.   Bellwork

Prompts: Students will write 5-6 sentences related to the prompts.

What cultural activity do you still practice? (e.g. dance, songs, rituals, prayers, etc.)
What do you know about the history of the community?
Discuss a part of Native American History that you know.

II. Vocabulary:

Close reading: The students will complete the sentences using the words in the box.

cane	crawl	steady
thorn	daylight	

1. It was broad _____ when we woke up.
2. A _____ can support so much body weight.
3. While holding the guns, the soldiers _____ it and fire.
4. "There is no rose without a _____."
5. Through a small hole, we got down to our knees and _____ in.

III. Pre-reading Activity

Essential Question: *What helps us understand the world around us?*

Since the dawn of time, people from all walks of life have assembled to discuss one of life's most important questions: how was the universe created? This question regarding the beginning of the world has an explanation, which is provided by the White Mountain Apache Creation Myth that you are going to read.

DISCUSS What various creation narratives—such as biblical legends, scientific ideas, or tales from other cultures—have you heard or read?

As many of these accounts as you can remember, use a concept map to organize your ideas. See Figure 1 for the organizer.

IV. Reading

The students will read the White Mountain Apache Creation Myth "The Earth is Set Up" told by Bane Tithla of the Eastern White Mountain of San Carlos, retrieved from the "Myths and Tales of the White Mountain Apache " by Grenville Goodwin. Prior to reading, the teacher must explain first the Literary Skill Focus: meaning of Myth, our relation to it, and when we often see it.

Literary Skill Focus: Imagery

A *myth* is a traditional tale that describes how a certain part of human nature or the natural world came to be. These tales typically involve supernatural creatures or occurrences. A creation myth is a particular form of myth that typically:

• explains how the universe, the earth, and life began;

• maintains and validates social norms and values;

It might remind you of a science fiction movie or book by these aspects of legendary literature. The characteristics of creation myths are frequently employed in movies like Star Trek and 2001: A Space Odyssey to offer an alternative account of how the world was created or destroyed.

In the creation myth, you will also encounter imageries that help us create images in our minds while we read,

Imagery- words that appeal to the senses: sight, sound, taste, touch, and smell

- refers to the "mental pictures" that readers experience when reading literature

-achieved by the author through the use of descriptive words

Reading Strategies: Reading a Folk Literature

Folk literature, which comprises myths, fables, folktales, and legends passed down orally from one generation to the next, is undoubtedly already familiar to you. You are going to read another piece of folk literature, the creation myth. The following reading techniques will assist you in understanding and appreciating the myth's message as well as learning more about the society it originates from:

• Read the myth loudly or read it silently while giving the storyteller's voice in your head.

• Take note of the creation-related specifics and natural riddles that the myth describes.

• Draw conclusions about the social ideals or traditions that are presented through the characters and circumstances.

• Pay attention to features that illuminate more facets of White Mountain Apache culture.

The students will answer the following questions during reading.

During Reading Questions:

1. How does this origin myth compare to and differ from other creation stories you have heard or read so far? Describe your response and provide information.
2. Reflect on the significance of "the number of four" in this narrative. What does this imply about the White Mountain Apache culture?
3. Encircle the sensory images present in the 2nd paragraph.]\
4. Encircle the words in the 3rd paragraph that help you visualize the "hair".
5. What four directions were mentioned in the myth?
6. Notice how when a situational problem arises in the creation of the earth, a solution is instantly given. What does this portrayal of White Mountain Apache values reveal to you?

V. Quiz:

I. Using a flow chart, sequence the events for "The Earth is Set Up".

II.   Write 3 personal questions you have which were answered in the myth. Organize your questions and answers using a table.

After each activity, the teacher checks class work with students through discussion and correction.

II. Lesson Plan

Lesson 2: White Mountain Apache Tale: "He Goes to His Father: Slaying of Monsters" told by Palmer Valor of the Western White Mountain band and t'i·slednt'i·dn clan, of Canyon Day

Literary Skill Focus: Conflict

Overview

Students will analyze "He Goes to His Father: Slaying of Monsters" told by Palmer Valor of the Western White Mountain band and t'i·slednt'i·dn clan, of Canyon Day, retrieved from the "Myths and Tales of the White Mountain Apache " by Grenville Goodwin. (Lesson will last for 2-3 days)

Arizona Standards:

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is

shaped and refined by specific details; provide an objective summary of the text.

9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Objectives:

At the end of the lesson, the students will be able to:

- Describe how characters' thoughts, words and actions develop the plot and explain how this contributes to the sequence of events.
- Define key vocabulary.
- Activate prior knowledge and make text-to-self connections using a graphic organizer.
- Explore the key idea: *survival*.
- Identify conflicts present in the text.
- Infer using supporting details/ predict future events.

- Compose a written piece in response to literature text.

I. Bellwork

Prompts: Students will write 5-6 sentences related to the prompts.

How can you make the world more awesome?

What changes do the community need?

If you knew you could not fail, what would you do?

II. Vocabulary:

Sentence Writing: The students will identify the meaning of the following words and write their own sentences using each word.

1. Definition: bushes-

   Sentence-

2. Definition: black grama grass-

   Sentence-

3. Definition: tassel -

   Sentence-

4. Definition: dew -

   Sentence-

5. Definition: stir-

   Sentence-

6. Definition: quiver-

   Sentence-

7. Definition:mocassin -

   Sentence-

8. Definition: barren -

   Sentence-

9. Definition: burros-

    Sentence-

10. Definition: metal-

    Sentence-

III. Pre-reading Activity

Essential Question: *What qualities make someone a survivor?*

What qualities help a person succeed in a survival test? In the White Mountain Apache adventure tale "He Goes to His Father: Slaying of Monsters," it is the question that is posed.

Discussion: Together with your group, come up with scenarios that might serve as survival tests. This could be as intensely theatrical as rage or as deeply personal as parent loss. Explain the traits and skills necessary to pass the test, and give justifications for each option. Then make a list of every trait you came up with, rank the top four, and plot them on a bubble map. See Figure 2 for the organizer.

IV. Reading

The students will read the White Mountain Apache Tale "He Goes to His Father: Slaying of Monsters" told by Palmer Valor of the Western White Mountain band and t'i·slednt'i·dn clan, of Canyon Day, retrieved from the "Myths and Tales of the White Mountain Apache " by Grenville Goodwin. Prior to reading, the teacher must explain first the Literary Skill Focus: meaning of Myth, our relation to it, and when we often see it.

Literary Skill Focus: Conflict

A writer typically adds one or more *conflicts* that the main character must deal with in the story's escalating action. Conflicts or complications appear which escalate the tensions and heighten the reader's sense of suspense appear as the escalating action takes place. Identify how Palmer Valor creates tension in **"He Goes to His Father: Slaying of Monsters"** as the main character runs into problem after confrontation. Find the conflicts as you read, and make note of any issues that occur.

Reading Strategy: Visualizing the Tale

Successful readers continuously picture the settings, people, and events of a tale in their minds by creating a visual in their minds' eye from the facts. Valor uses specifics in this tale to paint a picture of how Na-ye'nezyane takes adventure to go to his father, where unusual things occur. Use the visualization technique as you read. Let it aid in your understanding of the environment,

people, and activities that surround this experience. Use a chart similar to the one in the image to note plot details that help you visualize and even predict the story.

The students will answer the following questions during reading.

During Reading Questions:

1. What kind of feeling does the opening paragraph convey? What words help give you this conclusion?
2. Reread the 2nd paragraph, what is the goal of Na·ye'nezyane? What is the first conflict he encountered?
3. After the 2nd paragraph, what do you predict might happen to Na·ye'nezyane as he get over numerous complications?
4. Reread the 3rd paragraph, who did Na·ye'nezyane meet and what is his relantionship with this person?
5. What mood was shown as Na·ye'nezyane talk to his grandmother? What words help give you this conclusion?
6. In the 4th paragraph, suspense was made by showing more complications. What do you think will happen next?
7. Which fourth-paragraph details help you to picture the scene? Give exact quotations for proper evidences.
8. What kind of creatures do you think Na·ye'nezyane will encounter in the 5th paragraph?
9. Describe the image you have in your head of the Sun's home. Do you think the location is pleasant?
10. The encounter between Naye'nezyane and his father added to the plot's difficulties. To visualize and forecast future events, use hints and quotations from the text.
11. The number "four" was shown in this text. What does it symbolize in the text?
12. How was the conflict resolved? How did the tale end? What did Naye'nezyane contribute to the world?

V. Quiz:

Part I: Using a Plot Diagram, sequence the Exposition, Rising Action, Climax, Falling Action and Resolution for **"He Goes to His Father: Slaying of Monsters"**. Make sure to include the Conflict in the Rising Action.

Part II: In a 3 paragraph essay, answer *what qualities make someone a survivor?* Use your pre-reading activity to help you.

After each activity, the teacher checks class work with students through discussion and correction.

   III. Lesson Plan

Lesson 3: White Mountain Apache Epic Tale

Literary Skill Focus: Imageries

Overview

Students will read an Epic Tale "He goes to his father: Obtaining bow and arrows: Vulva Woman: Slaying of Monsters: How Gila Monster got his name: Turtle save his comrade na·ye'nezyane wins his wife back: na·ye'nezyane obtains horses" told by Bane Tithla, retrieved from the "Myths and Tales of the White Mountain Apache " by Grenville Goodwin. (Lesson will last for 2-3 days)

Arizona Standards:

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is

shaped and refined by specific details; provide an objective summary of the text.

9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Objectives:

At the end of the lesson, the students will be able to:

- Define key vocabulary.
- Activate prior knowledge and make text-to-self connections.
- Explore the key idea: *epic*.
- Perform a White Mountain Apache epic tale through role playing.

• Bell work

Prompts: Students will write 5-6 sentences related to the prompts.

If you could live a life of another person, who would it be? Why?

What profession/work are you interested in doing in the future? What

are your plans after high school?

- Vocabulary:

Each team will prepare a 5-item vocabulary activity before their presentation to prepare their classmates for each presentation.

- Pre-reading Activity

Essential Question: *What is a HERO*

Is it the DESTINATION or the JOURNEY?

A key design: Who comes to mind when you hear the word "hero"? Do you picture a person with extraordinary physical strength? enormous bravery? a unique skill? One mentioned epic hero mentioned in White Mountain Apache Text is Naye'nezyane who possesses both heroic qualities and human flaws, is introduced in this epic tale.

Discussion: Make a list of people who are usually regarded as heroes in a small group. Discuss each person's heroic traits. Which traits do heroes seem to share in common?

As many of these accounts as you can remember, use the table below to organize your ideas. See Figure 3 for the organizer.

- Reading

The students will read the White Mountain Apache Epic Tale "He goes to his father: Obtaining bow and arrows: Vulva Woman: Slaying of Monsters: How Gila Monster got his name: Turtle save his comrade na·ye'nezyane wins his wife back: na·ye'nezyane obtains horses" told by Bane Tithla, retrieved from the "Myths and Tales of the White Mountain Apache " by Grenville Goodwin. Prior to reading, the teacher must explain first the Literary Skill Focus: meaning of Myth, our relation to it, and when we often see it.

Literary Skill Focus: Epic Hero

A larger-than-life figure, typically a male, the *epic hero* pursues lengthy and perilous adventures. He carries the destiny of his people on his shoulders, with unique creatures alternately helping him or hindering him. An iconic figure that appears in works from various eras and civilizations is the epic hero. One mentioned epic hero mentioned in White Mountain Apache Text is Naye'nezyane who possesses both heroic qualities and human flaws, is introduced in this epic tale and has influenced our conceptions of the qualities that a hero ought to possess:

• tremendous bravery and strength. Guillotine, another word for cunning and deceit

• excessive arrogance and a propensity to ignore cautions

Every great hero embodies the ideals of his or her society. Think about the problems that Naye'nezyane encounters as you read the "He goes to his father: Obtaining bow and arrows: Vulva Woman: Slaying of Monsters: How Gila Monster got his name: Turtle save his comrade na·ye'nezyane wins his wife back: na·ye'nezyane obtains horses" told by Bane Tithla.

Reading Strategy: Reading an Epic Tale

Reading an epic requires similar techniques to reading any narrative poetry.

• Keep a record of what happens.

• Imagine the scenes.

• Consider how epic similes and other figurative language can add to the story's vividness and intrigue.

• Reread challenging passages several times. For comprehension support, go to the side notes.

• Read the poem aloud as it was intended to be understood.

Keep track of significant incidents as you read and reflect on whether Naye'nezyane reach his goal

The students will perform this task as a during reading activity.

The students will be divided into 8 groups. By draw lots, they will perform a short role play, telling the story of the following portions of the Epic Tale. A 5-10 minute presentation must be made with props and costumes.

1. "He goes to his father"
2. "Obtaining bow and arrows"
3. "Vulva Woman"
4. "Slaying of Monsters"
5. "How Gila Monster got his name"
6. "Turtle save his comrade"
7. "Na·ye'nezyane wins his wife back"
8. "Na·ye'nezyane obtains horses"

• Quiz:
   In a paragraph, how did the role plays help you in understanding the tales of Naye'nezyane?

After each activity, the teacher checks class work with students through discussion and correction.

Student Assessment Plan

1. Pre-Assessment will be given to identify students' prior knowledge. This will identify which lessons and skills to focus on and how the flow of the lessons will be. Tests and

graphic organizers can be used.

2. Formative Assessments are given to identify students' progress and understanding of each text: bellworks, journals, paragraph writing, essay writing, recitation, board work, group activities, role playing, during reading comprehension activity, post reading activities and quizzes.

3. Summative assessments, aligned with the Arizona Standards, are given to identify their learning benchmark. Tests are: End of term exam, and Benchmark Tests.

4. Culminating Activity for their role playing will be organized to assess students' group efforts.

Alignment with Standards

The standards used in this curriculum is the Arizona Curriculum Standards for English Language Arts. All standards are grade appropriate and focused on text analyses. The standards the students need to achieve are:

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is

shaped and refined by specific details; provide an objective summary of the text.

9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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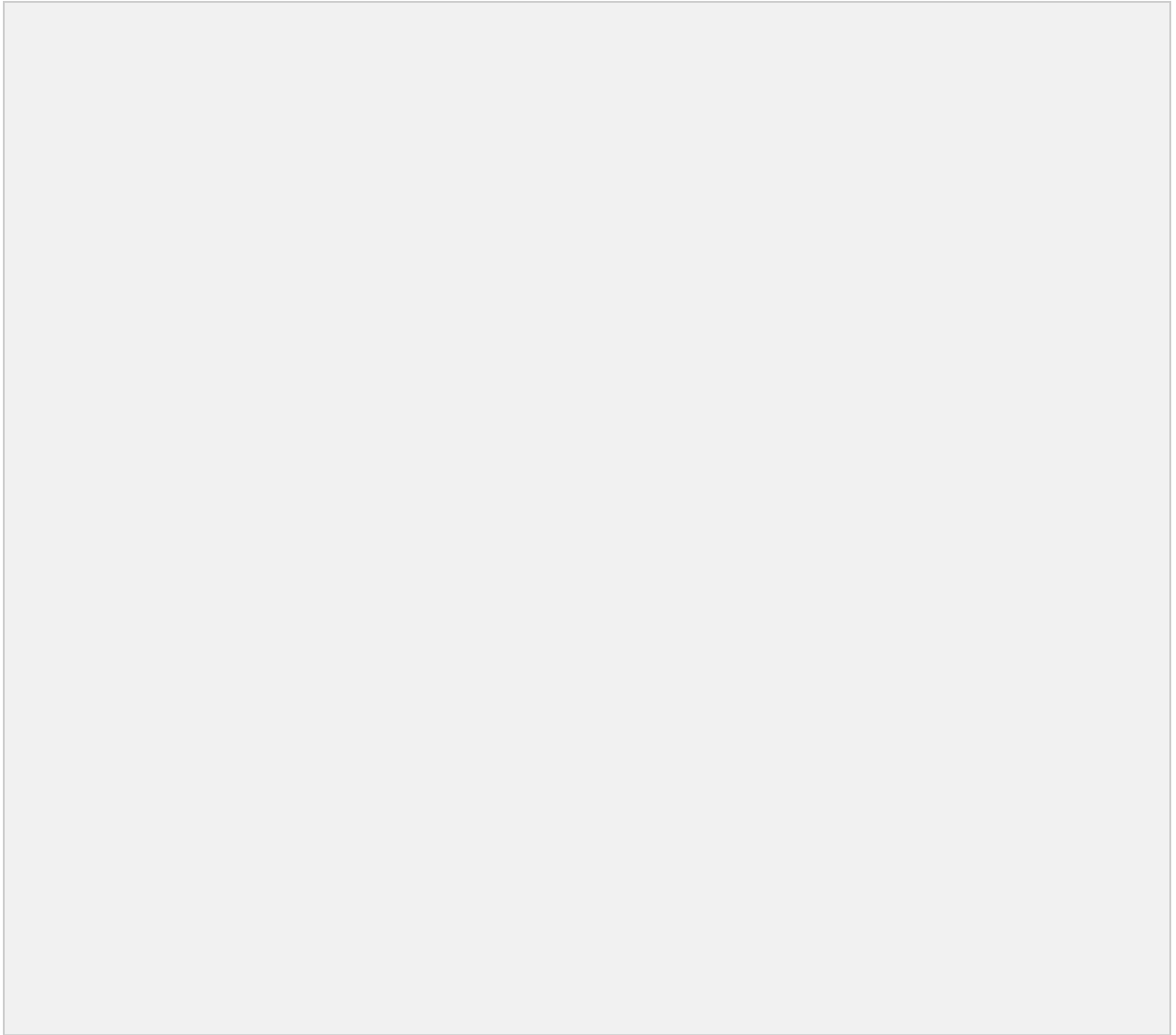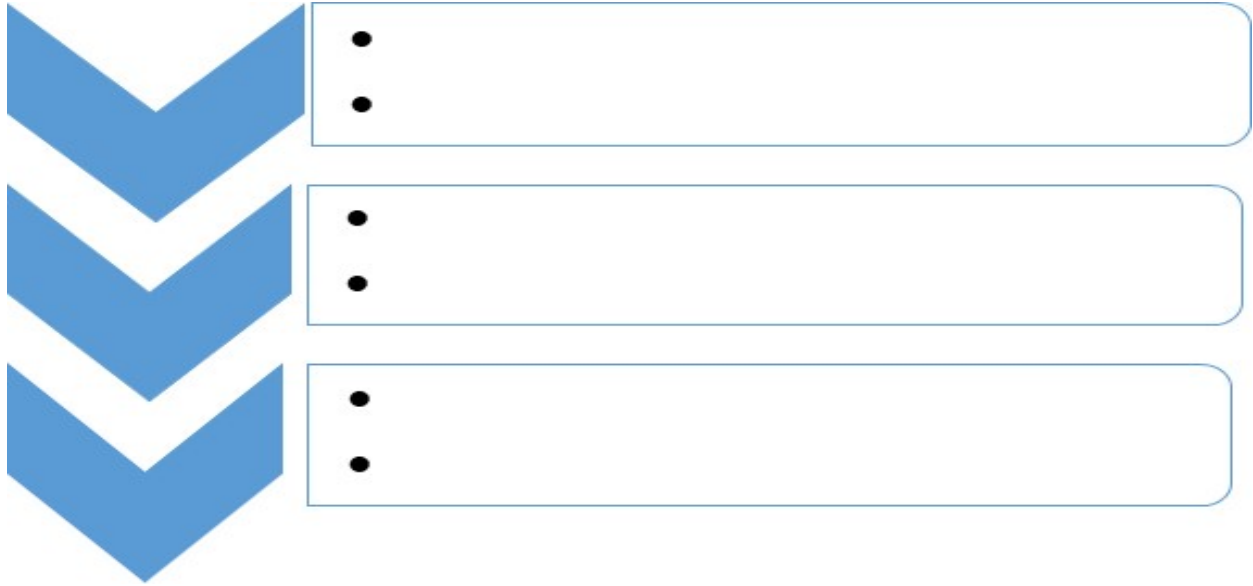
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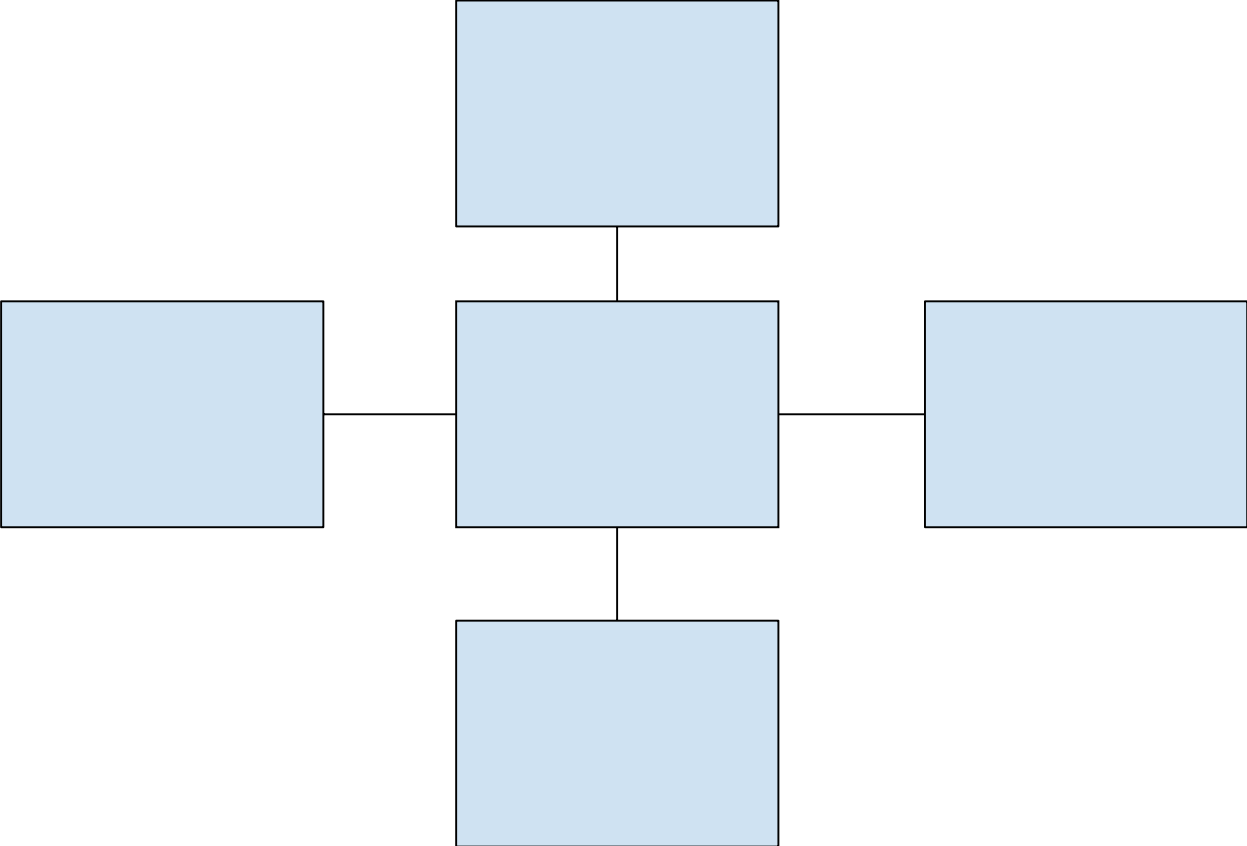
Figure 1

Figure 2

Names of Heroes   -Contributions this person made for the betterment of the society/world.

-Specific qualities (use adjectives)

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-
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Figure 3