

Indigenous Literature as a Window into Social and Emotional Learning

The Fire Within: A Social-Emotional Novel Exploration Project

Marsha Appling-Nunez

Diné Institute for Navajo Nation Educations (DINÉ)

2022

Author Note:

Marsha Appling-Nunez is an English Language Arts teacher at Monument Valley High School in Kayenta, Arizona. Correspondence about this curriculum unit can be addressed to

[dineteachersinstitute@nau.edu](mailto:dineteachersinstitute@nau.edu).

## Context

This unit's use of wording like "American Indian", "Native American", "Peoples" and "Indigenous" is done respectfully and with full understanding and humility that there are numerous tribes and reservations residing on sovereign land within the United States of America and beyond. It further recognizes that each tribe is unique, has differing forms of governance, and beliefs.

Monument Valley High School (MVHS) is part of the Kayenta Unified School District #27 (KUSD), located in Kayenta, Arizona within the sovereign land of the Navajo Nation. For the 2021-2022 academic school year, MVHS has six-hundred and thirty-seven students enrolled. There were one-hundred and fifty-six in Grade 9; one-hundred and sixty-six in Grade 10; one-hundred and sixty-two in Grade 11; and one-hundred and fifty-three in Grade 12. Of the 637 students attending MVHS 76% of the student body is on Free/Reduced lunch. Currently only 14% of the population has been identified as requiring Special Education (SPED) services. Coincidentally MVHS also indicates that 14% of their population are English Speakers of Other Languages. Presently 94.80% of the registered students identify as American Indian, 1.7% are identified as Hispanic, 2.9% are noted as multiethnic, and 0.6% are Caucasian. The students at MVHS have the option of virtual and face-to-face enrollment. Furthermore, the KUSD #27 services students from neighboring areas, such as Dennehotso, Black Mesa, Shonto, Monument Valley, Red Lake, Inscription House, and Chilchinbeto.

All students within the Kayenta Unified School District #27 whose family have noted Diné as a language spoken at home via a Home Language Survey receive English Language support classes. These students may receive additional English support until the student can test out as "proficient" in both Reading and Writing as well as intermediate to proficient in the areas of Speaking and Listening. It should be noted that the KUSD #27 was on a combination of printed packets and virtual instruction for two academic years due to strict Covid-19 restrictions on the Navajo Nation. Presently, students within KUSD spend an average of two hours daily receiving EL instruction. For the academic year of 2021-2022 the Kayenta Unified School District #27 reduced the number of English Language Learners by 20%. The goal is to reduce the number of English Language students receiving services at MVHS by 50% for the 2022-2023 academic year. Figure 1.1 shows a comparison of the 2021-2022 Fall Semester English pass/fail rate of general education students and English Language Learners. Only 8.24% of English learners successfully pass their required English course.

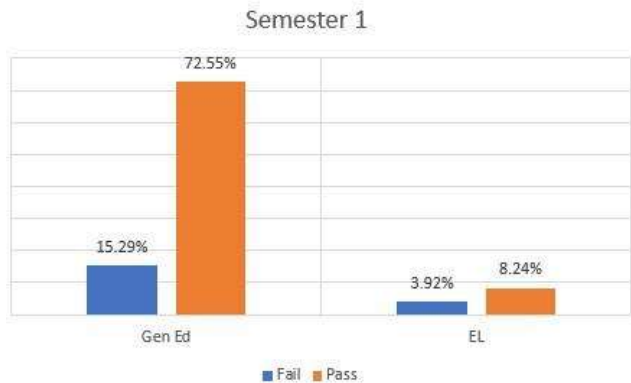


Figure 1.1

Per the Arizona Department of Education, the Arizona English Language Learner (AZELLA) is an assessment used to fulfill state and federal requirements ensuring students achieve language proficiency through targeted English Language instruction. For students who have been identified as below proficiency and needing additional English language support. An elective period is used to provide targeted English instruction beyond students required English courses, Students are subjected to AZELLA testing bi-annually, typically in Fall and Spring, to determine students' language level. The Arizona English Language Learner assessment examines a student's oral fluency, reading comprehension, language usage and written response to various prompts.

### Rationale

From an academic and social perspective, it is widely accepted that representation matters. Simply having a diverse teaching staff can offer a reduction in bias, raise expectations, and connect cultures. One can make a strong argument that offering Black, Indigenous, and People of Color (BIOPIC) readings will deepen cultural connections, further reduce bias, and allow educators to continually raise expectations for students' depth of understanding. As Flannery notes (2020) the continued importance of offering students diverse readings. Such readings allow for the development of empathy and voices to be heard. According to a University of Wisconsin Cooperative Children's Book Center (2019) there was an increase of Black, Hispanic and Asian characters. Reflective of the general population there was a 1% growth of Indigenous characters. However, often these works are under-utilized in classrooms across the United States. This impacted the decision to utilize Indigenous authors like Angeline Boulley, Kim Rogers, Gwen Nell Westerman, and Elizabeth Woody with the MVHS' ELA and ELL student population.

Everything affects humans. As a result, it is important to have or develop a mindset for the natural, material, and cultural challenges we will face throughout our lifetime. Supporting students in developing agency and identity, recognizing strengths, self-confidence, self-efficacy, growth mindset, perseverance and grit, and resiliency anchored responses and solutions will aid the communities overall experience by addressing and incorporating the relevance of social and emotional practices.

Social and emotional practices are an integral part of cultures. The link between social and emotional learning practices and the Diné culture is inherent. One such example would be the use

of sweat lodges. For centuries the Diné people have utilized sweat lodges to support mental healing ceremonies. Similarly, Taylor & Francis (2022) discuss that evidence suggests saunas may support not only positive physical results, but also support mental health benefits. This form of healing remains a strong practice for the Diné and many Indigenous Peoples. Deliberating weaving social and emotional learning and practices into the academic classroom may encourage students to reconcile the trauma and connect with their traditional knowledge and present day western pedagogy.

Humans use social and emotional skills in very specific and useful ways. Best teaching practices promote targeted social and/or emotional connections between content and real-life situations. This concept allows for smooth incorporation of Diné standards along with 21st Century Digital skills in the overall academic and mental health of Indigenous students. Adopting an SEL mindset and pedagogy becomes important beyond an educator's lesson planning to developing critical thinking, collaboration, communication, and creativity; these are 21st Century skills on a human level.

This novel study lends itself to collaboration and solving problems with 21st Century skills. Therefore, several activities will involve working together and utilizing various applications to support what Castagno, Josephs, & Dass call "relationality, relationships and community". Specifically, the readings and activities throughout the novel study will encourage students to establish their own identities within the greater community that support logical progression of shared concepts as well as develop and maintain valued clan relationships. Providing Diné students sincere engagement with "hands-on and minds-on" opportunities enable students to identify, apply and develop practical emotional regulation skills, connecting with resources through tools specific to their interpretation of situations. Lastly, the varied activities will allow for students to develop and engage in a discourse community and express ideas, opinions, and solutions. Creating an environment where students provide explanations and justifications both orally and on written assignments.

By covering diverse and contemporary novels students will continue building literacy skills, further develop written & oral communication skills, engage in critical thinking as well as cultivate empathy and identity. Moreover, the students will benefit from seeing people of color's perspectives. Lastly, developing a social-emotional unit intertwined with a contemporary Indigenous novel as well as poetry and short stories from Peoples around the world will support the whole-student while simultaneously developing solid academic skills for a successful high school and higher education career.

The mission of this curriculum unit is to support 10th Grade ELA students as well as any Basic to Intermediate high school Indigenous speakers of other languages overall academic growth through the integration of social emotional practices through a literature curriculum unit 'The Fire Within' by integrating Indigenous stories, poetry, and novels with various social-emotional learning activities and by extension fostering positive social skills, reducing emotional stress and improving students overall academic performance. To support Monument Valley High School Sophomore English Indigenous students a seven-week unit will unfold at the start of the semester. This unit will incorporate social-emotional activities with Project Based Learning (PBL) geared towards high school Indigenous students. Students will be provided with readings that focus on positive

self-image, strength, cultural pride, character building, and identity affirmation. These readings will serve as a connection between Literature and Social Emotional Learning. The zenith The Fire Within: A Social-Emotional Novel Exploration Project Based Learning will encompass: speaking prompts, reading comprehension activities, language use, and essay forms. Culminating into a student developed presentation and critical analysis writing.

At the high school level of English Language Arts there is a fair amount of autonomy in lesson planning. While pacing guides determine what standards are to be met and when, the flexibility and freedom to adapt, develop and curate relevant content materials is available to educators within Monument Valley High School located in Kayenta, Arizona. Therefore, I determined that Project-Based Learning (PBL) would serve as the most appropriate and efficacious way for students to demonstrate their understanding, support reinforcing skills, and easily allow for differentiation. Project-Based Learning as defined by PBLWorks.org is “a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.” When embarking on project-based learning, it is reasonable to utilize backwards design theory.

Backwards Design theory was developed by Wiggins in 1998. The publication Understanding By Design provides a practical guide to ensuring an educator’s grand project ideas not only align with standards, but also considers the necessary skills and knowledge students need to successfully demonstrate understanding along the way.

After determining PBL as the road and the various activities as the vehicle, I selected learning objectives; what the student will understand and know by the end of the project. In The Fire Within: A Social-Emotional Novel Exploration Project students will briefly present on a social emotional topic they identified in the novel exploration and compose a critical analysis comparing and contrasting identity and agency or emotional regulation between the Ojibwa characters from *The Firekeeper’s Daughter* and identity and agency or emotional regulation found within the Diné community. Then, I determined what steps and essential knowledge the learner requires along the way to accomplish the end product while simultaneously aligning applicable standards. Concise rubrics were created to focus on students' demonstration of understanding concepts and terms; these are provided ahead of each step.

Educators wishing to implement PBL to a social-emotional novel study are encouraged to familiarize themselves with social and emotional models. One of the first to identify five foundation social and emotional skills is CASEL.org. While they do offer a sound framework. it is suggested to explore other approaches that resonate with you. Below are practical sources that will walk you through what social emotional learning looks like in a classroom.

## **Content Objectives**

At the high school level Monument Valley High School of Kayenta, Arizona implemented Beyond Textbooks at the start of the 2022-2023 academic year. This assisted the teachers with identifying essential and non-essential standards as well as essential questions within an established pacing guide. It should be noted that this unit was created prior to the implementation of the Beyond Textbooks curriculum. Therefore, educators may need to reflect on what they wish to achieve with this social emotional book study and adapt this unit to align with the key standards determined by

their district's stakeholders. Objects within this curriculum offer both academic and conceptual student growth opportunities.

Arizona State Standards, Common Core Standards, ISTE Standards, and Diné Behavioral Standards

All standards selected are aligned to 10th grade English Arizona State Standards, Common Core Standards, ISTE Standards, and Diné Behavioral Standards and support students' learning objectives.

Unit Standards				
Arizona Standards	Depth of Knowledge	Common Core Standards	ISTE Standards	Diné Standards
EL.S2.E.8 EL.S1.E.2 EL.S2.B.13 9-10.SL. 9-10.L.1 9-10.RI.5 9-10.RI.9 9-10.RL.1 9-10.RL.6 EL.9-10.S2.HI.1 EL.9-10.S2.HI.2 EL.9-10.S1.HI.HI.9	Level 3 and Level 4	CCSS: RI.9-10.7 CCSS: RI.9-10.1 CCSS: RL.9-10.2 CCSS: RL.9-10.3 CCSS: RL.9-10.3 CCSS:RL.9-10.4 CCSS: W.9-10.1	ISTE 1.1.d ISTE 1.3.a ISTE 1.3.d ISTE 1.6.b ISTE 1.6.c ISTE 1.6.d	9-12 Diné Behavioral Standards (C2; C3)

Learning Objectives:

By the end of the project-based learning unit students will be able to:

- Understand basics of the course syllabus;
- Understand the basics of G-Slide;
- Produce a small presentation using G-Slide;
- Utilize four of the six Boolean modifiers and operators: “”, (), \* ,+, and, or, not when researching;

- Orally present on a specific topic fluently and with no more than three fillers;
- Annotate readings by identifying five new terms and concepts, and identify the main idea(s);
- Analysis primary and secondary sources;
- Demonstrate at-level paraphrasing skills;
- Compose a critical analysis writing;
- Orally respond to essential questions with textual evidence,
- Respond accurately to 75% of ACT prep;
- Listen and respond to three video/audio files;
- Compose grammatically correct questions per chapter with answers;
- Compose essays with at-level grammar, spelling and punctuation;
- Identify core values, core emotions, and expanded listening;
- Utilize breathing and stretching techniques to minimize or eliminate stress;
- Collaborate with peers; and
- Clarify any misconceptions and/or gaps.

#### Technology Learning Objectives:

By the end of the project-based learning unit students will be able to:

- Students understand the fundamental concepts of technology operations, demonstrate the ability to choose and use;
- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits;
- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions;
- Utilize basic to intermediate technology skills to research and convey information;
- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations; and
- Students publish or present content that customizes the message and medium for their intended audiences.

#### Diné Objectives:

By the end of the project-based learning unit students will be able to:

- Develop and apply critical thinking to establish relationships with the environment;
  - Concepts 2 and 3

#### Social-Emotional Learning Goals

By the end of the project-based learning unit students will be able to:

- (Social awareness) Build cultural competency skills;
- (Self-awareness) Learn mindfulness skills;
- (Self-management) Improve their reflective listening skills;

- (Relationship management) Demonstrate knowledge of healthy ways of dealing with conflict;
- (Social awareness) Demonstrate an awareness of cultural issues and a respect for human dignity and differences; and
- (Responsible decision-making) Apply decision-making skills to deal responsibly with daily academic and social responsibilities.

## Terms

- Social Emotional Learning (SEL): self-awareness, self-management, social awareness, relationship management, responsible decision making, competency skills, mindfulness, empowerment, connection,
- Anchor competencies: trusting relationships, self-reflection, growth mindset, perseverance, community, collaborative learning, constructive responses, differences, transformative justice, responsive justice, empathy, resilience, core values, expansive listening, emotion, identity, agency, trauma
- Diné Vocabulary: Hózhó (beauty way), Ha'a'aah (east), Shádi'ááh (south), E'e'aah (west), Náhookos (north)
- Project Based Learning (PBL)
- Backwards Design theory

## Teacher Reading Resources

*All Learning is Social and Emotional* authored by Smith, Fisher, and Frey draws the connection between all content areas where SEL comes into play. This source offers excellent examples of what SEL looks like in classrooms and how many educators are already including core principles of social and emotional learning.

Core Principles of Culturally Responsive Schooling within Indigenous Communities as adapted from Culturally responsive assessment of Indigenous schooling tool. (Castagno, A.E, et al., 2021). Expands on the competencies of social emotional learning with culturally responsive core principles that can be identified within Indigenous communities.

Venet, A. S. (2021). *Equity-centered Trauma-informed Education*. W.W. Norton. Identifies four priorities educators should consider to understand how trauma impacts students and how students affected by trauma learn.

*The Firekeeper's Daughter* by Angelina Boulley should be read with purpose rather than leisure. The book offers themes in relationships, self-awareness, love, resilience, communication, connections, values, cultural awareness, and more.

*Teaching With A Social, Emotional, and Cultural Lens* by Markowitz, N. and Bouffard, S. offers easy to understand social-emotional anchor competencies as well as teaching activities one can implement into a lesson.



White paper “Designing and Implementing Social Emotional Learning Programs to Promote Equity,” authored by Gagnier, K., Okawa, A., and Jones-Manson offers the component of equity and inclusion when a class also contains a non-dominant culture.

### Student Readings

*Blues-ing on the Brown Vibe* by Ester Belin is a fun poem that takes readers on a trip with Coyote as he encounters others off the reservation headed in the same direction. It connects to the text as Daunis moves between the Ojibwa Reservation and The United States of America.

*5 Ways to (Respectfully) Disagree* from TeensHealth.org is a useful discussion piece for students to practice situations that students experience. It connects to the text as conflicts occur.

*I Am the Only American Indian* by Cecelia Rose LaPointe as found in #NotYourPrincess Voices of Native American Women is another useful anthology edited by Lisa Charleyboy and Mary Beth Leatherdale. The Ojibway author captures the awkwardness of high school and connects with all readers. It connects to the book through a relatable high school experience for many students. Additionally, the novel’s main character seeks to establish her identity, and works alone (with the exception of the FBI Agents) to save her people.

*The Firekeeper’s Daughter* by Angelina Boulley should be read with purpose rather than leisure. The book offers themes in relationships, self-awareness, love, resilience, communication, connections, values, cultural awareness, and more.

*The Girlfriends* by Elizabeth Woody offers the perspective of what can not be. The poem connects to the book as Aunt Teddie leaves in the middle of the night to a Blanket Party. Or immediately after the Firekeepers host a healing ceremony for women.

*What Is A PowWow?* By Kim Rogers this poem provides a positive outlook into Indigenous culture and offers a beautiful and relatable cultural connection for Native American students. Many students enjoyed reading this poem out loud. You could hear pride and joy as they read. It connects with the novel as two pow-wows are discussed.

*“You’ll Never Believe What Happened” Is Always a Great Way to Start* by Thomas King as found in Read Listen Tell: Indigenous stories from Turtle Island edited by McCall, et al. Shares the complications of family interactions. It connects with the novel as early on readers learn that the main character struggles with identifying and pleasing her family.

### Teaching Strategies

To provide students with a meaningful learning experience, I keep myself abreast of current strategies. One particular favorite strategy to implement in the classroom provides students with modeling, motivation, and application. Commonly known as I do, We do, You do. This strategy is particularly effective when instructing students on 21st Century Digital skills. Direct instruction, whole group and/or small group discussion and support, followed by encouraging independent study assists in cultivating an environment of trust and by-in. Lastly, open ticket/close ticket were used to activate students' prior knowledge, prepare them for the

day's activities, and ensure that they understood the tasks.

With respect to the social emotional learning activities include: weekly themes focusing on a social-emotional skill, worksheet, targeted questioning, choice boards, Google-Jamboards, open tickets and close tickets, small group/whole group discussions, and opportunities for quiet self-reflection were utilized throughout the units. Furthermore, managing expectations is one key for student success. Lastly, by providing students with a big picture of the units and rubrics before the week begins, students can wrap their minds around the theme for the week, the essential questions as well as learning goals and begin to cultivate clarifying questions.

- Student led discussions: Students provided essential questions in advance and composed a response/notes. The following class the students are then grouped in an effort to refine their responses after hearing a peer. Clock appointments work very well for this.
  - Targeted questioning: Teacher models questioning specific to the novel. Students independently develop two questions per chapter with answers (evidence) directly from the text.
  - Choice boards: Student choice on argumentative essay topics provided with a short reading passage. Students are required to include evidence from the passage to support their argument.
  - Jamboards: Offers various student choices with respect to response tools, partner brainstorming sessions, and anonymity. Jamboards work well for: exit tickets, social-emotional check-ins, student participation, and informal assessments.
  - Small group/whole group discussion: Used early on this supports student communication and community.
  - Self-reflection: Social-emotional activity documents are created in advance by the teacher. Each week students are provided with a theme and time to reflect and respond to handouts, compose written responses, or record a Flip, formerly Flipgrid.
- Classroom Strategies
- Breathing It Out: A self-regulated breathing meditation activity is used as an opening activity on a weekly basis. The breathing activity takes (5) minutes and is followed up with a two question self-reflection prompt. Students have up to (7) minutes for response. The self-reflection is not done weekly. Additionally, the first two times the teacher covers where and when students can use the Breathing It Out technique. In subsequent weeks students will lead the meditation practice.

A weekly student pacing guide is loaded on to the LMS prior to the beginning of the week for students to preview with the goal of reducing any potential anxiety. Additionally, students may update their G-Calendar with possible due dates, tasks or reminders. Unit 1 eases students into developing Applied Digital Skills (ADS) through Google Workspace that will be utilized throughout the semester-scaffolding students in developing organizational and time management skills for college readiness. Furthermore, weaving ADS to support benchmark skill acquisition aids in the areas of note-taking, annotation as well as research skills.

## **Classroom Activities**

Each week students focus on essential questions that revolve around themes in the book and SEL standards. The activities vary day-to-day and support overcoming obstacles, developing healthy study habits, critical thinking, reflection as well as computer literacy to achieve autonomy in every content area. Whole-class listening and Cornell-note taking, independent creative writing, small group or pair work as well as oral responses to prompts that other students can observe; which all lead up to the oral presentation and submission of student portfolios. Using Flip, formally Flipgrid, students are provided a prompt, background information, and terms to consider when recording a response. Student learning opportunities are centered around students thinking and reflecting beyond content specific tasks to include their core values, emotions, and behavior (self-awareness) through meaningful tasks.

The organizational skills, time management skills, Applied Digital Skills; which include digital note-taking and annotation along with research skills, coupled with the listening and speaking opportunities lead to the end of term oral and visual presentation that each student will complete. To wrap up the “*The Fire Within: A Social-Emotional Novel Exploration Project*” students will research one of the five social-emotional anchor standards and draw connections to the novel through the use of examples and evidence from the text.

Flexible seating is incorporated into the physical classroom. The benefit of offering flexible seating (wobble stools, bean bags, dormer chair, and an office chair) is that students understand being off task or sleeping lands them right back into a traditional desk. My goal is to support them and sometimes that means having them sit where I can better monitor and support their academic success. As a result, a positive classroom culture has blossomed and there are fewer disciplinary issues. Why? Because the students feel comfortable and less stressed.

It should be noted that the units are developed based on a block schedule for (85) minute classes. You may need to adapt your pacing guide and/or assign work outside of class. As many students within our district do not have stable internet access or any at all. Work outside of class is typically not assigned.

- Example of Unit 1 [Shared copy of Unit 1 Fall 2022](#) \*Unit 1 Fall 2022 used as a hyperdoc. I have deleted the links from this student pacing guide. However, provide force copies below.
- A Name Plate is provided to allow for learning student’s names. During the first week, I place name plates at a different desk each day so that students may learn one another’s names as well. [Name Plate](#)
- An Information Appointment is provided. However, please feel free to develop your own template and methods. [Information Appointment Template](#)
- The Core Values Non-Negotiable handout is for educators to guide students through their Core Values and appointments.
  - [\[Last Name, First Name\] Core Values](#)
  - [Core Values Non-Negotiable](#)
  - [Social Contract: Key Elements for Unification](#)\*Printed and laminated to allow for students to sign.
- The first supplemental reading should be completed prior to the Pow Wow in the novel. This serves as an opportunity for revisiting essential questions as a whole-class discussion.

- [What Is A PowWow.pdf](#)
- Example of Unit 6 [Shared copy of Unit 6 Fall 2022](#)\*Unit 6 Fall 2022 used as a hyperdoc. I have deleted the links from this student pacing guide. However, provide force copies below.
- [Firekeeper's Daughter Intervention Letter](#) [Firekeeper's Daughter Intervention Letter Rubric](#)\*Self-assessment can dramatically increase student learning and is the foundation for developing learner autonomy or student agency. Students were placed in groups and given a criterion. Each group was asked to identify what a student would need to demonstrate in their writing to earn Mastery (4), Proficient (3), Basic (2), Pre-Emergent (1). This supports students identifying what they need to have learned as well as student clarity “what does it look like”.

## **Student Assessment Plan**

Assessments are a routine part of classwork through the use of a learning portfolio. Students place all work in a G-Drive folder. Student tasks included in learning portfolios are: Cornell-notes, argumentative essays, a Firekeeper’s themed intervention letter, social-emotional focused worksheets, and PBL materials. PBL materials range from video recordings on topics related to the novel study as well as oral reflections on various social-emotional subtopics. Additionally, the documents created and specifically geared towards one of the five social emotional competencies. Additionally, teachers can hold a series of check-in meetings/ feedback sessions to discuss: writing feedback, one-on-one writing support, open and close tickets, and informal chats regarding improvements that could be made for overall course success.

To conclude the social-emotional novel study students select one of the following social-emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students will research the competence they have chosen using Boolean operator and modifier techniques learned in week one as well as curate materials using Google Books, EBSCO, various trusted websites, and Google Drive. Additionally, students will record a one minute and thirty-second Flip on what they learned about their competency. The Flip is not shared with the class, but serves as an informal check-in and opportunity for feedback. Next, students will need to identify a character or situation from the Firekeeper’s Daughter where a social-emotional competence was utilized or where a competency could have been utilized yielding a potential positive outcome. Simultaneously, the instructor leads students through low-risk presentation skill activities both in-class and via Flip.

All of the research, practice, and reflection leads up to a five-to-seven-minute presentation to peers and/or administrators where students are to introduce themselves, the social-emotional competence and why they selected it, its connection to Firekeeper’s Daughter, and a brief book review.

## **Resources**

*Teaching With A Social, Emotional, and Cultural Lens* by Markowitz, N. and Bouffard, S. offers easy to understand social-emotional anchor competencies as well as teaching activities one can implement into a lesson.

*All Learning is Social and Emotional* authored by Smith, Fisher, and Frey draws the connection between all content areas where SEL comes into play. This source offers excellent examples of what SEL looks like in classrooms and how many educators are already including core principles of social and emotional learning.

Additionally, the white paper “Designing and Implementing Social Emotional Learning Programs to Promote Equity,” authored by Gagnier, K., Okawa, A., and Jones-Manson offers the component of equity and inclusion when a class also contains a non-dominant culture.

*The Firekeeper’s Daughter* by Angelina Boulley with purpose rather than leisure. Additionally, I would recommend learning more about Wiggins’ backwards design theory from 1998.

Quizizz: To support a language-rich environment, Reading, Writing, Speaking and Listening skills technology is used to not only support skill building, but also allow students to demonstrate their understanding. Students are provided low stakes opportunities to develop vocabulary. Students use a series of gamified vocabulary, grammar, and reading strategies via the platform Quizizz. Furthermore, Quizizz offers various reports that can serve as a formative assessment of learning.

Flip: Students are also provided with opportunities to improve their oral responses and listening skills to essential questions based on various literature and organizational skills beyond class discussion (where some students will not participate) using Flip. Flips are not shared with peers, until I have reviewed that the oral responses are on task, meet the basic criteria, and include no profanity. By requiring students to listen to peers’ Flips, they will strengthen their listening skills and potentially offer different points of view. As mentioned above, there will be students that resist participation in class for a variety of reasons. However, by incorporating Flip, students that would normally not participate, are given a voice and allowed to develop their self-confidence.

The use of these types of activities supports students to build skills and confidence as they work towards completing their own Project Based Learning Portfolio.

## References

Alexie, S., & King, T. (n.d.). *Native American, Indigenous, First Nations or Inuit Short Stories: Cherokee, Navajo & More – Short Story Guide*. Short Story Guide. Retrieved May 9, 2022, from <https://www.shortstoryguide.com/native-american-indigenous-or-first-nations-short-stories-chokeee-navajo-more/>

American Institute of Research (Director). (2016). *Whiteboard: Keeping Social and Emotional Learning at the Center of Teaching and Learning* [Film; Video]. AIR. AIR Whiteboard: Keeping Social and Emotional Learning at the Center of Teaching and Learning

Deloria, V. (1999). *Spirit & Reason: The Vine Deloria, Jr., Reader* (B. Deloria, K. Foehner, & S.

Scinta, Eds.). Fulcrum Pub.

Edutopia (Director). (2013). *5 Keys to Successful Social and Emotional Learning* [Film; Video]. Edutopia. <https://www.edutopia.org/video/5-keys-successful-social-and-emotional-learning>

Gagnier, K. M., Okawa, A., & Jones-Manson, S. (2020, February 4). *Designing and Implementing Social Emotional Learning Programs to Promote Equity*. Office of Elementary and Secondary Education. Retrieved April 29, 2022, from [https://oese.ed.gov/files/2022/03/FINAL-EIR\\_SEL-Programs-White-Paper.pdf](https://oese.ed.gov/files/2022/03/FINAL-EIR_SEL-Programs-White-Paper.pdf)

Gameon, J. A., & Skewes, M. C. (n.d.). Historical trauma and substance use among American Indian people with current substance use problems. *Psychology of addictive behaviors: journal of the Society of Psychologists in Addictive Behaviors*, 35(3), 295-309. <https://doi.org/10.1037/adb0000729>.

Hägglund, H. (2022). sauna bathing and lower urinary tract symptoms-the heat is on? *Scandinavian journal of urology*, 56(2), 168-168.

Hapeta, J., Palmer, F., & Kuroda, Y. (2019). Cultural identity, leadership and well-being: how Indigenous storytelling contributed to well-being in a New Zealand provincial rugby team. *Public Health*, 176, 68-76. <https://pdf.sciencedirectassets.com/>

Hernandez, I., & Adler, B. (1995). *Growing Up Native American* (P. Riley, Ed.). HarperCollins.

Hobson, G. (Ed.). (1981). *The Remembered Earth An Anthology of Contemporary Native American Literature*. University of New Mexico Press.

Leatherdale, M. B., & Charleyboy, L. (Eds.). (2017). *#NotYourPrincess: Voices of Native American Women*. Annick Press Limited. N/A

Niatum, D. (Ed.). (1998). *Harper's Anthology of 20th Century Native American Poetry*. Harper One.

Prentice Hall Library. (1998). *Literature from the American Southwest*. Pearson Education.

Rustywire, J. (2006). *Navajo Spaceships Star Mountain & Rez Memories*. Canyon Press.

Tapahonso, L. (1993). *Sáanii Dahataa!, the women are singing: poems and stories*. University of Arizona Press.

Tourism, Fishing, and Contemporary Cherokee Identity: The Discourse of Enterprise and Reserve. (2006). In J. A. Paredes (Ed.), *Eastern Cherokee Fishing* (pp. 85-103). University of Alabama Press.