

CULTIVATE
Nurturing Cultural Understanding and Empowering Storytellers

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Culturally Responsive Schooling with/in Indigenous Communities
Professional Development Program

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INTRODUCTION

Context

I teach fourth grade in one of the Hopi tribal school located in Moenkopi, Arizona, on the Hopi reservation. Back in 1870, the Moenkopi village sprouted as a farming haven, its origins intertwined with Hopi's Orabi village. Situated 40 miles west of Third Mesa, it splits into Upper and Lower Moenkopi, nestled within the Hopi Reservation yet encircled by the Navajo Nation (McKee, 1954).

The Hopi and Navajo cultures, both deeply rooted in Native American heritage, share fascinating similarities and intriguing differences. These cultures have cherished their traditional ways of life for generations, passing down stories, songs, and ceremonies through oral traditions to keep their unique histories alive. Both cultures find spiritual meaning in their connections to nature, land, and ancestral spirits, which they honor through ceremonies and rituals. The way they organize their societies also varies, with the Hopi following a matrilineal structure and the Navajo adopting a patrilineal one. These cultures express their distinct identities through arts, ceremonies, dwellings, ways of making a living, and clothing styles, showcasing the richness of their traditions.

The school provides a nurturing environment that promotes academic excellence and celebrates cultural and linguistic diversity for students in kindergarten through sixth grade. The student body represents a rich tapestry of tribal origins, with the majority of students hailing from the Navajo Nation and Hopi tribes. The Navajo and Hopi reservations are neighboring lands, creating a cultural blend that enriches our school community. This closeness allows students to share and learn from the distinct traditions of both tribes. Through daily interactions, they celebrate similarities and differences, fostering unity and respect. This helps students understand themselves within the broader community, reflecting one of the core principles of culturally responsive schooling within indigenous communities—under rationality, relationships, and communities (Castagno et al., 2021). This geographic bond acts as a bridge for cultural exchange, enhancing their education beyond the usual classroom lessons. (Holm et al., 2003)

The place stands as a vibrant center of learning. While the main building hums with administrative activities, our students fill portable classrooms, their curiosity uncontainable. Diversity acts as the paint on our canvas: 15% belong to the Special Education program, every student cherishes their Native Language, and 47% are on a journey to master English. Within our team of 31 staff members, there are nine certified teachers and three international educators, each contributing their unique touch to our close-knit community. Beyond numbers, we're a living story of togetherness, culture, and knowledge that stretches far beyond our walls, weaving us all into one.

The majority of my pupils exhibit an exceptional aptitude for mathematics and a natural propensity for solving numerical problems, as evidenced by the Spring Standards Assessments conducted with NWEA. The school shines brightly in comparison to other Bureau of Indian Education Schools and Tribal-Controlled Schools when it comes to Math, English Language Arts, and Reading. However, the results have also unveiled an ongoing struggle for students to

express themselves effectively through written and verbal communication. This is a challenge that our school is wholeheartedly committed to addressing and overcoming. In addition to their academic pursuits, they participate in a variety of extracurricular activities, demonstrating their athletic abilities through sports such as cross country, basketball, and baseball. They also appreciate time spent exploring videos and music on the internet. Many of my fourth-grade students actively participate in these cultural events.

The school campus hums with intellectual and personal development. What sets this school apart is its unwavering dedication to preserving and promoting the rich traditions and heritage of the Hopi and Navajo cultures, distinguishing it from others. The school offers a variety of activities designed to help students better appreciate their heritage, including video presentations of cultural dances and songs. Additionally, every Friday morning, students lead a prayer session in the Native language, broadcasted throughout the entire school.

Books and various resources are readily available for students to delve deeper into their history, accessible in classrooms, the library, and special classes. In-class activities, particularly in Culture classes, enable students to research and trace their roots, culminating in the creation of informative boards that they can share with the entire school community. These activities aim to help students express their unique identities, ensuring they develop a strong and profound connection to their ancestors' legacies. This aligns with the CRAIS principles outlined by Castagno et al., 2021, emphasizing indigenous knowledge systems and languages.

After relocating just a year ago, I assumed the responsibility of teaching fourth-grade Mathematics and English Language Arts (Reading and Writing). Although they may not be explicitly outlined in the curriculum, I strive to incorporate Science and Social Studies into our educational journey. Additionally, I am dedicated to teaching arts and life skills, recognizing the importance of nurturing students in a holistic manner—guiding them to reach their full potential and not merely concentrating on their academic capabilities. This involves acknowledging that a child, to become a better member of society, needs to develop their emotional, social, physical, and spiritual dimensions. This approach also highlights the concept of peoplehood, which acknowledges that an individual's identity transcends geographical borders and encompasses cultural, social, and historical dimensions (Holm, et al., 2003).

As an educator, I offer the community a new perspective. Despite not having grown up in this region and without direct familial ties, I enthusiastically embrace the vibrant local culture and anxiously immerse myself in its richness. My active involvement in tribal dances and cultural ceremonies has given me insights into the extraordinary beauty and significance of Indigenous traditions. Engaging in meaningful conversations with Hopi and Navajo tribe members has further piqued my interest, igniting a strong desire to extend my knowledge of their respective cultures and forge meaningful connections with my students, their families, and the greater community. My passion for teaching, combined with the school's unwavering commitment to its students and their ancestry, creates an environment that cultivates young minds and nurtures a deep connection to their family histories. Our endeavor is to create a supportive environment that not only academically challenges students but also provides unwavering support and celebrates cultural diversity. Through this holistic approach, we equip our students with the necessary skills and knowledge for a prosperous future while also preserving the cherished traditions of the past.

Rationale

"Stories have to be told or they die, and when they die, we can't remember who we are or why we're here." Sue Monk Kidd's words in her book *The Secret Life of Bees* make an impact, reminding us of the need to conserve our collective memory and the power of storytelling. Natwani - it encompasses the act of conveying stories and cultural teachings through oral tradition within the Hopi community. It reflects the importance of storytelling as a means of preserving and passing down the rich cultural heritage of the Hopi people.

Each culture has a story to tell, and these stories must be shared with students. They teach the community norms, values, traditions, and interests of the indigenous community, serving as leverage for learning opportunities (Castagno et al., 2021). It is critical to connect the subject to students' own lives and experiences to engage them and foster a genuine interest in learning. According to Vygotskian studies, meaningful and relevant learning experiences are the most effective (Mooney, 2000/2013). By tapping into students' past knowledge and establishing a closer connection between them and the subject matter using stories deeply ingrained in Hopi and Navajo traditions, we not only enhance kids' English Language Arts and Reading skills but also build a genuine love of reading, as suggested by Morotti (n.d.).

By incorporating the Hopi and Navajo cultures, this underscores the deep significance of family and kinship ties within these vibrant communities. The goal is to weave narratives that anchor students in the stories of their families and ancestors, fostering a strong sense of belonging and pride while integrating diverse narratives and perspectives. This approach not only enhances students' understanding of their cultural history and values but also aims to promote cross-cultural awareness and mutual respect among their peers (Nanton, 2016).

The feature of this practice guide is the use of stop-motion animation in the curriculum, which isn't just about technical knowledge; it's about letting students unleash their creativity. By integrating technology into the learning journey, we're aiming to stoke motivation and engagement in this digital age. In her book *'Creatively Teach the Common Core Literacy Standards With Technology,'* Tucker (2016) said that the goal is to empower students to tell their own stories through stop-motion animation, a medium that not only fosters technical skills but also instills pride in their identities and cultural roots.

Having been exposed to a multicultural environment, it has instilled a belief in the power of contextualized education. Personal stories can wield influence, underscoring the significance of narratives in cultivating pride in one's heritage and broadening horizons. The goal is to establish a learning environment that embraces diversity, sparking curiosity and empathy, and nurturing a lifelong passion for learning by acknowledging everyone's unique story. This practice guide aims to help students improve writing and reading challenges, integrating cultural pride, and incorporating creativity and technical skills through technology deeply rooted in Hopi and Navajo cultures. This approach not only benefits individual students but also contributes to the creation of a more inclusive and culturally diverse community overall.

Topic Summary

The "CULTIVATE" student practice guide is a comprehensive tool with the primary objective of developing students' cultural understanding and their ability to tell a narrative story. The word "CULTIVATE" is a play on words that includes a five-part lesson focusing on (1) **C**ultural **U**nderstanding, (2) **L**iterary **T**opics, (3) **T**abletalk and **I**nterview, (4) **V**alue and **A**uthor, and (5) **T**echnology **E**nhancement. It acknowledges the underlying significance of cultural values and traditions in the art of storytelling, with its main goal being to provide students with the materials they need to examine their own cultures while simultaneously accepting and appreciating those of others. According to Jacob et al., 2018, the incorporation of culture and language into the teaching of narratives enables teachers to assist students in developing empathy, broadening their worldviews, and creating stories that reflect who they are in accordance with their respective cultural origins.

The first section of the guide is titled "**Cultural Understanding**," or "*nu*", which means self. It focuses on discussing and sharing cultural norms, customs, and values within narratives. Students are encouraged to conduct research and reflect on Hopi and Navajo cultures, fostering a deeper understanding of how these cultural patterns have shaped their pasts and continue to influence their present-day lives. This aligns with the themes explored by Adams in the historical context of Native American education (Adams, 1995). In this segment of the lesson, students are prompted to engage in in-depth reflection on their own lives, contemplating the ways in which their respective cultural upbringings have impacted them. This process is supported by the CRAIS principles, which model critical thinking about historical narratives and the contemporary status quo (Castagno et al., 2021).

The second section of this guide is "**Literary Topics**," or "*pàngqawu*," or to say and it is in this section that we will review the elements of storytelling. Storytelling holds paramount importance in Hopi and Navajo cultures as it serves as a sacred and vital means of preserving traditions, imparting cultural wisdom, and fostering a profound connection between past, present, and future generations. This includes a thorough discussion of characters, settings, storylines, conflicts, and resolutions of a story. Students can establish meaningful connections with narratives from a variety of cultures and interact critically with those stories. This allows students to develop meaningful connections with narratives from a variety of cultural traditions derived from their dances and day-to-day experiences.

The third part is "**Tabletalk and Interview**," or "*navota*," which means to hear and where students have the opportunity to collect stories from members of their own families, especially from the elders, by conducting interviews. This provides students with an opportunity to connect with their cultural history, developing a sense of belonging to their family's lineage, as well as a sense of pride in themselves through the stories of Hopi and Navajo culture. Paying attention to the stories passed down from their family members is one way for students to gain a deeper comprehension of the development of the art of storytelling. This can also be seen as a parallel exploration that underscores the significance of recognizing and preserving indigenous narratives, both in the broader historical context presented by Dunbar-Ortiz in 2023, "An Indigenous Peoples' History of the United States," which focuses on the experiences, struggles, and perspectives of Native Americans.

The fourth part is "**Value and Author,**" or "*tuu'iha,*" which means to connect which means to connect and focuses on identifying themes and life lessons found in cultural stories. Students reflect on the teachings, values, and principles presented in narratives to enhance their capacity for critical thinking. Brayboy, in 2006, encourages the incorporation of Indigenous knowledge, perspectives, and voices into the discourse on Critical Race Theory to create more inclusive and effective educational practices. The students gain awareness of the role that authors play in the process of storytelling, as well as the methods by which authors can incorporate folktales and stories from a variety of cultures while still adhering to core storytelling principles. Students start to rewrite stories that have meaning and make connections to them.

The fifth part of the guide is titled "**Technology Enhancement,**" or "*puuhu,*" and it includes a discussion on how to make the stories more meaningful and share them with others using technology. Students create stop-motion animations of their own personal stories. This not only enhances their ability to use technology but also engages them in dynamic and interesting ways of sharing their experiences with others. Additionally, it increases their storytelling prowess by incorporating culturally relevant animations that include cultural art, clothing, songs, and dances.

When students use the CULTIVATE practice guide, they are presented with a number of various cultural conceptions, which helps them acquire a deeper knowledge of not just their own culture but also the cultures of others. This is beneficial to the students because it allows them to build an understanding of not only their own culture but also the cultures of others. The guide not only assists children in enhancing their language and reading skills, but it also promotes children's development of empathy, critical thinking skills, and a sense of pride in their cultural heritage through the use of narrative that incorporates cultural norms and practices. This is accomplished by having the children read stories that incorporate cultural norms and practices. This handbook increases the possibility that the tales produced by students will be read by more people, adding to the total cultural wealth of the communities in which they live. It does this by encouraging students to embrace technology as a vehicle for creative expression. Students can build the abilities essential to becoming storytellers who are confident in themselves and culturally aware when they use the CULTIVATE practice guide, which is the final advantage of using this guide. Students are provided with the materials and frameworks they need to study their cultural identities through the medium of storytelling once they have been provided with these, which allows this goal to be met.

Student Engagement

Culturally Responsive Storytelling Journey A Lesson Plan on Nurturing Cultural Understanding and Empowering Storytellers

Subject: English Language Arts

Grade Level: 4 - 6

Duration: 5-7 class sessions during morning meeting (30 minutes per session)

Goals/Objectives:

By the end of the unit, students will be able to.

- a. demonstrate an understanding of the rich diversity of storytelling traditions from various cultures RL.4.2.
- b. effectively incorporate cultural elements and perspectives into their narratives, showcasing their storytelling skills W.4.3.
- c. actively engage in listening to and sharing stories from diverse cultures, demonstrating empathy and understanding SL.4.1.
- d. reflect on their own cultural identities and create personal narratives that celebrate their heritage W.4.4.
- e. utilize technology tools and resources to enhance their storytelling abilities and present their narratives creatively W.4.6.

Materials Needed:

- Culturally diverse storybooks
 - Healer of the Water Monster by Brian Young
 - Hopi runners crossing the terrain between Indian and American by Matthew Sakiestewa Gilbert
 - Race to the Sun by Rebecca Roanhorse
 - Rez Dogs by Joseph Bruchac
 - The Lost Kachina by Heather Irbinskas
- Art supplies (pens, paper, markers, etc.)
- Technology resources (computers, tablets, or smartphones with internet access)
- Recording devices (optional)
- Notebooks or journals for each student
- Whiteboard or flip chart
- Printouts or descriptions of stories from Hopi and Navajo cultures.
- Large sheets of paper or poster boards.
- Writing materials for students
- Optional: Projector for multimedia presentations
- Cameras or smartphones with the capability to capture stop-motion frames.

Procedure:

Session 1: CULTURAL UNDERSTANDING (5E Lesson Plan)

Foster a deeper understanding of cultural norms, customs, and values by engaging students in a reflective exploration of their own cultural backgrounds, with a focus on the Hopi and Navajo cultures.

ENGAGE

1. Begin with a captivating overview emphasizing the importance of understanding cultural norms and values. This sets the stage for the lesson.
2. Capture students' interest by highlighting the pivotal role of the first section, "Cultural Understanding," within the guide.
3. Engage students by emphasizing the link between self-awareness and understanding one's cultural background, encouraging personal reflection.

EXPLORE

1. Provide an in-depth exploration of the Hopi and Navajo cultures, covering key norms, customs, and values.
2. Utilize visual aids, images, or short video clips to enhance exploration and keep students actively engaged in the cultural presentation.

EXPLAIN

1. Explain the importance of note-taking during the presentation to facilitate understanding and retention of cultural information.
2. Clarify the task of personal reflection, guiding students to jot down key aspects of their upbringing, such as traditions, customs, and values.

ELABORATE

1. Facilitate elaboration through group activities where students share reflections, fostering discussions on similarities and differences.
2. Encourage elaboration as students, in their groups, use markers to create visual representations of cultural elements on whiteboards or flip charts.

EVALUATE

1. Evaluate comprehension through a whole-class discussion where students articulate insights gained from the activity, focusing on how cultural backgrounds shape perspectives.
2. Conclude the lesson with a summarization of the importance of understanding cultural influences, providing an opportunity for students to showcase what they've learned.

Session 2: LITERARY TOPIC (Gallery Walk Lesson Plan)

Explore and comprehend storytelling elements in Hopi and Navajo cultures by analyzing characters, settings, storylines, conflicts, and resolutions in stories from diverse cultural traditions. Actively contribute to a collaborative gallery walk by creating and observing visual representations, thereby enhancing understanding of cultural nuances embedded in storytelling.

INTRODUCTION

1. Begin with a brief discussion on the importance of storytelling in Hopi and Navajo cultures.
2. Provide a quick overview of the literary topics, emphasizing the significance of characters, settings, storylines, conflicts, and resolutions.

STORY EXPLORATION

1. Divide the class into small groups and assign each group a Hopi or Navajo story.
2. Allow time for each group to quickly read and identify key elements of their assigned story.
3. Encourage students to consider cultural context and significance.

ARTISTIC CREATION

1. Provide art supplies and sheets of paper or poster boards to each group.
2. Instruct students to visually represent characters, settings, storylines, conflicts, and resolutions of their assigned story.
3. Emphasize capturing cultural nuances in their representations.

GALLERY WALK

1. Arrange visual representations around the classroom to create a gallery walk.
2. Provide students with guiding questions for exploration.
3. Instruct students to take brief notes on observed similarities and differences among the various stories.

GROUP REFLECTION

1. Bring the class together for a brief discussion about the gallery walk.
2. Facilitate reflection on the diversity of storytelling elements across cultures and insights gained from the visual representations.
3. Encourage students to discuss how these elements contribute to preserving traditions and fostering connections between generations.

Session 3: Tabletalk and Interview (Inquiry-Based Lesson Plan)

Acknowledge storytelling's cultural preservation role, employ efficient interview techniques for quick family narrative capture, and emphasize safeguarding indigenous stories' broader significance.

INTRODUCTION

1. Begin by highlighting the importance of storytelling in preserving cultural heritage, emphasizing its role in connecting generations.
2. State the objectives, focusing on the value of students connecting with family members and gaining insights into indigenous narratives.

RAPID INTERVIEW PREPARATION

1. Discuss key interview techniques, emphasizing the significance of active listening and respectful engagement during family interviews.
2. Provide a streamlined list of sample questions to guide the interviews, stressing the importance of capturing key cultural aspects swiftly.

SPEEDY QUESTION CRAFTING

1. Prompt students to quickly brainstorm and note down interview questions in pairs or small groups, with a focus on cultural traditions, values, and personal experiences.
2. Share a couple of standout questions with the class to inspire creativity.

SWIFT INTERVIEWS SIMULATION

1. Instruct students to promptly schedule and conduct brief interviews with family members.
2. Encourage them to take notes without extensive recordings.

BRIEF REFLECTION

1. Allocate a few minutes for students to jot down brief reflections on their interview experiences.
2. Discuss as a class the quick insights gained and challenges faced, fostering a supportive sharing environment.

CONCLUSION

1. Summarize the importance of swiftly preserving cultural narratives and understanding family history through these interviews.
2. Touch upon the broader context of recognizing and preserving indigenous narratives.
3. Assign a concise reflection task for homework, where students briefly share what they learned from the experience. They also need to interview at home and prepare for presentation.

Session 4: Value and Author (Collaborative Groups Lesson Plan)

Engage in a storytelling circle to share and honor cultural narratives, encouraging active listening, offering respectful feedback, and recognizing cultural elements and storytelling techniques, all while working together to build a class storytelling collection.

INTRODUCTION

1. Begin with a brief recap of the homework assignment, emphasizing the importance of cultural narratives and storytelling.
2. Discuss the power of storytelling in preserving culture and passing down traditions.
3. Highlight the goals for the lesson: sharing narratives, active listening, providing respectful feedback, and creating a class storytelling collection.

STORYTELLING CIRCLES

1. Arrange desks in a circle to create a storytelling setting. Each student takes turns sharing their cultural narrative with the class.
2. Encourage active listening and respectful feedback. After each story, allow a moment for classmates to express what they appreciated in terms of cultural elements and storytelling techniques.

RECORDING AND REFLECTION

1. If possible, use recording equipment to capture students' storytelling performances.
2. Discuss the importance of preserving these stories and sharing them with a wider audience.
3. Ask students to reflect briefly on the experience of sharing their stories and listening to others.

IDENTIFYING THEMES AND LIFE LESSONS

1. Guide a discussion on common themes and life lessons found in the cultural stories.
2. Create a list on the whiteboard or chart paper.

CREATING PERSONAL NARRATIVES

1. Instruct students to choose a theme or life lesson that resonated with them.
2. Have them begin rewriting or creating their own stories, incorporating elements from their cultural narratives.
3. Encourage personal connections and meaning in their stories.

CLOSURE

1. Discuss the significance of sharing stories and understanding diverse cultural perspectives.
2. Highlight the upcoming task: refining and completing their personal narratives for the next class.
3. Remind students about the class storytelling collection and the opportunity to share it with families and the wider school community.

Session 5: Technology Enhancement (Project-Based Technology Lesson Plan)

Refine storytelling skills through crafting concise narratives, acquiring fundamental stop-motion animation skills, and incorporating cultural elements such as art, clothing, songs, and dances. Culminating the lesson, students will share their animated stories, fostering dynamic and collaborative communication with peers.

INTRODUCTION

1. Briefly discuss the impact of storytelling and its connection to personal experiences.
2. Introduce the concept of digital storytelling through stop-motion animation.
3. Show a short clip of a culturally rich stop-motion animation to spark interest.

PERSONAL STORY FOCUS

1. Students quickly brainstorm and choose a specific personal experience for their animation.
2. Emphasize the importance of capturing key moments and emotions in a concise manner.
3. Facilitate a brief discussion on making stories more meaningful and relatable.

CULTURAL TOUCHPOINT

1. Quickly introduce cultural elements, emphasizing simplicity and symbolism.
2. Provide a few resources (videos or images) for students to quickly explore cultural inspirations.
3. Encourage students to think about incorporating one or two cultural elements into their animations.

STOP-MOTION CRASH COURSE

1. Provide a fast-paced tutorial on basic stop-motion animation techniques.
2. Cover essential skills such as frame capturing, simple movement, and scene transitions.
3. Demonstrate how to use the chosen stop-motion animation software efficiently.

ANIMATION CREATION

1. Students create a condensed version of their animations, focusing on key moments and cultural elements.
2. Circulate to provide quick guidance, answer urgent questions, and troubleshoot technical issues.
3. Emphasize the importance of speed and efficiency.

SHOWCASE AND REFLECTION

1. Each student quickly showcases their animation to the class.
2. Encourage a brief explanation of the cultural elements and the significance of their story.
3. Facilitate a rapid, reflective discussion on challenges faced and lessons learned.

CLOSING

1. Summarize the importance of storytelling and cultural representation in a digital format.
2. Briefly discuss how technology can be a powerful tool for creative expression.
3. Encourage them to share their animations with family and friends outside of class.

Assessment

To determine the achievement of the objectives, a variety of developmentally and culturally appropriate evaluation strategies will be implemented. These assessments will reveal students' understanding of storytelling traditions, their ability to incorporate cultural elements into their narratives, their empathy and understanding of different cultures, their reflection on their own cultural identities, and their use of technology for storytelling.

For session 1, the journal reflection rubric guide will be used to check and evaluate the sharing of their thoughts and experiences with Hopi and Navajo cultures. This will be a self-assessment where the students will rate themselves on how they are doing. This reflects indigenous knowledge systems and emphasizes the inclusion of cultural knowledge in CRAIS principles. This activity raises awareness among students about their own culture.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Inadequate (1)
Understanding Cultures	Shows a great understanding of Hopi and Navajo cultures. Talks about personal experiences and how they relate to these cultures.	Understands Hopi and Navajo cultures well. Talks about personal experiences related to these cultures.	Understands some things about Hopi and Navajo cultures. Talks a little about personal experiences related to these cultures.	Knows a few things about Hopi and Navajo cultures. Talks a little about personal experiences, but it's not very clear.	Doesn't show much understanding of Hopi and Navajo cultures. Doesn't talk about personal experiences.
Personal Connections	Connects personal experiences with Hopi and Navajo cultures very well. Understands how their own culture affects their views.	Connects personal experiences with Hopi and Navajo cultures. Understands a bit about how their own culture affects their views.	Tries to connect personal experiences with Hopi and Navajo cultures. Talks a little about how their own culture affects their views.	Tries to connect personal experiences, but it's not very clear how they relate to Hopi and Navajo cultures.	Doesn't try to connect personal experiences with Hopi and Navajo cultures.
Expressing Ideas	Writes in a clear and organized way that is easy to understand. Uses good words.	Writes in a mostly clear way. Some words might be a little tricky.	Writes in a way that is a bit hard to understand. Needs to use better words.	Writes in a way that is hard to understand. Needs to use much better words.	Writes in a way that is very hard to understand. Needs to use a lot better words.
Thinking Skills	Thinks a lot about what they learn and gives smart ideas.	Thinks about what they learn and gives good ideas.	Tries to think about what they learn but needs more ideas.	Doesn't think much about what they learn. Ideas are not clear.	Doesn't seem to think about what they learn. Ideas are unclear.

For session 2, students will demonstrate their ability to critically analyze and articulate their thoughts on a specific element of storytelling as represented by their peers. They will achieve this by writing a paragraph about one specific element of storytelling they found interesting in another group's representation, following the given criteria.

1. Content
 - a. Identify and clearly state the specific storytelling element of interest from another group's representation.
 - b. Provide insightful observations and reflections on why the chosen element is interesting or noteworthy.
2. Analysis
 - a. Demonstrate a deeper understanding by analyzing how the chosen storytelling element contributes to the overall narrative or cultural representation.
 - b. Offer thoughtful connections between the chosen element and its significance in storytelling.
3. Clarity and Organization (20 points):
 - a. Present ideas in a well-structured paragraph with a clear introduction, body, and conclusion.
 - b. Ensure coherence and logical flow in the expression of thoughts.
4. Language Use
 - a. Use appropriate and varied vocabulary to convey ideas.
 - b. Demonstrate effective communication through correct grammar, punctuation, and sentence structure.

Session 3 highlights the integration of diverse narratives and perspectives (Castagno, 2021), where students are assessed based on the creativity and depth of their interview questions, the insights gained from the brief interviews, and their understanding of the importance of preserving cultural narratives within the context of their family history.

- Provide specific comments on strengths and areas for improvement.
- Encourage creativity, depth, and thoughtful reflection in future projects.
- Acknowledge efforts in understanding and articulating the importance of preserving cultural narratives.

For our session 4 assessment, students will fill out a special exit card where they think about their cultural narrative by answering the questions below.

1. Tell me about one part of your story that your classmates really liked.
2. Pick a friend's story that you thought was cool or interesting.
3. Write down two important lessons or ideas we talked about in class. How do these connect to saving our culture through stories?
4. Are you working on your own story? If yes, tell me a little bit about how it's going.

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