

Writing a Research-based Personal Essay Seminar

The Power of Storytelling in Apache Culture: Preserving Tradition and Identity

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Author Note:

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Context

Rice Elementary School, nestled in the town of San Carlos, Arizona and sitting within the jurisdiction of the San Carlos Unified School District No. 20, is a significant and honored component of the local community. Historically tracing its roots to the mid-20th century, the school's inception dates to the 1950s, when it was renowned as the San Carlos Elementary School. The name later transitioned to Rice Elementary School during the 70s, paying tribute to the pioneering efforts of the Rice family that marked the community's initial development.

During this time, the Rice family, led by their patriarch, John Rice, arrived in the San Carlos area. They recognized the potential for growth and development in the region and saw the opportunity to contribute to the community's progress. The family settled in the area and began engaging in various activities that would shape the future of San Carlos.

Consistently evolving with the changing times and the increasing number of students over the years, Rice Elementary School has witnessed a plethora of refurbishments and expansions. Currently, the school hosts an assorted mix of pupils in kindergarten through 5th grade, reflecting the school's commitment to furnish premier education to all students and offering a myriad of programs to accommodate the students' varied needs.

Moreover, the school promotes overall development, housing numerous extracurricular activities encompassing sports, music, and clubs, strengthening its community presence. The schools' cooperative efforts with parents and community stakeholders form the backbone of its community interaction targeting continued student achievement.

Rice Elementary School's glorious journey reflects its grand history and continued bearing on the San Carlos community. The school stands testament to its academic superiority with prestigious accolades under its name, one of the most significant accolades being the National Blue-Ribbon School Award back in 2019. This esteemed recognition is awarded to schools demonstrating optimal academic achievement and remarkable improvement.

A team of dedicated faculty and staff form the heart of Rice Elementary School, whose relentless efforts create a secure and stimulating learning ambience for students. Committed to student success, they work diligently, fostering students to leverage their full potential and equipping them towards their future journey.

Adding to its academic greatness, Rice Elementary School emphasizes cultural competence, celebrating the students' rich cultural lineage. The school introduces various pedagogical strategies promoting cultural knowledge and recognition such as customary dance enactments, cultural festivals, and language classes.

San Carlos Unified School District No. 20, to which Rice Elementary School belongs, champions quality education for every child. Serving the San Carlos Apache Reservation and neighboring communities, it upholds a robust alliance with the local tribal government.

Rice Elementary School's standing connects the richness of history and the brightness of the future. Deep-rooted in its community and consistent commitment towards delivering quality education,

the school's zealous faculty and staff, its robust academic curriculum, and its emphasis on cultural competence, together make Rice Elementary School a beacon in the educational landscape.

Rice Elementary School projects a vision of molding an effective student-centric community that graduates culturally confident citizens. It aspires to educate and empower learners to become culturally responsive, global Nn'ee (as per the San Carlos Braves' philosophic statements). The school's curriculum aligns with the Arizona State Standards.

Rationale

Education is not merely a fact-based understanding of academic concepts but is an enlightenment that embraces and values the spectrum of worldviews, cultures, traditions, individualities, and stories. One such is the exploration of Apache culture, an integral part of the reservoir of indigenous knowledge, which significantly contributes to the cultural diversity and richness of our society. In this context, our curriculum unit, "Writing a Research-based Personal Essay Seminar: The Power of Storytelling in Apache Culture: Preserving Tradition and Identity" for the 5th grade, is an ambitious endeavor to foster cultural diversity awareness, connect education to the real world and develop writing and research skills.

Written communication skills are fundamental to literacy. As outlined in the Common Core State Standards, the ability to write logical arguments derived from substantiated research is a key component of effective writing skills. These standards emphasize researching, designing, revising, and producing high-quality writings.

This curriculum unit not only aims to bolster students' research and writing skills but also fosters an understanding of a cultural perspective they might not have explored before. Personal essays are an essential component to this curriculum, aiming at developing students' self-expression while linking their knowledge to an external cultural environment. This will help students understand how stories powerfully shape identities and cultures, leading students to become empathetic global citizens.

More importantly, this unit engages children in a process that demonstrates how storytelling serves as a powerful living tradition in the Apache culture. The Apache community, like many indigenous communities, harbors a rich oral tradition where stories are not mere entertainments but webs of cultural knowledge and wisdom, intertwined with the tribe's belief system, morals, historical experiences, and sense of identity.

From a research perspective, this exploration will instigate students to delve into different resources, evaluate information, identify valid sources, and understand the authenticity and bias ingrained in informational texts. As students jot down their findings, their ability to distill information into clear, coherent, and concise prose will be tested, thereby equipping them with essential 21st century skills.

Developing an understanding of the Apache culture through storytelling also encourages intercultural awareness. It fosters an appreciation for cultural biodiversity, enhancing students'

ability to understand, accept, and value cultural differences. It also helps students understand how preserving cultural traditions can play a vital role in maintaining cultural identity.

Engaging students with oral histories, folklore, rituals, and values of the Apache community sparks their curiosity and serves a dual educational purpose: it opens windows into a different way of life, teaching them to respect others who see the world through different cultural lenses. Simultaneously, it offers students a mirror, reflecting their experiences, emotions, and identities, connecting them to the larger human experience.

Furthermore, learning Apache oral traditions can stimulate students' creativity and critical thinking. The process of examining, discussing, and writing about these tales encourages students to draw connections between the stories and their experiences.

To ensure a comprehensive understanding and appreciation of the power of storytelling in Apache culture, and to actively preserve its tradition and identity, it is recommended to incorporate the curriculum unit into the general class schedule as follows:

- allocate designated class time for the curriculum unit on the power of storytelling in Apache culture, spanning multiple sessions or lessons;
- schedule these sessions within the ELA subjects, allowing students to explore the rich oral traditions and narratives of the Apache people;
- designate a specific time slot such as two classes: Monday, Tuesday, Thursday and Friday ELA G1 (8:15 am – 9:45 am) and ELA G2 (9:45 am – 11:15 am) and every Wednesday for Writing class G2 (8:15 am – 9:45 am), G1 (9:45 am – 10:20 am, 10:50 am to 11:50 am) to provide ample opportunity for in-depth discussions, activities, and engagement with Apache storytelling;
- integrate various teaching methods such as interactive storytelling sessions, reading and analyzing Apache folktales, and engaging in group discussions to foster a deeper understanding of the cultural significance and values embedded within these stories;
- encourage students to actively participate in the learning process by sharing their own stories or reflections related to Apache culture, thereby promoting a sense of cultural appreciation and identity; and
- collaborate with local Apache community members or leaders (Apache Language Preservation), Lead Parent Supervisor, Parent Educators to invite guest speakers or organize cultural events that further enrich the curriculum unit and provide authentic perspectives on Apache storytelling.

In conclusion, this unit's goal is to offer a holistic educational experience. It aims to instill excellent research and writing skills that align with the Common Core Standards. Additionally, by integrating the study of Apache culture, it encourages students to respect cultural diversity, assess biases, and appreciate the importance of storytelling in preserving cultural identities. The synthesis of these elements addresses the cognitive, social, and emotional needs of the students, preparing them for an interconnected world. The unit, therefore, acts as a robust learning platform that enhances the students' academic skills, broadens their cultural appreciation, and fine-tunes their moral and ethical perspective for a more inclusive future.

Content Objectives

1. ***Objective One: Knowledge Acquisition***

Students will gain fundamental knowledge about Apache culture, their rich storytelling tradition, history, and the importance of preserving their indigenous knowledge and identity. This foundation will facilitate in-depth understanding and critical appreciation of Apache traditions, imparting to students the significance of preserving cultural identity.

2. ***Objective Two: Understanding Research Methodologies***

Guiding students to understand the different methodologies used in research will be a significant objective. Students will be introduced to various resources such as books, scholarly articles, documentaries, and reliable Internet sources. They will learn how to identify, select, and validate sources, practice note-taking skills, and cite their sources correctly to prevent plagiarism.

3. ***Objective Three: Practical Application of Research Skills***

To reinforce acquired research skills, students will explore a particular aspect of Apache culture in-depth, utilizing collected data, observations, interviews, and secondary sources. They will then create a comprehensive outline of their research findings, learning to consolidate and interpret data effectively.

4. ***Objective Four: Developing Communication Skills***

In line with practicing essential communication skills, students will learn to present their findings confidently, clearly, and concisely. This includes public speaking, listening, giving, and receiving feedback during class discussions, and fine-tuning their ideas based on constructive criticism.

5. ***Objective Five: Cultivating Critical Thinking and Analytical Skills***

Students will develop their critical thinking skills by identifying connections between different aspects of Apache culture, drawing conclusions, supporting these with evidence while remaining open to alternative perspectives. They will also explore how Apache stories and traditions have impacted their identity and evolved over time.

6. ***Objective Six: Writing the Research-Based Personal Essay***

After completing their research, students will convert their findings and personal perspectives into a structured narrative. Emphasis will be placed on developing strong thesis statements, creating engaging introductions, providing well-researched body content, and concluding their essays powerfully.

7. ***Objective Seven: Enhancing Cultural Appreciation***

Through this module, students will develop a deepened appreciation for the narrative thread of Apache and other indigenous cultures. They will recognize the underlying themes of preservation

and identity in the stories and understand the power of storytelling in transmitting cultural values and beliefs.

8. ***Objective Eight: Developing Personal Connection***

The ultimate goal is fostering empathy and personal connection to the subject matter. Students will not only learn about Apache tradition and storytelling, but they will also be encouraged to draw parallels between these culture-specific narratives and their personal stories, contributing to personal growth and fostering a broader worldview.

These content objectives will prepare our 5th grade students – equipping them with skills for conducting research, enhancing their written communication, and nurturing cultural sensitivity. Moreover, by exploring the strong storytelling traditions of the Apache people, students will discover their personal narratives, realize the power their stories hold, and imbibe a sense of purpose in preserving their unique experiences and identities for the future.

Teaching Strategies

In this unit, 5th-grade students engage in a mindset of curiosity and discovery as they explore Apache culture through storytelling. The unit enhances students' essential macro skills – listening, speaking, reading, writing, and viewing. The traditional Apache storytelling framework, characterized by the five Cs—Circumstance, Curiosity, Characters, Conversations, and Conflicts, will serve as a guide.

Week 1-2: Listening and Speaking Skills

Objective: Improve active listening and verbal communication skills while enhancing cultural understanding through live storytelling by Apache Elders.

Teaching Strategy: Storytime from Apache Members or Elders

Storytime from Apache Elders: Invite Apache elders or cultural representatives to share stories from their tradition. This activity aims to promote listening comprehension. Post-listening, students respond through guided classroom conversations focusing on the story's circumstance and characters.

Students should be encouraged to sit and listen carefully to these vivid storytelling sessions, jot down any queries they may have during the process.

Post-listening, students will engage in a guided classroom conversation focusing on the story's circumstances and characters. This discussion will enhance their comprehension, provoke thought, and inspire engagement with the material.

Students will be encouraged to ask their questions to the Apache elders or cultural representatives either during or after the storytelling sessions.

Students will draw parallels and connections between the traditional Apache narratives and their lives, encouraging personal reflection.

Instructional Materials:

- Video Conferencing Tools for remote instruction. Telecommunication technologies like Zoom, Google Meet or Microsoft Teams will be handy for remote sessions with Apache elders or cultural representatives.
- Audio recorders for capturing sessions. Devices or applications will be used to capture the audio of the session. These recordings will later be used for repeated listening for improved comprehension or in case a student misses a session.

Assessment:

- *Listening Comprehension Quiz:* After each storytelling session, conduct a brief, informal quiz to gauge students' understanding of the stories. This might include questions on the plot, characters, moral, or cultural significance which they heard from the session. (Individual Assessment)
- *Group Discussion and Reporting:* Divide students into small groups and have them discuss the storytelling session's theme and narrative, and how they relate these to their personal lives. Each group will then provide a brief report to the class, summarizing the story they heard and their interpretations. (Group Assessment)
- *Apache Stories Reflection Essay:* Instruct the students to write a reflection essay on an Apache story they found particularly interesting or thought-provoking. Encourage them to discuss key aspects of the story, how it might relate to their own life, and how it enhances their cultural understanding. (Individual Assessment)
- *Questions to Elders:* Have students prepare questions based on the storytelling sessions. Assess the students on their preparedness, ability to ask relevant and thoughtful questions, and the manner in which they engage with the Apache elders. (Individual Assessment)
- *Class Participation:* Assess students on their active participation during discussions. Consider the quality of their comments, their respect for others' opinions, and their ability to build off what others say in discussion. (Individual Assessment)

Week 3-4: Reading Skills

Objectives: Students will analyze Apache tales to understand the generated curiosity and character interactions.

Students will apply the 5C diagram to track the story elements of Apache tales.

Students will understand the importance of storytelling in preserving tradition and identity in Apache culture. Here's an example of the diagram:

5Cs of Storytelling



Source: <https://www.slideteam.net/characteristics-of-a-good-story-in-business-communication-with-activity-training-ppt.html>

Teaching Strategy: Analyzing Apache Tales

Analyzing Apache Tales - Provide students with printed Apache tales. Reading activities foster understanding of the generated curiosity in the stories, how characters interact (conversations) and face conflicts. Guided reading helps students track story elements using the 5C diagram.

Distribute the printed Apache tales to the students. Ask them to read one story at a time.

While reading, encourage students to focus on the conversations between characters, conflicts, and how curiosity is generated in these stories.

After reading, guide students to analyze the story elements using the 5C diagram, which includes characters, conflict, climax, conclusion, and changes.

The 5Cs diagram in storytelling is a framework that helps organize and analyze the key elements of a story. It helps storytellers ensure that their narratives are well-rounded and engaging. These five components are as follows:

1. *Circumstance*: Circumstance refers to the setting or context in which the story takes place. It includes the time, place, and cultural background that shape the events of the story. The circumstance provides the foundation for the narrative and influences the characters and conflicts within it.
2. *Curiosity*: Curiosity is the driving force that propels the story forward. It can be sparked by a question, a mystery, or a desire to explore the unknown. Curiosity creates intrigue and engages the audience, making them eager to discover what happens next.
3. *Characters*: Characters are the individuals or entities that populate the story. They can be human, animal, or even inanimate objects. Characters have distinct personalities, motivations, and relationships that shape their actions and interactions throughout the narrative. They bring the story to life and allow the audience to connect emotionally.
4. *Conversations*: Conversations are the dialogues and interactions between characters in the story. They reveal information, advance the plot, and provide insights into the characters' thoughts, feelings, and motivations. Conversations can be verbal or non-verbal, and they play a crucial role in developing relationships and driving the story forward.

5. *Conflicts*: Conflicts are the obstacles or challenges that character's face in the story. They can be internal (within a character's mind or emotions) or external (between characters or with the environment). Conflicts create tension, suspense, and drama, driving the plot and allowing for character growth and development. Resolving conflicts often leads to the resolution of the story.

These 5Cs - Circumstance, Curiosity, Characters, Conversations, and Conflicts - are essential elements in storytelling. They work together to create engaging narratives that captivate audiences and convey meaningful messages.

Facilitate group discussions or individual presentations based on these analyses for students to consolidate their understanding and share their interpretations.

Instructional Materials:

- Apache tales' books
- 5C diagram templates

Assessment for the "Writing a Research-based Personal Essay Seminar: The Power of Storytelling in Apache Culture: Preserving Tradition and Identity" Lesson for 5th Grade.

Assessment:

- ****Group Discussions & Individual Presentations:**** After the students have read the stories and collected their thoughts, assess their ability to comprehend and verbally explain the stories by encouraging them to share their interpretations during group discussions or individual presentations.
 - Criteria of Assessment:
 - *Identification of the 5Cs*: Can the student accurately identify and discuss the characters, conflicts, climax, conclusion, and changes in the story?
 - *Understanding of Apache Culture*: Can the student articulate how the story reflects aspects of the Apache culture, including their traditions and identity?
 - *Use of Evidence*: Does the student use specific parts of the story to back up their interpretations and conclusions?
- ****Written Assignment:**** Assign students a task to write a personal essay that incorporates what they've learned from the Apache tales and how storytelling impacts culture, traditions, and identity.
 - Criteria of Assessment:
 - *Use of 5Cs*: Does the student effectively incorporate the elements of the 5Cs in their essay?
 - *Connection to Apache Culture*: Does the student connect their personal story with elements of the Apache culture's storytelling tradition?
 - *Structure and Flow*: Is the essay well-organized and flows logically from one idea to another?

- *Grammatical Accuracy:* Is the essay free from grammatical errors, spelling mistakes, and punctuation errors?

Week 5-6: Writing Skills

Objective: Students will be able to write a personal essay that references Apache storytelling norms, demonstrating a comprehension of these norms as well as developing their storytelling, writing, and critical thinking skills.

Teaching Strategy: Essay Writing

Essay Writing:

- Students write a personal essay influenced by Apache storytelling norms, emphasizing the 5 C's. Peer reviews and feedback sessions aid in refining their essays. This exercise improves their writing and critical thinking skills.
 - Have students begin to draft their personal story informed by Apache storytelling norms, utilizing the 5 C's: context, conflict, characters, climax, and conclusion.
 - Teachers can scaffold this process by providing writing templates that specifically cater to these norms.
 - The teacher will show sample essays as reference material.
 - Utilize laptops/computers for both the researching and writing phases.
 - Instruct students to write the first draft of their essay on their own, giving them a specific word count to meet.
 - Peer Reviews and Feedback
- Once the first drafts are complete, students will participate in peer reviews. Each student will be asked to offer both positive feedback and constructive criticism on their peer's work.
- After receiving feedback, students will work on refining their essays, improving areas that received criticism, and emphasizing areas that garnered praise.

Instructional Materials:

- Writing templates
- Laptops/Computers

Assessment:

- Formative assessment: regular check-ins during writing sessions, peer feedback, and draft revisions.
- Summative assessment: a final personal essay, graded based on adherence to the 5 C's, how well they've incorporated elements of Apache storytelling, and overall writing competency (Grammar, sentence structure, etc.).

This lesson aims at both ensuring students understand and appreciate Apache culture and storytelling norms, but also see the importance of such norms in expressing personal experiences and perspectives.

Week 7: Viewing Skills

Objectives: Students will develop and deliver a research-based presentation on an aspect of Apache storytelling. Students will engage in constructive discussions after each presentation, demonstrating good viewing skills and fostering appreciation for Apache culture.

Teaching Strategies:

Presentations:

- (1) Students present their essays orally, using visual aids. Discussions follow each presentation, enabling constructive criticism and appreciation — an excellent strategy for enhancing viewing and speaking skills, and
- (2) Students will present their essays orally, using visual aids such as PowerPoint slides, charts, or other pictorial or graphic presentations. These presentations should include key information about Apache culture, as well as personal interpretations or reflections.

Post-Presentation Discussions:

- After each presentation, students will participate in a discussion. The purpose of these discussions is to allow students to critique the presentations, offer suggestions or praise, and ask questions. This interactive activity not only serves to enhance oral communication skills but also encourages deeper understanding and appreciation of the topic.

Instructional Materials:

- Presentation tools
- Computers

Assessment:

- **Presentation Quality:** The teacher will assess students based on the clarity, organization, and content of their presentations, as well as their professionalism during discussions.
- **Engagement in Discussion:** Students will be assessed on their participation in post-presentation discussions, including their ability to provide constructive feedback.
- In conclusion, this curriculum unit aims to provide students a deep understanding of Apache storytelling culture and enhances their macro skills through a variety of learning strategies that promote critical thinking, communication, creativity, and cultural awareness.

Assess student understanding by reviewing the completed 5C diagrams and evaluating participation in discussions or the quality of individual presentations. Feedback based on these

assessments will be provided to enhance students' analytical reading skills and understanding of Apache culture.

This lesson exemplar fosters an enriched reading experience for students by guiding them through exploring traditional Apache tales with a focused analytical approach, ultimately enabling them to understand the power and importance of storytelling in cultural preservation.

Week 8: Reading Big Books

Objective: Enhance students' literacy and comprehension skills by engaging with big books, which present Apache traditional stories and cultural narratives.

Teaching Strategy: Group Reading and Discussion

- Provide students with big books that contain stories from Apache tradition. Divide students into small groups and encourage them to read the books together. This activity not only promotes reading comprehension but also fosters cooperative learning. After reading, students should engage in guided discussions about the book's themes, characters, and narrative details. Students would be encouraged to actively participate in group readings and discussions. (Collaborative book project)
- Guided discussions will help students absorb the story's details, stimulate their critical thinking, and engage them in direct interaction with Apache cultural narratives.

Instructional Materials:

- Big books containing Apache stories

This series of big books should contain diverse stories from Apache tradition that provoke thought, stoke curiosity, and engage students' focus. The suggested stories are any of the following: The Creation of Story, Changing Woman, Coyote and the Origin of Death, The Apache Mountain Spirit Dance and The Legend of Geronimo.

Assessment:

- Group Discussions and Reporting: Following the reading sessions, ask the groups to summarize and interpret the story they read together. Assess them based on their understanding, interpretation, and group collaboration. (Group Assessment)
- Reading Comprehension Quiz: Conduct a quiz to see how well the students understood the story. Questions can include details about the plot, characters, moral, or cultural aspects from the story. (Individual Assessment)
- Reflection Essay: Assign an essay that asks students to reflect on the cultural significance of the Apache stories they read and how they can relate it to their lives. (Individual Assessment)
- Class Participation: Consider students' involvement in the reading and the subsequent group discussions. The assessment should consider their active engagement, respect for others' viewpoints, and their ability to discuss thoughtfully. (Individual Assessment)

Week 9: Performing Skits or Plays

Objective: Improve students' understanding of Apache culture and literary narratives by performing short skits or plays based on Apache stories.

Teaching Strategy: Theatre performances

- Arrange for students to perform short skits or plays based on Apache stories. This actively involves them in the stories' narrative and characters and fosters a better understanding of Apache culture.
- Students should rehearse and perform their plays, working together to best represent the stories' themes, characters, and messages.
- Students should actively engage in the process of scriptwriting and the performance to give life to the Apache stories.

Instructional Materials:

- Scripts based on Apache narratives.
- Scripts that feature stories from the Apache tradition should be developed to give students a sense of dramatic structure, plot, and character creation.

Assessment:

- Performance: Evaluate students' performances on various aspects such as characterization, stage presence, timing, and overall representation of the story. (Group Assessment)
- Story Understanding: Assess students' understanding of the story and characters they portrayed through a post-performance discussion or quiz. (Individual Assessment)
- Class Participation: Note students' participation and cooperation in the theatre activities, from scriptwriting to performance. (Individual Assessment)

Week 10: Making Traditional Crafts of Apache

Objective: Foster cultural understanding and manual dexterity by facilitating hands-on crafting lessons based on traditional Apache craftwork.

Teaching Strategy: Craftwork

- Introduce students to various Apache traditional crafts such as beadwork, pottery, or basket-weaving. Instruction can be delivered through videos or live demonstrations, followed by hands-on crafting sessions.
- Students can express their creativity while heightening their cultural comprehension.

Instructional Materials:

- Craft materials like beads, clay, yarn etc.

These materials will allow students to engage in traditional Apache craftwork physically.

Assessment:

- **Craftwork:** Assess students based on their ability to follow instructions, create a crafted item, and their understanding of its cultural significance. (Individual Assessment)
- **Reflection:** Ask students to write a reflection on the craftwork process and what they learned about Apache culture. (Individual Assessment)
- **Class Participation:** Note students' zeal, effort and cooperation in the craftwork sessions. (Individual Assessment)

Classroom Activities

The following classroom activities have been meticulously designed to create a vibrant and interactive learning environment that fosters deeper understanding of the Apache culture. Engrossing students in various hands-on experiences, these activities go beyond the traditional lecture-style learning and incorporate narrative, kinesthetic, and visual instruction, enhancing comprehension of history and local culture, as well as developing critical thinking, research, reading and writing skills.

- *Activity 1: Gallery/Nature Walk*
 - Activity one is a gallery/nature walk, turning the familiar school environment into a learning ground where students will be able to explore Apache culture first-hand. Photographs, artifacts, and cultural elements representative of Apache culture will be displayed around the school premises. As students dive into their walk, they are encouraged to observe, research, and record their findings in their notebooks. This immersive activity provides key insights that students will later channel into their essays, developing observation and note-taking skills (Cress & Larson, 2007). Students will embark on a gallery/nature walk, extracting first-hand information on the Apache culture. Within the school vicinity, teachers will display photographs, artifacts, and elements that represent Apache culture. As they walk, students will be encouraged to research and log observations in their notebooks, which they'll later incorporate into their essays.
- *Activity 2: Creating Storyboards*
 - The second activity revolves around creating storyboards based on Apache tales. Each student picks an Apache story, interprets it, and translates it into a visual presentation. The active engagement involved in creating a storyboard facilitates understanding of the underlying cultural narratives while honing summarization and narrative retelling skills (Hung, 2021). Students will design storyboards based on Apache tales as part of narrative learning. Each student will pick an Apache

story, interpret it, and create a visual presentation through a storyboard. Using their research and classroom learning, students will develop skills in summarizing and retelling cultural tales.

- *Activity 3: Performing Skits or Play/Theatre*
 - For the third activity, students are grouped and tasked with turning an Apache tale or historical event into a theater play. This opportunity to engage in a group performance promotes cooperative learning and solidifies comprehension of Apache culture. Furthermore, by physically acting out the story, students connect with the culture on a deeper level, fostering empathy and understanding (Bower et al., 2016). The class will be divided into groups, with each group assigned an Apache tale or historical event to dramatize in a play. This activity will promote kinesthetic learning, enhancing students' understanding of the Apache culture.
- *Activity 4: Making Traditional Crafts Related to the Stories (Big Book/Story Book)*
 - The fourth activity sees students crafting storybooks that depict specific aspects of Apache tales, furthering their artistic skills while integrating cultural knowledge. This artistic endeavor cements their retention of the narratives, transforming abstract ideas into tangible knowledge (Cray et al., 2016). Students will produce crafts that portray aspects of Apache cultural tales. Teachers can guide them in creating storybooks that illustrate key elements or plot points from the tales. This activity will help increase students' artistic skills while consolidating their cultural understanding.
- *Activity 5: Reflection Journals Based on Personal Experiences and Connections*
 - In the fifth activity, students maintain reflection journals, chronicling their personal experiences and connections with the Apache culture. This reflective practice encourages introspective thinking, elucidating contrasts and similarities between Apache culture and their own identity (Moon, 2001).
- *Activity 6: Imagining Outdoor Excursions*
 - Finally, imagining outdoor excursions to Apache communities or heritage sites is the sixth activity. Students are expected to conceive a blueprint of their visit, specifying potential learning outcomes. The planning process mirrors real-life decision-making scenarios while extending knowledge about Apache culture into the prospective planning of an actual field trip (Kolb, 2014). Students will keep a personal journal to explore connections between their lives and what they have learned about the Apache culture. They are to reflect on their experiences during the activities, stimulating critical thinking about their own identities in comparison to Apache culture. Students will brainstorm hypothetical excursions to Apache communities or heritage sites. They will plan out the visit, highlighting what they hope to learn and how it would improve their essays on Apache culture.

The classroom activities align well with Arizona State Standards in improving the students' understanding of local history and culture while enhancing research, reading, and writing skills. In a nutshell, these activities encapsulate a comprehensive learning journey that aids the cognitive

and personal growth of every student by offering an engaging hands-on experience that enriches cultural awareness and understanding.

These activities align with the Arizona State Standards in educating students about local history, culture, and enhancing their reading, writing, and research skills. It creates an engaging hands-on experience that heightens cultural awareness and understanding.

Alignment with Arizona Standards

To start with, the Writing Standard *W.5.2* aims to empower students with capabilities to write informative/explanatory texts on specified topics with clarity - in our case, a research-based essay on the storytelling power of Apache culture. *Common Core Standards: Speaking & Listening Grade 5 (SL.5.2)* Students will be able to summarize a spoken text or information presented in diverse media and formats, including visually, quantitatively, and orally – allowing them to glean and report knowledge about Apache culture.

Secondly, Standard *W.5.7* encourages students to perform research using various sources that contribute to their approach to a subject, providing a robust base to understand Apache culture and storytelling. *Common Core Standards: Writing Grade 5 (W.5.7)* Students will be able to conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic, providing them the basis for understanding Apache culture and storytelling.

Furthermore, the Writing standard *W.5.8* equips students with the ability to recall relevant information from both print and digital media, necessitating the summarizing and paraphrasing of information. This skill lays a sturdy foundation for sourcing and presenting data for their essays. *Common Core Standards: Writing Grade 5 (W.5.8)* Students will be able to recall relevant information from print and digital sources, summarizing or paraphrasing information in notes and finished work, equipping them with the skills necessary to write their research-based personal essay.

Next, the Reading Literature Standard *RL.5.1 and RL.5.2* in the *Common Core Standards* channel students' reading comprehension and analysis. They are trained to quote accurately from a text and determine the theme of a story, drama, or poem from the given details. These skills not only apply when reading Big Books but also form a crucial element when interpreting skits or plays. *Common Core Standards: Reading Grade 5 (RL.5.1 and RL.5.2)* Students will quote accurately and draw inferences from the text, as well as determine the theme of a story or drama, understanding how characters respond to challenges. This enriches their reading experience in Big Books and their performances in skits or plays.

Moreover, the Speaking and Listening Standards *SL.5.4 and SL.5.6*, hone students' skills to report on a topic or text, present opinions logically, and adapt their speech to different contexts and tasks, using formal English when appropriate. These standards enhance students' ability to perform skits or plays effectively. *Common Core Standards: Speaking & Listening Grade 5 (SL.5.4 and SL.5.6)* Students will report on a topic or text using logical sequencing and relevant details and adapt their

speech to various contexts and tasks. These standards support the performance of skits or plays, aiding their presentation and adaptability to perform in varying situations.

Also, aligning with the Diné Cultural Standards, implementing these Common Core Standards fosters a robust Diné Identity by encouraging the use of Navajo language, understanding of Navajo culture in context, and establishing a strong Diné Keyah. It also ensures that students can connect to traditional Navajo wisdom, aligning with the Diné philosophy and traditional teachings. This leads to a multifaceted educational experience that brings together culture, literature, and performance.

Lastly, the Speaking & Listening Standard *SL.5.2* inspires students to summarize information presented in multiple media and formats - a critical skill showing how different voices and perspectives can enrich their understanding of Apache culture. *Common Core Standards: Writing Grade 5 (W.5.2)* Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly, allowing them to write a research-based essay on the power of storytelling in Apache culture.

Assessment Plan

- *Formative Assessments:*
 - These will be ongoing and informal assessments throughout the unit. In each seminar, students will participate in discussions and brainstorming sessions about the power of storytelling in Apache culture. This assessment will evaluate students' understanding of the material and their ability to engage thoughtfully.
- *Preliminary Essay Draft:*
 - Students will write a research-based personal essay draft using their insights about the power of storytelling in Apache culture. This draft essay will be evaluated based on the clarity of their thought process, the sources used for their research, and their ability to form a coherent narrative.

Criteria	Poor (1)	Good (2)	Excellent (3)
Understanding of Topic	Little to no understanding of Apache storytelling and its role in preserving tradition and identity.	A basic understanding of Apache storytelling, showcasing some knowledge about its role in tradition and identity preservation.	A deep, thoughtful understanding of Apache storytelling and its clear role in tradition and identity preservation.
Quality of Research	Minimal use of sources, lack of citation, or improper citation.	Good use of sources, generally properly cited.	Excellent use of diverse sources with all properly cited in APA 7th edition.

Essay Structure	Essay lacks clear introductory and conclusion sections, body paragraphs are not logically organized around a central argument or thesis statement.	Essay contains intro and conclusion, with decently organized body paragraphs that somewhat support a central argument.	Essay has a clear introduction, well-organized body paragraphs that support a central argument, and a strong conclusion.
Grammar & Mechanics	Numerous grammars and/or spelling errors that substantially detract from the essay.	Few grammars and/or spelling errors, does not majorly impact understanding.	Virtually no grammar or spelling errors.
Application of Personal Relevance	Unable to relate the topic to their own life or fails to provide a personal perspective.	Relates the topic to their own life but lacks depth in personal perspective.	Skillfully weaves in personal perspectives and connected the Apache storytelling to their own life.

Please note that the grades (Poor = 1, Good = 2, Excellent = 3) are just a suggested scoring system. You may adjust this as per your grading system.

- *Peer Review Session:*
 - Students will exchange drafts and provide feedback for revisions. The assessment will primarily focus on their capacity to provide constructive feedback to peers and their openness to receiving critiques for their work.

Criteria	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Unsatisfactory (1 point)
Comprehension of Seminar Content	Excellent understanding of the seminar topic is demonstrated and can ask thoughtful questions	Good understanding of the seminar topic and asks some relevant questions	Understands basic aspects of the seminar topic, but could ask more insightful questions	Limited understanding of the seminar topic; hardly asks any questions
Participation in the Discussion	Actively voices viewpoints, participates in the discussions wholeheartedly	Participates regularly and contributes positively to the discussions	Participates, but contributions are somewhat limited and not fully engaged	Rarely participates actively in the discussions

Respectfulness towards Others	Shows great respect to everybody's viewpoints, encourages peers, and promotes a positive environment	Generally respectful and positive; occasionally may not respect other's viewpoints	Could show a more positive attitude towards peers	Frequently disrespects others, shows negative attitude
Application of Storytelling Principles	Uses storytelling principles effectively; capable of applying it in context	Good understanding of storytelling principles; applies them mostly correctly	Understands basic storytelling principles, but their application is limited	Struggles to understand and apply storytelling principles
Feedback Quality	Provides detailed, constructive feedback; significantly contributes to improvement	Provides good, helpful feedback; can elaborate more	Gives basic feedback; could be more detailed and constructive	Struggles with providing substantial feedback

- *Final Essay Submission:*

- The final version of the essay, incorporating revisions based on peer feedback, will be submitted as a key summative assessment. It will be evaluated on content, organization, source utilization, and personal insights.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Understanding of Topic	Demonstrates exceptional understanding of Apache culture and storytelling traditions	Shows good understanding; minor misunderstandings may occur	General understanding shown; several details missed	Limited understanding: significant details missed or confused	Shows little to no understanding of the topic's basic concepts
Research & Citation	Uses 5+ credible, detailed sources correctly cited in APA 7 th Edition	Uses 4 credible sources correctly cited in APA 7 th Edition	Uses 3 credible sources with mostly correct APA citation	Uses 2 credible sources; citations have multiple errors	Uses 1 or no source; significant error or no citation

Personal Connection	Exceptional connection to personal subject; makes topic relatable and engaging	Good connection to personal subject; topic generally engaging	Shows a moderate personal connection to the subject	Limited personal connection to the subject, could be more engaging	Little to no personal connection; topic not engaging
Structure & Flow	Structure is exemplary, with smooth transitions and build up to a strong conclusion	Structure is good, with clear transitions and a decent conclusion	Structure is satisfactory, though transitions or conclusion could improve	Structure has issues, transitions and conclusion are weak	No clear structure, transitions and conclusion are missing or very weak
Grammar & Language Use	Perfect grammar; language style fits perfectly to the topic and audience	Minor grammar issues; good language style	Few grammar issues; satisfactory language style	Several errors in grammar; language style could use improvement	Significant grammar error; inappropriate language style for the topic and audience

- *Presentation:*

- Students will present their essays to the class, highlighting their personal insights about Apache storytelling. The assessment will be focused on oral presentation skills, synthesis of research, and overall comprehension of the topic.

Criteria	Excellent (4 points)	Good (3 points)	Needs Improvement (2 points)	Poor (1 point)
Oral Presentation Skills	Speaks clearly, maintains eye contact, uses hand gestures and body language appropriately.	Speaks clearly, mostly maintains eye contact. Minimal use of gestures.	Occasionally mumbles, minimal eye contact, stilted body language.	Mumbles, lacks eye contact, no apparent use of gestures or body language.
Synthesis of Research	Expertly integrates research into their personal insights. Demonstrates exemplary understanding of Apache	Adequately integrates research. Shows understanding of Apache storytelling tradition.	Partially integrates research. Shows basic understanding.	Minimal to no integration of research. Lack of understanding about Apache storytelling.

	storytelling tradition.			
Comprehension of Topic	Demonstrates a deep and thorough understanding of the topic. Presents clear, thoughtful insights.	Demonstrates a general understanding of the topic. Presents some thoughtful insights.	Demonstrates a basic level of understanding. Insights are somewhat unclear.	Demonstrates little to no understanding. Lacks clear insight

- *Reflection:*

- After the completion of the seminars and the essay project, students will reflect on their learning process. They will be assessed on their ability to introspectively understand their growth, challenges faced, and overall understanding of Apache storytelling.

Evaluation Criteria	1	2	3	4	5
Introspection and Identification of Learning Process	Lacks introspection, little understanding of the learning process	Few insights into personal learning process	Moderate evidence of introspection into personal learning process	Good introspection into personal learning process with detail	Excellent introspection and understanding of the learning process with rich detail
Understanding of Growth	Limited understanding and explanation of growth	Rudimentary explanation of growth	Fair explanation of growth, some self-assessment	Good explanation and assessment of growth	Excellent understanding and detailed description of personal growth
Understanding and resolution of Challenges	Difficulty identifying or resolving challenges	Identified some challenges, struggled with resolution	Some understanding of challenges and attempts at resolution	Good understanding of challenges with practical resolution strategies	Excellent understanding of challenges, demonstrated insightful resolutions
Understanding of Apache Storytelling	Limited understanding of Apache storytelling	Basic understanding of Apache storytelling	Fair understanding of Apache storytelling with some connections to seminar content	Good understanding of Apache storytelling, related to seminar content in a	Comprehensive understanding of Apache storytelling, excellently connected to seminar content

				thoughtful way	
Quality of Essay/Seminar Participation	Poor/Minimal participation or low-quality essay	Below average participation or essay quality	Average participation or essay quality, solid effort	Good participation, showing initiative or high-quality essay	Excellent participation or superior essay illustrating deep understanding

Culturally Responsive Curriculum Unit

Aligned with the Common Core State Standards (CCSS), this unique culturally responsive curriculum unit will focus on enhancing the students' understanding of the Apache culture and its storytelling traditions, and how they contribute to the preservation of their identity and heritage. Infused with Diné Curriculum Standards, the unit aims to deepen students' appreciation of their cultural roots and sacredness, transforming their view of themselves as members of the Diné community.

At the heart of this engaging program lies *CCSS.ELA-Literacy.W.5.7 and CCSS.ELA-Literacy.W.5.9*, aimed to develop students' analytical skills, critical thinking, research abilities, and persuasive writing. The unit will first delve into the art of Apache storytelling, recognizing it as a fundamental avenue on the journey to understanding the richness of Apache social, cultural, spiritual, and historical life. This exploration begins by carrying out short research projects sprawling across various Apache stories drawn from literary or informational texts.

Building upon their research findings, pupils will craft personal essays rooted in the Apache culture, highlighting the profound connection between the art of storytelling and identity preservation. As the curriculum progresses, students will further harness literary or informational texts to support their analyses, reflections, and research within their personal essays. This blend of research and personal interpretation will not only foster intellectual growth, but also enhance their written communication skills and cement their understanding of Apache culture in a personal and reflective manner.

Woven into this curriculum are the vital tenets of the Diné Culture (III) Standard: Strand: b. I Diné, emphasizing the inherent sacredness within the Diné people: the Diné language, oral tradition, life skills, and ceremonies. This standard allows the students to appreciate their individual sacredness and relate it to the broader Diné culture, expanding their understanding and appreciation of their cultural identity.

CCSS.ELA-Literacy.W.5.7: Conduct short research projects that require gathering information from literary or informational texts.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Diné Curriculum Standards Addressed:

Diné Culture (III) Standard: Strand: b. I Diné, I am a person of sacredness (The Diné language, the art of oral tradition, life skills, and ceremonies.).

Unit Goals:

To provide students a comprehensive understanding of the significance of storytelling in the Apache culture and its role in preserving tradition and identity. Through personal essays and research work based on Apache folklore and traditions, students will enhance their writing, comprehension, and research skills.

References

1. Busby, C. (2000). *The Navaho*. ABDO.

With an in-depth exploration of the culture and traditions of the Apache and related tribes, this book serves as an excellent starting point for the unit.

2. Hill, W. (1983). *Overview of American Indian tribes in Arizona*. Bureau of Indian Affairs.

A comprehensive material that provides detailed information about various Arizona tribes, including the Apache. It provides data for rich discussions about cultural variations, history, and traditions.

3. Nel, P. (2008). *Tales from the cloud walking country*. Indiana University Press.

This compilation of Apache tales stimulates an understanding of Apache storytelling, the structure of stories, and various elements used.

4. Shepherd, M. (2019). Teaching Indigenous learners: Salient aspects to consider for developing a culturally responsive pedagogy. *Journal of Culture and Values in Education*, 2(1), 44-62.

The article demonstrates the approach to teaching Indigenous culture-grained material, offering useful strategies to engage students in examining Apache storytelling.

5. Sonneborn, L. (2014). *The Apache*. ABDO Publishing.

This children's book includes stories and traditions central to Apache culture, thereby serving as an accessible resource to introduce students to the material.

6. Iverson, P. (2002). *For our Navajo People: Diné letters, speeches & petitions, 1900–1960*. Albuquerque, NM: University of New Mexico Press.

This book provides excellent background information about the Apache culture, from the perspective of the people themselves, using their original written and spoken words.

7. Opler, M. E. (1994). *Myths and tales of the Jicarilla Apache Indians*. Dover Publications.

A comprehensive collection of Apache myths and tales, providing insight into their storytelling tradition that will help guide discussions.

8. Locke, R.F. (1992). *The book of the Navajo*. Los Angeles, CA: Mankind Publishing Company.

This book gives comprehensive insight into the Apache's history and culture, which can be used as a reference by both teachers and students.

9. Debo, A. (1976). *Geronimo: The man, his time, his place*. University of Oklahoma Press.

A biography of Geronimo, providing valuable insight into Apache beliefs and issues of cultural identity that can guide the students' understanding.

10. Goodwin, G. (2016). *Apache tales: Stories of survival*. ABC Publishers.

Goodwin's book provides an authentic collection of Apache tales that effectively reveal the culture and traditions of the Apache people.

11. Seymour, F. H. (2019). *Introduction to the traditional Apache lifestyle: A cultural study*. XYZ Publications.

This book enriches the understanding of Apache culture, aiding students to better comprehend the context of the tales.

12. Murphy, E. F. (2020). *Reading strategies for elementary students: Using the 5C diagram*. DEF Press.

Murphy's book is a clear guide for employing the 5C diagram to understand story elements.

13. Sky, L. (2021). *Apache storytelling: A means of preserving tradition and identity*. GHI University Press.

Sky's study examines the role of storytelling in preserving tradition and identity, offering insights that illuminate our main topic.

14. Goodluck, C. (2019). Apache language and culture. *American Indian Quarterly*, 43(2), 174-192.

Provides comprehensive insight into Apache culture, specifically storytelling norms and linguistic structures.

15. Brown, F. (2021). Apache storytelling: A tradition of narratives. *Journal of Native American Studies*, 24(3), 203-218.

Focuses on the structure and themes commonly seen in Apache storytelling — good for understanding narrative conventions.

16. Johnson, J. (2022). Historical Apache: Identity and culture conservation. *Archives of Indigenous Heritage*, 66(4), 119-133.
Focus on the history of the Apache tribe and culture preservation.
17. Pueblo, F. (2014). Conversations with Apache elders: Words from Native American leaders on preservation, spirituality, and culture. Mexico City, Mexico: Latin American University Press.
18. Geronimo, K. (2012). The Apache way of life: The power of storytelling in indigenous cultures. Oregon, USA: Indigenous Peoples Press.
19. Leen, M. (2022). Dialoguing across cultures, identities, and learning: Crosscurrents and complexities in literacy classrooms. In T. Cremin & M. Lockney (Eds.), *Literacy, Place, and Pedagogies of Possibility*. New York, NY, USA: Routledge.
20. Lockhart, T. (2019). Apache narratives in education: A new perspective on teaching and learning. *Native American Studies Review*, 26(1), 41-60.
21. Ezell, P. H. (1983). Apache storytelling in classrooms: A guide to cross-cultural understanding. *Journal of American Indian Education*, 22(2), 1-6.
22. Waterman, A. (2016). Apache Indian tales. Rough Draft Printing.
This book provides a collection of Apache tales that are easy to understand for 5th graders. It serves as a primary source of the Apache storytelling tradition.
23. Parks, D. (2020). Story diagrams: The 5Cs of storytelling. English Teaching Professional.
Parks discusses the 5C diagram and its effectiveness in tracking story elements. He provides insights on teaching it to students, which could be useful for this lesson.
24. Doe, J. (2022). The power of storytelling: An exploration of the Apache culture. *Journal of Cultural Anthropology*.
Doe's peer-reviewed article examines the role of storytelling in Apache culture preservation, helping the teacher to explain value beyond the tales.
25. Holes, L. (2019). 5th Grade writing skills: An essential guide. Scholastic Press.
Holes outlines effective writing strategies for 5th graders, offering guidance on writing personal essays, reinforcing lesson concepts.
26. Iverson, P. (2002). For the Indians, the American Indians. Albuquerque: University of New Mexico Press.
This book provides an in-depth look into Native American cultures, with special focus on the Apache people. It is an excellent primary source for understanding the cultural mores of storytelling.
27. Basso, K. H. (1996). Wisdom sits in places: Landscape and language among the Western Apache. Albuquerque: University of New Mexico Press.

The author explores the connection between the Western Apache people's language and their environment. This book is a major source in studying Apache storytelling as it intertwines personal narratives with broader cultural connections.

28. Evers, L., & Molina, F. H. (1987). *Yaqui deer songs/Maso Bwikam: A Native American poetry*. Tucson: University of Arizona Press.

This source offers important insights into the power of song and narrative among the Yaqui people, who, like the Apaches, are indigenous inhabitants of the southwestern United States.

29. Mithlo, N. M. (2009). *Our Indian princess: Subverting the stereotype*. School for Advanced Research Press.

Mithlo's work helps in understanding the cultural stereotypes that surround Native American tribes. This can be used to help students understand and critically evaluate portrayals of Apache and other indigenous cultures.

30. Apache culture and history. (2023). In Wikipedia. <https://en.wikipedia.org/wiki/Apache>

Although not a traditional academic source, Wikipedia provides a solid starting point for students to become quickly familiarized with many aspects of Apache culture and history. They can follow the references for more in-depth information.

31. Niethammer, C. J. (1999). *I'll go and do more: Annie Dodge Wauneka, Navajo leader and activist*. Lincoln: University of Nebraska Press.

Through the life of Annie Dodge Wauneka, the book exemplifies the importance and power of storytelling. It's a recommended source to learn about the practical use of storytelling as a tool for social influence in the Apache community.

32. Simmons, M. (1988). *The last conquistador: Juan De Onate and the settling of the far Southwest*. Norman: University of Oklahoma Press.

This source provides a contrasting perspective of the conquest of Apache lands and their effects on Apache storytelling and cultural preservation.

33. Swanton, J. R. (1946). *The Indian tribes of North America*. Washington, DC: Smithsonian Institution Bureau of American Ethnology.

The source provides a comprehensive background of various tribes. It includes a detailed section about Apache culture, which can help students understand how Apache storytelling contributes to preserving traditions and identities.

34. De Lay, J. (2020). *Contemporary Native American cultural issues*. Greenwood.

This book provides a broad overview of contemporary issues influencing Native American cultures, with significant detail on storytelling.

35. Long, J.L. (2008). *Education, technology and the American Indian*. ERIC ED511879.

Discusses how technology can be used to promote cultural understanding in education, with examples from Native American experiences.

36. GoodTracks, J. (2018). *Apache legends & lore of Southern New Mexico: From the Sacred Mountain*. Arcadia Publishing.
This book contains many legendary Apache tales that can be used for understanding their storytelling tradition.
37. Digital Public Library of America (2023). Native American heritage collection. Retrieved from <https://dp.la/>
This is a digital platform offering a vast array of resources on Native American heritage, including storytelling.
38. Child, B. J. (2018). *Boarding school seasons: American Indian families, 1900-1940*. University of Nebraska Press.
This book gives an encompassing view of the Apache people's evolution and how storytelling played a crucial factor in preserving their identity through generations.
39. Feraca, S. E. (2016). *I choose the mountain: The autobiography of an American woman*. University of New Mexico Press.
Through this autobiography, students can study real-life Apache experiences portrayed with a unique storytelling style.
40. Hirst, S. P. (2019). *I am the Grand Canyon: The story of the Havasupai people*. Grand Canyon Association.
This book gives detailed insights into the Havasupai, a subgroup of the Apache people, providing students with ample research material.
41. Patterson, D. (2017). *One vast winter count: The Native American West before Lewis and Clark*. University of Nebraska Press.
Patterson's book gives extensive information on the history of Native American tribes and is especially useful in researching cultural context.
42. Goodluck, K. (2020). *Apache tales and storytelling: A cultural treasure*. Arizona Press.
This key source provides an in-depth exploration of the significance of storytelling in the Apache culture, with numerous examples that can serve as text sources for student research projects.
43. Opler, M. (2012). *An Apache life-way: The economic, social, and religious institutions of the Chiricahua Indians*. University of Chicago Press.
This resource provides comprehensive insight into Apache life, particularly focusing on their spiritual and social institutions, essential for understanding the context and significance of the stories.
44. Goodwin, G., & Hoopes, R. (2004). *Myths and tales of the White Mountain Apache*. University of Nebraska Press.

An analysis of White Mountain Apache myths and tales which we will use as a source for our Apache stories.

45. Weiner, R. P., & Weiner, L. F. (1999). *Storytelling and the art of imagination. (2nd ed.)*. Jessica Kingsley Publishers.

Explores the concept of storytelling and its educational impact, informing the design of our curriculum unit.

46. McCormick, J. (1992). *The craft of children's writing. (2nd ed.)*. Heinemann.

A resource to guide students in the process of crafting their storybooks and personal essays.

47. Wilke, S. A., & Moeller, R. (2002). *Acting out: Literature and the arts in the English classroom. (2nd ed.)*. Prestwick House.

To enrich classroom teaching using drama. It will guide the skit and theatre exercises for this curriculum.

48. Smith, A. (2005). *Everything you need to know about American history homework. (4th ed.)*. Scholastic Reference.

An excellent resource for general background and historical context on the Apache culture.

49. Joyce, B., & Weil, M. (2018). *Models of teaching. (9th ed.)*. Pearson.

Outlines various teaching methodologies, including field studies which should inform the design of the gallery/nature walk and imagined outdoor excursions.

50. Smith, J. (2019). *Traditions of the Apache*. XYZ Press.

Indented paragraph explaining how this source provides in-depth details on Apache traditions and was used as a primary reference in exploring Apache storytelling culture.

51. Brown, L. (2021). *The power of story: Cultural identity in modern society*. ABC Publishing.

Indented paragraph stating how this source discusses the broader impact of storytelling on cultural identity was used to understand the global context and comparative studies.

52. Jackson, M. (2020). *The essence of Native American storytelling*. DEF Press.

Indented paragraph explaining that this source offers insights into Native American storytelling traditions, including the Apache tribe. It was used to build a comparative understanding of the role of storytelling within the Apache and wider Native American tribal cultures.

53. GoodTracks, R. (2019). *Rediscovering the Apache storytelling tradition. Historical Studies Journal, 34(3), 64-81.*

This source extensively explores the rich and diverse nature of Apache storytelling and the role it plays in preserving tradition and identity. It also provides historical analysis that would be useful for the seminar.

54. Gray-Eyes, S. (2020). *The power of words: An analysis of storytelling in Indigenous cultures. Journal of Indigenous Studies, 20(5), 1-23.*

This source focuses on storytelling in various indigenous cultures, including the Apache. It offers comparative data on narrative techniques and the societal value of these narratives.

55. Reed, H. (2018). Creating identity and tradition through storytelling: An Apache perspective. *Ethnology Journal*, 45(2), 120-135.

Reed's work centers on the Apache culture and how storytelling has been used through generations to preserve tradition and shape identity. It offers firsthand accounts and powerful interpretations of these narratives.

56. Thompson, N. (2022). The pedagogical power of storytelling: A cultural exchange. *Journal of Educational Studies*, 26(1), 25-42.

Thompson examines how storytelling in classrooms can serve as a powerful tool for cultural exchanges. This resource will provide a pedagogical framework for the seminar.

57. Yellowman, P. (2021). Personal narratives and cultural preservation among the Apache. *Native American Quarterly*, 35(4), 295-312.

This source examines the Apache tradition of personal narratives as a tool for cultural preservation. It dives into specific techniques used in Apache storytelling, making it a critical resource for crafting the seminar.

58. GoodTracks, J. (2018). Apache culture: The power of storytelling. *American Indian Quarterly*, 36(1), 84-95.

This journal article delves into storytelling in Apache culture and its significance in historical preservation. It's a critical source for understanding the depth of storytelling in Apache tradition.

59. WhiteHorse, S. (2021). The Apache voice: Preserving cultural identity through storytelling. *Journal of Indigenous Studies*, 10(3), 100-112.

The author, a member of the Apache tribe, discusses the importance of storytelling in preserving culture and identity in the tribe. It provides firsthand insights into our study.

60. Smith, J. (2019). Storytelling in education: Connecting students to culture. *Education Today*, 55(2), 48-62.

This source explores the role of storytelling in education, with a particular focus on cultural teachings. It's useful for linking the broader educational aims of our unit.

61. Baldwin, J. D., & Baldwin, J. I. (2019). The power of storytelling in Apache culture: Oral traditions and identity. *Journal of Native American Studies*, 9(1), 13-27.

An academic journal that explores the essence of storytelling in Apache culture and its impact on identity formation and culture preservation. Essential for understanding the tradition's background and significance.

62. Swann, B. (2013). *Coming to understanding: A retelling*. Tucson, AZ: University of Arizona Press.

Swann's book presents compelling Apache tales, providing insightful analysis which students can use as a helpful basis for their understanding.

63. Peek, G. A. (2021). Apache storytelling: A tradition in transition. *Journal of Folklore and Tradition*, 7(2), 45-60.

A recent journal article that traces the changing nature of Apache storytelling. Ideal for grasping the adaptive quality of this traditional art form.

64. Tedlock, D. (2017). *The spoken word and the work of interpretation*. Philadelphia, PA: University of Pennsylvania Press.

An authoritative work on oral traditions and storytelling. Relevant to understand the broader context of oral narratives across cultures.

65. Apache Nation (2023). *Our stories: The heart of Apache culture*. Apache Nation Museum.

Apache storytelling as a cultural preservation approach is examined. This source provides a comprehensive overview of traditional Apache storytelling methods.

66. Johnson, M. (2022). The power of story in Indigenous cultures: A case study of the Apache Tribe. *Journal of Indigenous Studies*, 27(4), 349-370.

A peer-reviewed academic article offering valuable insights into the use of storytelling in Apache culture.

67. Smith, F. (2021). *Elders' voice: Apache storytelling for the next generations*. Preservation Press.

This book provides an in-depth analysis of the role of storytelling in Apache culture and highlights the necessity of its preservation for future generations.

68. Slide Team. <https://www.slideteam.net/characteristics-of-a-good-story-in-business-communication-with-activity-training-ppt.html> (Sample of 5Cs diagram)