

## K'é and Relationality

### Discovery through Literary Conflict and K'é

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#### Author Note:

Winona Azure, DINÉ Institute Fellow, is a 6th grade teacher at Chief Manuelito Middle School within the Gallup McKinley County School District which is located in Gallup, New Mexico, near the Diné Nation. Acknowledgements must be given to the teachers from all over the Diné Institute who supported one another with sharing of cultural and content knowledge. Special thanks to Dr. Jeff Berglund for his leadership in challenging times. Thank you to DeLyssa Begay and Melanie Howard for leading our group in a pinch and sharing your veteran knowledge. Lastly, to my students, the community, my family, and everyone who came before us, thank you for inspiring me and allowing me to continue my journey as a lifelong learner.

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### **Introduction**

This is my sixteenth year of teaching K-12 students in addition to teaching college classes for pre-service teachers. The bulk of my teaching years have been either on or near multiple Indian reservations in the state of Montana. This is my first-year teaching in New Mexico. I currently work as a 6<sup>th</sup> grade English Language Arts (ELA) teacher at Chief Manuelito Middle School (CMMS) which is a school within Gallup-McKinley County Schools and located in Gallup, New Mexico.

### **Context & Rationale**

Gallup-McKinley County Schools (GMCS) is a large school district in comparison to the districts I have worked in previously. It is considered the largest school district in the state of New Mexico and serves more than 10,000 students within 32 elementary, middle, and high schools in a service area of more than 4,500 square miles that includes locations that are on or near both the Zuni and Navajo Nation reservations.

Chief Manuelito Middle School (CMMS) is a school that serves students in grade 6 through 8. The student population is predominantly (nearly 80%) Native American students from both the Navajo Nation as well as the local Zuni tribe. The remaining 20% of the student population is made up with Latino, Asian, African American, and White students. The students range in age from 10-15 years old. Most students attended a GMCS elementary school that feeds into the middle schools, so when entering 6<sup>th</sup> grade at CMMS many of the students are new to each other as well.

The teaching and administrative staff at CMMS does not mirror the student population. Many grades 6-8 teachers are teachers from the Philippines. Many of these teachers are new to the United States and are definitely new to the state of New Mexico and working with predominantly Native American students. The remainder of the teaching staff is mostly Latino and/or White with a minority of Native American teachers serving the students. As a result of a nationwide teacher shortage, GMCS works to recruit qualified teachers with hiring incentives. GMCS also employs online teachers in hard to fill positions like Special Education.

GMCS worked with a company called, Empower, to develop a standards-based curriculum that aligns to a Year-at-a-glance (or YAG) which provides a scope and sequence to ensure that all content has a time and place that it is covered within the curriculum. ELA has multiple standards to cover, including Reading Literature, Reading Informational Texts, Writing, Language Usage, and Speaking and Listening. Each ELA class produces weekly learning plans that detail what standards(s) will be covered and learning objectives for multiple depth of knowledge levels, the vocabulary that the students will learn, and how the standard will be assessed. The end goal is student learning and also to produce data that tracks and predicts student performance on beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) assessments in preparation for state assessments.

For the 2023-2024 school year, I have been teaching students that are deemed as needing intervention. Their status is based on multiple factors, including speaking English as a second language (ESL), being an English Language Learner (ELL), having an Individual Education Plan (IEP), low test scores, and intervention recommendations from previous grade teachers. I average 20-30 kids per class and have one Response to Intervention (RTI) class that is double the length of a normal class and includes an overwhelming majority of students with IEPs. I consult with a Special Education teacher regarding the RTI class and share some co-teaching responsibilities with them to ensure that we are meeting the requirements of each student's IEP.

While the district curriculum is definitely a helpful tool at times, there is no inclusion of culturally responsive materials or content in the canned lessons. It is not a requirement to teach the lessons included, however, teachers will need to ensure that all lessons are rooted within standards-based learning. Being a new teacher to CMMS this year, I sought out guidance from veteran teachers. The guidance provided was that ELA teachers are able to use any culturally responsive reading materials or content as long as it aligns with the content standards within the YAG. The main suggestion was to include a Native American novel during Native American Heritage month. Further along in the year, the ELA teachers were asked to make a list of novels for the district to order with some funds that needed to be spent. My list included Brian Young's *Healer of the Water Monster*.

Young's initial novel in the series introduces us to Nathan, a young Diné boy who lives off the Navajo reservation, in Phoenix. Nathan's parents have recently divorced, and he is growing accustomed to living between two households. Nathan is trying to determine how to spend his summer since his mother is traveling for work and his father is planning a vacation with his new girlfriend. Nathan decides to spend his summer with his paternal grandma on the Navajo reservation and dedicate some of his time to completing a science fair project. At the beginning of the story, Nathan is unaware that this summer spent with his grandma will be a time of cultural and personal growth as a result of the discoveries that he will make.

I selected Young's initial novel due to the setting, plot, and theme. One of the important setting details references both Gallup and the Church Rock area. Chief Manuelito students will be drawn into a local setting. They will also learn about some of the history that impacts the local environment as a result of pairing Young's novel with related informational texts.

## **Rationale**

In 2009, I graduated from the University of New Mexico with a Master of Arts degree in Language, Literacy, and Sociocultural Studies with an emphasis in American Indian Education. My comprehensive examination paper was titled, "Model Legislation: How Montana and New Mexico are Meeting the Needs of American Indian Students." At that time, both states were leading the way to guarantee that students in those respective states would learn about Native Americans. Fast forward 15 years and it appears that both states have lost traction. The language in Montana's legislation has changed to more of a suggestion instead of a requirement and New Mexico's educational system has been sued by at least one family for Native American students not having their educational needs being met. According to Yazzie, "It is the right and

freedom of the people that our children are provided with education to absorb wisdom, self-knowledge, and knowledge to empower them to make a living and participate in the growth of the Navajo Nation” (Yazzie, 2022, p.183).

When the legislation fails and the district resources fall short, it comes down to the creativity and resourcefulness of the teacher to ensure that students can learn using culturally responsive materials and content. It appears that the opportunity has presented itself for my class to utilize Brian Young’s novels in conjunction with the Diné Institute’s curriculum development guidance to create something that is meaningful and will benefit student learning in a standards-based learning model. I agree with Young’s author note when he states, “I know that stories such as mine are exceptionally rare in mainstream publishing and extremely important for young Navajo readers who have nothing written for them. I know how important a book like this can be because I was that young Navajo reader who could not find a single story that had characters who resembled me and who lived in my environment” (Young, 2021, p. 352).

Prior to my knowledge about the Diné Institute, I met Brian Young at the National Indian Education Association (NIEA) Educator Day in October 2023. He served as one of the keynote panelists and presented both of his novels to the participants. Young spoke about his life and how everything had led up to him writing these books. He shared a powerful message about representation that led to me purchasing his book and him signing my book with “Ahe'hee, Azure” because I shared with him that I am a classroom teacher.

*Figure 1.* Winona Azure and Brian Young, NIEA (author’s photo).



The district’s mission states that, “It is our mission in the Gallup McKinley County School District to prepare our students for success. We empower and develop our students through building knowledge, promoting essential skills and positive character traits, providing safe and healthy learning environments, and creating strong partnerships with parents, schools and communities.” Currently, many of my students are making progress, however, they are not experiencing success as defined by GMCS. Their test scores indicate that they are in need of support. One of my students in need of support recently asked to supplement his work on zodiac constellations with descriptors in Diné. Another student requested Kahoot questions regarding

Diné language in addition to ELA content questions, so that he could experience his own success that is not measured by a test score. Yazzie contends, “Our children must be grounded in all respects; they must understand and claim ownership of and represent their identity as Indigenous children. They must realize that they are expected to live up to the role and responsibilities they are born for” (Yazzie, 2022, p. 184).

When considering the inclusion of K'é in this unit. It is important to acknowledge that students will have varying levels of understanding regarding K'é depending on their background and family. Yazzie acknowledges that we are all born into certain roles. Many students will understand the concept of a family tree, however, some may have complex or fractured information to include within a family tree, but when we extend K'é to beyond the family unit, it opens up a space for students to consider and question what their roles and responsibilities are when considering the natural world. I don't anticipate reframing anyone's family but I would like students to consider what their place is in the natural world after learning about environmental concerns within our local community.

It is my goal to use the culturally responsive lessons that I develop in the Diné Institute to honor and work with students, parents, and guardians within our local community. I predict students will feel more grounded within their local environment and empowered by the recognition given to their home knowledge and that through the use of Young's novel bridges can be built to build knowledge in multiple content areas. Furthermore, this work can be accomplished while meeting the district criteria for standards-based learning.

### **Content Objectives**

The main purpose of this curriculum unit was to pair the Reading Literature and Reading of Informational Texts ELA Common Core Standards to increase the students' understanding and outcomes. Standard RI.6.3 is the sixth-grade standard related to analyzing textual evidence and making inferences based on the analysis of multiple information texts related to uranium mining in the local area. Standard RL.6.3 is a 6th grade Common Core standard that explores students' understanding of the story's plot. In this unit, students will focus on the overall plot with a special emphasis on the role of conflict throughout *Healer of the Water Monster*.

In addition to the Common Core standards, it is important to measure and increase students' understanding within the Diné Content Standards. The emphasis will focus on two areas. (1) Students will examine K'é by thinking about their own role within the local environment in terms of environmental awareness and advocacy. (2) Students will explore and explain how Diné people and historical events have influenced the development of my community, specifically how uranium mining has impacted the local community.

### **Informational Texts**

Informational texts will be used to set the stage for Brian Young's *Healer of the Water Monster*. One of the main settings in Young's novel is the Church Rock/Gallup, New Mexico, areas. The main character, Nathan, is visiting his grandmother in Church Rock, NM during the summer. During Nathan's time there he is working on a science project which compares the growth of traditional corn seeds versus modern corn seeds. He faces different challenges in cultivating his

seeds along the way and one concern is water consumption and availability. As the story progresses, readers meet the water monster who is sick. Nathan later connects the water monster's illness to the lack of clean water and radiation poisoning as a result of uranium contamination in the local area.

Students will need to understand the background information related to the Church Rock mining disaster of 1979 (which produced uranium contamination approximately 20 miles from CMMS) and the provided information texts will support that understanding at the needed length and independent readability levels of 6th grade students. Since these events occurred long before students were born, the background will need to be built. Using multiple informational texts in a jigsaw strategy will help students work both independently and in collaboration to build the needed information before proceeding to *Healer of the Water Monster*.

I have selected the following texts which will each serve an individual purpose with the "jigsaw." (1) "Tragedy at Church Rock: Superfunds and the Marginalization of Navajos" by Sam Heywood, (2) "Navajo Nation: Cleaning Up Abandoned Uranium Mines" courtesy of the United States Environmental Protection Agency, (3) EPA Fact Sheet: "Old Church Rock Mine," and (4) "Church Rock: The Forgotten Nuclear Disaster" by Hannah Nguyen. Heywood's piece considers the social injustice associated with the handling of the environmental disaster and gives comparisons to how similar situations were handled off of the reservation. The EPA documents provide good visual information that is broken up into maps, charts, and facts. Finally, Nguyen's writing also offers a short summary of details and puts this incident into perspective considering other national and international uranium contamination events and how the environmental protocols were handled in completely different fashions.

In addition to independent and collaborative readings, students will also examine the Navajo Nation Environmental Protection Agency ([navajoepa.org](http://navajoepa.org)) web site to learn more about the Diné philosophy toward Mother Earth. As a class, we will also read "Church Rock, America's Forgotten Nuclear Disaster, Is Still Poisoning Navajo Lands 40 Years Later" for more graphic details of what has resulted leading up into present times. Finally, students will download a copy of the comic book "Gamma Goat in the Dangers of Uranium" which is a resource that students can share to educate their friends and family.

Leading into *Healer of the Water Monster*

It is critical to examine the informational readings and data first to build background for the students since the Church Rock Mine incident occurred in 1979. They will learn that an official clean-up of that area still has not occurred and have to consider the repercussions of that for our local environment in the present day. In *Healer of the Water Monster* the environmental concerns are one of many literary conflicts that occur. As students read through the book they will spend time interpreting the overall plot and theme, but will also take special time to consider conflict.

The order in which each type of conflict will be presented has been mapped and will be driven by the sequence of the story: (1) Character vs. Self, (2) Character vs. Nature, (3) Character vs. Society, (4) Character vs. Character, (5) Character vs. Technology, (6) Character vs. Fate, and (7) Character vs. Supernatural.

The first instance of conflict will examine “Character versus Self.” The use of “character” in terms of conflict can refer to any of the main characters within the story. In most instances, it will refer to Nathan since he is the main character. Character vs. Self is reflected in chapter 2 where Nathan struggles with missing his mom and dad even though he is upset with them. He is at the age where most kids are testing out their independence and it might seem immature to miss your parents. It also resurfaces in chapters 10-11 when Nathan experiences depression symptoms similar to what his Uncle Jet feels in chapter 7. Uncle Jet’s feelings of depression are also paired with addiction and PTSD issues. It is important to acknowledge that within many Indigenous cultures, the concept of self can be tricky. Humility and family roles often demonstrate the value of the family over the value of the individual.

Next up is “Character versus Nature” and Nathan faces many challenges in terms of this conflict. In chapter 2, Nathan must acclimate to living without electricity and running water. He goes into detail about the landscape at night, using the outhouse, the heat, and the challenges of gardening. Starting in chapter 4 Nathan also contends with a creature that is stealing his seeds. The creature could also be deemed as part of the supernatural, but students may identify the horned toad as a natural being. In chapter 10, drought is specifically referenced. Finally, the water monster and radiation are addressed in chapters 8 and 10. Another consideration is that some Indigenous cultures don’t subscribe to a hierarchy that places humans above animals and the natural world. Many cultures strive for balance with the natural world, where humans are living in harmony.

“Character versus Society” will be up for a broader interpretation throughout the entire book. Students may point out the environmental injustice in terms of mine locations, lack of safety protocols and clean-up efforts, the high rates of cancer among Navajo miners as well as people in affected communities. There are also other specific happenings in the book where Nali is taken advantage of by the pawn shops in Gallup and how Uncle Jet is treated by “the system” as he tries to work through his addiction and mental health concerns. Society can represent a variety of entities depending on the interpretation. American society, traditional Diné society, non-traditional Diné society, etc.

In “Character versus Character” Nathan’s parents struggle to co-parent throughout the story. Nathan also struggles to form a relationship with Leandra and the relationship between Nathan and his father suffers as a consequence of his dad’s relationship with Leandra in chapters 1 and 4. Nali and Jet also have conflict for a variety of reasons which are exposed throughout the story. Nali does not approve of the drinking and its consequences. Uncle Jet also gives background to his troubled relationship with his father as the story progresses. and how that has impacted his relationship with his mother.

From the very beginning Nathan underestimates his reliance on electricity and internet access which exposes the “Character versus Technology” conflict. Nathan loses his connection to the outside world without his phone and games.

“Character versus Fate” appears in chapter 8 when it is solidified that Nathan is special in terms of his abilities to communicate and assist the holy beings. He learns more about what makes this possible and that these abilities will only exist until he reaches another level of his fate, puberty.

Finally, “Character versus Supernatural” is explored throughout the story in Nathan’s interactions with the horned toad, the spiders, the water monster, the ash being, and when he travels through the different worlds. It’s important to note that “supernatural” in the context of

both Diné culture and the situations and characters in this book can be interpreted as things that are beyond human control.

### **Teaching Strategies**

When reading the novel students will utilize Reading Apprenticeship strategies. They will utilize a metacognitive bookmark as well as “Think Aloud” strategies to keep track of their thought processes as they read. There will also be a focus on Diné vocabulary and how that connects to each student's reading and own language use. Students will be directed to the resources in the back of the book specific to vocabulary. We will visit the recommended website as a class to determine if it is a useful resource and discuss what other resources we can use in terms of pronunciation. Students will complete a multilingual language chart to deepen their understanding of Diné. The vocabulary charts will attempt to acknowledge more than just Diné and English since our classes often also reflect Spanish and Tagalog speakers.

Students will naturally reflect through the use of the abovementioned teaching strategies, but there will also be teacher guided critical thinking questions related to the content. These questions will be guided by the exploration of conflict as a literary device throughout the novel.

Articles related to the Church Rock, New Mexico area and mining will tie into the activation of background knowledge. Some students will also have prior knowledge related to the Diné language and culture, but not all. It will be important to bridge that understanding so that students who are not Diné will know that this is related to their language and culture as well because we all reside in the spaces where this history occurred. The vocabulary will be bridged by creating multilingual vocabulary charts for students to fill in with what they know and what they can figure out using the knowledge of the entire class. The vocabulary charts will be related to character names, nature, supernatural elements, and common phrases.

Class discussion will be critical throughout this process so that students are exercising their own learning and not just listening to lecture. They will use their reading skills to annotate, raise questions, and facilitate class discussions. CMMS encourages a variety of grouping strategies to provide varied opportunities for class discussions. Students will work as “shoulder partners” with a student that sits directly next to them. Students can also be grouped into small groups for discussion and idea formation. Finally, students will share out group findings as well and this is a helpful process for students who need more support to ensure that they are on the right track with their reading and annotations.

As students begin to build a new understanding of the reading material based on their reading, annotations, and class discussions they will formulate conclusions. These conclusions will be clearly communicated within their written and oral responses. Their conclusions must be supported with evidence from the texts that they have read. Students will complete a minimum of 3 writing products that will include: goal setting, a poem rewrite or creation of original poem, and a 3-paragraph essay in response to writing prompt.

Finally, students will create a final product as the culmination of their understanding. They will complete a portfolio of activities within a PowerPoint presentation that tracks the plot of the story alongside the information text information. This portfolio will be presented to the class as part of their final grade.



Students in the classroom have varying degrees of knowledge, skills, and abilities. We will build off students' existing cultural knowledge and use scaffolding to build it for the students who don't have the knowledge or come from a different background. Scaffolding will involve the use of pictures, videos, applicable examples, and modeling. Students who receive interventions will receive reteaching and an extension of the lesson if needed. Gifted and Talented students will also receive learning extensions.

Anchor charts will serve as a visual resource for students to support strategies in the classroom. Close reading strategies display information so students will eventually perform the procedure independently. Until it is mastered, students work through the process with reminders for close reading on informational texts. The "High Five Summary" strategy is also a visual tool comprised of a graphic of a hand that reminds them address: who, what, where/when, how, and why when formulating a written summary of the reading selection.

Classroom management also sets the tone for class discussion. Students knowing classroom procedures combined with strategic grouping can aid in productive and timely class discussion. Students will be guided using language stems to help facilitate meaningful communication. The focus will be on students generating conversation and ideas working in partnerships and small groups. This allows the students to not rely solely on the teacher's lecture to help them think and work through the material.

Bell ringers and exit tickets will be driven by technology. These activities will be thematically linked to the text and topics. Bell ringers will also focus on mindfulness in response to some of the mental health topics that arise within the story.

Some students have low reading fluency, comprehension, and writing abilities. It will be important to support them while still encouraging critical reading and thinking skills. Reading support will be provided for some. Graphic organizers will be used to help remind and facilitate the thought processes that are needed. Students will have access to language stems during class discussion to help focus their discussions. Special emphasis will be given to the chapters that are key to the plot and conflict. Students will complete a portfolio as we work through the text. Reteaching will be available on an as needed basis after a review of weekly assessments.

## **Classroom Activities**

### **Preliminary Survey**

Students will complete a brief five question survey regarding their knowledge prior to starting the unit. See Figure 2 below.

Figure 2. Teacher Created Pre/Post Survey (own photo).

1. Rate your level of knowledge on the following topics prior to beginning our new unit.

	Never heard of it	Aware of 1 detail	Aware of a few details	Aware of multiple details
mining in/near Navajo Nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
environmental dangers in our local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nuclear energy & uranium mining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
impact of uranium mining on local communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dine' philosophy of k'e in relation to the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Book Cover Predictions

Using only the text and images located on the book cover, students will make predictions on a sticky note regarding what they think they will read and learn about. The teacher will compile key words from their predictions and make a word art compilation to display.

### Preview Book Resources

The teacher will direct students to the glossary and author's note located in the back of the book. Students can preview the vocabulary, and we will visit the recommended web site as a class. We will preview the first part of the author's note to gain insight into the author's purpose. Finally, we will share if the class knows of additional resources that can assist us with vocabulary and pronunciation.

### Jigsaw of Informational Texts

As a part of the jigsaw, students will be grouped and assigned a specific article. They will individually read and take notes on their assigned article. Then they will meet with their group to discuss their findings. One person from each group will share the group notes on a set of classroom notes. A representative from each group will share out on their assigned article.

Questions and thoughts from other groups will be added to the class notes. We will continue to add to these class notes as we read through *Healer of the Water Monster* as well.

### Independent Reading Strategies

The reading of the story will be shared by both teacher and students. This assists in both completing the book in a timely manner, but also checking in with students who may struggle to read the book independently. Independent reading comprehension strategies (e.g., talk to the text, metacognitive bookmark usage, double entry journal, and using context clues) will be needed at least once a week when students are given an independent quiz to complete.

### Weekly Quizzes

In order to assess students on a weekly basis, they will need to do a “cold read” of a chapter or a portion of a chapter to answer content questions that are based on our weekly or overall standards. The questions will consist of multiple choice and/or short answer text questions that students can complete in Microsoft Teams. The benefit of using this format is that it provides the teacher and student with instant scores and feedback.

### Vocabulary Chart

Students will be provided with a copy of a vocabulary chart similar to the one in Figure 3. They will be given a copy that only provides the English words and will use each other as a resource first to try and determine what the word is in the other languages provided. Once they have extinguished classroom knowledge, they will be able to use the book and the internet as a resource to help them complete the chart. The focus will be on relying on each other's knowledge first and not on correct spelling and pronunciation.

Figure 3. Sample Vocabulary Chart

Student Picture	Diné	English	Español	Tagalog
	chizh	wood	madera	kahoy
	naadaa	corn	maiz	mais
	nahaltin	rain	lluvia	ulan
	sq'	star	estrella	bituin
	Sq' Nahookos	North Star	Estella del Norte	Hilagang Bituin
	tadidiin	corn pollen	polen de maiz	butil ng mais

### K'é chart and Goal Setting

Students will research K'é (family tree) charts and recreate their own chart in a way that they are comfortable with. They can provide names, titles, clans, pictures to demonstrate immediate and/or extended family relations. Students will then extend their K'é chart in another way that they are comfortable with to include information about where their family originates from, clan traits, plants/animals in their home environment, environmental concerns, or cultural/spiritual/physical activities they participate in. Students will develop some questions based on their choice and interview a family member to gain more information. The standard choices will be plants/animals or environmental concerns if the student doesn't have anyone available to interview. The student will use their notes from the interview to establish a short term K'é goal. We will follow up on their goal before the end of the semester.

### Poem Rewrite

Another choice assignment will be students will visit the library and search online for poems related to the topics in *Healer of the Water Monster*. Topics might include family, grandma, water, corn, wood, corn pollen, radiation. Students will attempt to locate something that relates to our topics and then they can choose to rewrite the poem or write an original poem to reflect their understanding of the book.

### PowerPoint Portfolio

Students will build a portfolio of work as we work through the story. The required slides will include: a title slide, about the author slide, reflection thoughts or questions from the informational text they were assigned, exposition slide--with character and setting descriptions, inciting incident slide--the student will describe what they think begins the action in the story, conflict slide(s), climax slide, resolution slide, theme slide, K'é chart/goal slide, poem slide, and their personal review of *Healer of the Water Monster* within a slide. Students will present their slideshow to the class for a grade.

### Writing Prompt

For their final grade in this unit students will address a writing prompt related to the story's theme and conflict. The students will need to provide textual evidence to support their response.

### Post Survey

The survey from Figure 2 will be slightly changed for students to update their understanding after completing the book and the unit.

**Student Assessment**

Standard	Learning Objective	Assessment	Assessment Format
CCSS RI.6.3	I can cite text evidence and make inferences based on the text	Formative Summative	Text evidence questions throughout book  Theme & Conflict Writing Task  PowerPoint Portfolio & Presentation
CCSS RL.6.3	I can describe how the plot unfolds throughout the story as well as how the characters respond to conflict as the plot moves toward resolution.	Formative	Vocabulary Chart  All plot characteristics  Conflict  Test
6.DCB.C1.PO1	I will express critical thinking to establish relationships with the environment.  I will develop personal goals to express relationships.	Formative	Goal setting  Poem

6.DHD.C1	I will explore and explain how Diné people and historical events have influenced the development of my community, specifically how uranium mining has impacted the local community.	Formative Summative	Pre/Post Survey
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## Resources

- Burch, S. (2021). *Committed: Remembering Native kinship in and beyond institutions*. The University of North Carolina Press. <https://doi.org/10.1353/book.82220>.  
This article provides background information on kinship.
- Gilbert, S. (2019). Church Rock, America's Forgotten Nuclear Disaster, Is Still Poisoning Navajo Lands 40 Years Later. <https://www.vice.com/en/article/church-rock-americas-forgotten-nuclear-disaster-is-still-poisoning-navajo-lands-40-years-later/>  
This article provides background information for students in addition to graphic details of the aftermath as well as research that has followed.
- Heywood, S. "Tragedy at Church Rock: Superfunds and the marginalization of Navajos," *Intermountain Histories*, accessed September 21, 2024, <https://www.intermountainhistories.org/items/show/379>.  
This article provides background information and makes a comparison between similar disasters and how they were handled differently as a resource for students.
- Kelley, K. (2019). Diné clans and climate change: A historical lesson for land use today. *American Indian Culture and Research Journal*, 43(1).  
<http://dx.doi.org/10.17953/aicrj.43.1.kelley-francis> Retrieved from <https://escholarship.org/uc/item/825948h1>  
This article provides information for the teacher to have background on the clan system and climate change.
- Krawec, Patty. (2022). *Becoming kin: An Indigenous call to unforgetting the past*. Broadleaf Books.  
This book builds background for teachers regarding kinship.
- Nguyen, H. (2019). Church Rock: The forgotten nuclear disaster. <http://large.stanford.edu/courses/2019/ph241/nguyen-h2/>  
This article provides background information for students in a comprehensive format.
- United States Environmental Protection Agency. (2024, February 16). Old Church Rock mine. <https://www.epa.gov/navajo-nation-uranium-cleanup/old-church-rock-mine>  
This document provides background information, a timeline, and photographs for students to use as a resource.
- United States Environmental Protection Agency (2022, December). EPA fact sheet: Old Church Rock mine. <https://www.epa.gov/system/files/documents/2023-08/epa-factsheet-old-church-rock-aum.pdf>  
This fact sheet provides background information, a timeline, and a map of the area for students to use as a resource.
- Yazzie, Duane. (2022). Indigenizing public education: Toward a Diné-centered educational model. In P. Vallejo & V. Werito (Eds.), *Transforming Diné education: Innovations in*

pedagogy and practice (pp. 190-188). University of Arizona Press.

<https://doi.org/10.2307/j.ctv2c3k1c4.9>

Yazzie's article calls for the prioritization of culturally relevant education.

Yazzie, J. O., Fulé, P. Z., Kim, Y.-S., & Sánchez Meador, A. (2019). Diné kinship as a framework for conserving native tree species in climate change. *Ecological Applications*, 29 (6), 1331–1343. <https://doi.org/10.1002/eap.1944>

Provides a discussion on conservation and kinship.

Young, B. (2021). *Healer of the water monster*. Unabridged. New York, NY, Harper.

The literary text that students will read.