

Educating About and With Technology: Empowering Indigenous Students and Communities

“Apache Narratives and Digital Media: A Culturally Responsive Approach to  
Reading Development”

Andre Pineda

Teacher Leadership Shilgozhóó Institute (TLSI)

2025

**Author’s Note**

Andre Pineda is an Exceptional Student Services teacher at Canyon Day Junior High School in the Whiteriver Unified School District. Located on the Fort Apache Reservation in eastern Arizona, Canyon Day Jr High School serves a vibrant community of White Mountain Apache students. Andre Pineda has dedicated his work to supporting students with diverse learning needs through culturally sustaining and responsive teaching practices.

This curriculum unit, *Apache Narratives and Digital Media: A Culturally Responsive Approach to Reading Development*, was designed to bridge traditional Apache storytelling with 21st-century literacy skills. By integrating digital media with oral histories and cultural narratives, the unit seeks to strengthen reading development while honoring and sustaining Apache identity, language, and ways of knowing. Andre Pineda credits his students and community as the inspiration behind this work, as their voices, experiences, and stories continue to shape his teaching.

This curriculum is offered with the hope that it will serve as a resource for educators working to connect academic growth with cultural relevance, and as a tool to affirm the power of Indigenous knowledge in today’s classrooms.

Andre Pineda can be contacted at: PO BOX 190 Whiteriver AZ 85941 or [andre.pineda@wusd.us](mailto:andre.pineda@wusd.us)

## Topic and Context

In the contemporary digital landscape, the convergence of technological innovation and educational methodology has profoundly transformed pedagogical practices across global contexts. The widespread adoption of mobile technology—ranging from smartphones and tablets to internet-enabled wearable devices—has reshaped how individuals interact with information, construct meaning, and participate in learning environments (Ally & Prieto-Blázquez, 2014). As these devices become increasingly affordable and accessible, their integration into educational settings has spurred the emergence of novel instructional paradigms. Chief among these is mobile learning (M-learning), which enables learners to engage with content in flexible, ubiquitous ways, dismantling traditional spatiotemporal constraints associated with classroom instruction (France, 2021; Chee et al., 2017).

One of the most compelling manifestations of this shift is the evolution of storytelling from a predominantly oral and print-based tradition into the dynamic realm of digital storytelling (DST). Rooted in centuries-old practices of cultural transmission, storytelling has long served as an indispensable pedagogical tool, particularly within Indigenous communities where oral traditions have preserved ancestral knowledge, moral values, and collective identity (Rahiem, 2021). In its contemporary form, DST synthesizes narrative structure with multimedia elements such as images, sound, voice recordings, music, and video to produce richly layered, personalized expressions of meaning (Taylor et al., 2018). When situated within the broader framework of M-learning, DST becomes a potent catalyst for learner engagement, autonomy, and cultural validation.

Digital storytelling also aligns seamlessly with student-centered learning approaches and principles of Universal Design for Learning (UDL). Unlike traditional didactic methods that often impose a one-size-fits-all instructional model, DST provides opportunities for differentiated engagement, expression, and representation (Capp, 2017; Rogers-Shaw et al., 2018). This inclusive model is particularly crucial in settings characterized by linguistic diversity, neurodivergence, and cultural variation, where standardized instruction may inadvertently marginalize learners who deviate from normative expectations (Kumar & Wideman, 2014). By enabling multimodal content creation and allowing learners to draw from their own cultural and lived experiences, DST empowers students to become co-constructors of knowledge rather than passive recipients.

Incorporating DST into reading instruction, particularly in Indigenous contexts such as among Apache learners, opens a promising pathway for enhancing reading comprehension while simultaneously affirming cultural identity. Reading comprehension is not a monolithic cognitive skill but rather a complex interplay of decoding, inferencing, vocabulary acquisition, schema activation, and metacognitive monitoring. When stories are culturally resonant and personally meaningful, students are more likely to engage deeply with the text, fostering higher-order

thinking and sustained motivation (Nazuk et al., 2015). Moreover, the process of constructing digital narratives requires students to synthesize and analyze textual and oral sources, thereby reinforcing comprehension strategies through iterative cycles of reading, scripting, editing, and reflection.

This curriculum unit, *“Apache Narratives and Digital Media: A Culturally Responsive Approach to Reading Development,”* is grounded in culturally sustaining pedagogy (Paris & Alim, 2017), the sociocultural theory of learning (Vygotsky, 1978), and principles of project-based learning (Larmer et al., 2015). It is designed for middle school learners and seeks to foster literacy development through a multi-phase learning experience that weaves together traditional Apache oral stories, close reading strategies, and digital storytelling production. Through this unit, students will engage in authentic inquiry, conduct community-based interviews, compose narrative scripts, and ultimately produce digital stories that are shared with a public audience.

The pedagogical objectives of the unit are multifaceted: (1) to deepen reading comprehension through culturally relevant texts and guided literary analysis; (2) to foster oral and written communication skills through scriptwriting and peer collaboration; (3) to cultivate digital literacy and technological fluency through the creation of digital narratives; and (4) to affirm Indigenous knowledge systems by validating the stories, experiences, and identities of Apache students. The instructional design is deliberately aligned with the three core principles of UDL: multiple means of engagement, representation, and expression (Meyer, et al., 2014). For example, students may choose to tell their stories through spoken narration, visual illustration, or symbolic imagery, depending on their preferred modalities of communication.

The integration of gamification and immersive technologies—such as augmented and virtual reality (De Lima et al., 2014; Gelsomini et al., 2016)—offers further potential for expanding the DST experience into interactive and exploratory dimensions. Although these elements are not central to the current unit, they represent future directions for enhancing interactivity and learner agency in digital literacy instruction.

In constructing this unit, special attention was given to the sociohistorical context of the Apache community, including the legacy of cultural erasure and educational marginalization experienced by Indigenous peoples. Recognizing the centrality of language, memory, and storytelling in cultural preservation, this curriculum positions DST not merely as a pedagogical strategy but as a form of cultural resurgence and resistance. By bridging traditional oral narratives with contemporary technologies, students become stewards of their cultural heritage while simultaneously developing the academic competencies necessary for success in the 21st century.

Lastly, this curriculum unit illustrates that the digital age need not signal the demise of traditional storytelling practices but can instead be harnessed to amplify them. When executed thoughtfully and inclusively, digital storytelling becomes a transformative medium—one that

affirms identity, cultivates empathy, and equips students with the literacies required to navigate and shape an increasingly complex world.

*“Apache Narratives and Digital Media: A Culturally Responsive Approach to Reading Development”* is a culturally responsive curriculum unit developed for middle school students (Grades 6–8) at Canyon Day Junior High School, situated on the White Mountain Apache Indian Reservation in Whiteriver, Arizona. The learners I serve are predominantly Indigenous youth who enter the classroom with a profound reservoir of cultural capital—oral traditions, relational worldviews, and lived community experiences. Many also navigate intersecting educational inequities, including socioeconomic hardship and learning differences, necessitating an instructional design that is both culturally sustaining and inclusively differentiated.

Implemented within the English Language Arts (ELA) framework, the unit is strategically positioned in the second quarter of the academic calendar—an intentional choice grounded in pedagogical timing. By this point, students have developed the interpersonal trust and classroom cohesion necessary to engage in collaborative, dialogic, and creative endeavors. The timing also coincides with community gatherings and seasonal traditions, affording opportunities for authentic engagement with Apache elders, whose oral histories serve as the foundation of the unit.

Pedagogically, the unit is underpinned by an asset-based framework and is informed by my academic formation at Philippine Normal University, where I was introduced to the epistemological foundations of culturally relevant and responsive education. Further shaped by sustained praxis in Indigenous education, the unit affirms the cultural identities of learners by repositioning them not as passive recipients of knowledge, but as producers, curators, and transmitters of cultural narratives.

Students employ digital storytelling—a multimodal literacy practice that fuses traditional oral narratives with contemporary technologies—as both a vehicle for academic skill-building and a medium for cultural continuity. Through video editing tools, voice recording applications, and digital art platforms, students engage in the interpretive process of retelling the oral histories of their elders, developing critical competencies in reading comprehension, narrative construction, scriptwriting, and digital media production.

Anchored in the principles of Universal Design for Learning (UDL), the curriculum incorporates assistive technologies—including screen readers, voice-to-text software, and accessible multimedia platforms—to ensure equitable access and full participation for students across the learning spectrum, particularly those with disabilities. This inclusive design affirms the pedagogical stance that all students possess narratives of value, and that all should have the tools to share them.

The unit also responds to urgent national concerns surrounding adolescent literacy, as articulated in the 2024 National Assessment of Educational Progress (NAEP), which reported that one-third of eighth-grade students performed below the Basic level in reading—a historic low. These findings underscore the need for instructional models that not only remediate gaps in comprehension but rekindle students’ intrinsic motivation to read. By embedding culturally relevant texts and student-authored digital compositions, this unit fosters academic growth through personally and communally meaningful content.

Lastly, this curriculum unit creates an instructional ecology wherein Indigenous oral traditions intersect with digital innovation, enabling students to reimagine literacy as a dynamic tool for self-expression, community engagement, and intergenerational knowledge transmission. It affirms that storytelling—when grounded in cultural relevance and amplified through accessible technology—can function as both a pedagogical intervention and a transformative act of cultural resurgence.

## **Rationale**

The curriculum unit, *“Apache Narratives and Digital Media: A Culturally Responsive Approach to Reading Development,”* emerges from a deep commitment to honoring the cultural identities, linguistic heritages, and lived realities of Indigenous youth in the White Mountain Apache community. As an educator serving middle school students at Canyon Day Junior High School in Whiteriver, Arizona, I am acutely aware of the systemic challenges my students face—ranging from historical trauma and cultural erasure to contemporary socioeconomic adversity and underrepresentation in academic content. This unit serves as both a pedagogical response and a cultural affirmation: it bridges academic literacy goals with culturally sustaining practices that validate and elevate students’ identities and community knowledge systems (Paris & Alim, 2017).

At its core, the unit integrates Apache oral traditions into the English Language Arts (ELA) curriculum, allowing students to move beyond passive consumption of externally imposed texts and repositioning them as knowledge bearers and meaning-makers. Students engage with their families’ stories, tribal histories, and ancestral wisdom, while digital storytelling serves as a conduit between traditional and contemporary literacies (Hull & Nelson, 2005). Through activities such as scriptwriting, audio narration, video editing, and visual design, learners retell the stories of their elders in multimodal forms, fostering intergenerational connections and cultural continuity while also developing 21st-century communication competencies (Kress, 2010).

Situated within grades 6–8 ELA, the unit enhances students’ proficiency in reading comprehension, narrative analysis, and multimodal composition. Students closely read oral

narratives, analyze story structure, theme, and voice, and compose original multimedia texts that reflect both their interpretations and cultural perspectives. This process deepens their understanding of literary elements such as plot, characterization, figurative language, and moral messaging while also engaging them in the sociohistorical contexts of Apache storytelling traditions—contexts that highlight the roles of oral tradition in cultural preservation, ethical instruction, and identity formation (Archibald, 2008).

The theoretical foundation of this unit draws from culturally responsive and sustaining pedagogy, which frames literacy as a relational and identity-affirming practice (Paris & Alim, 2017; Ladson-Billings, 1995). By embedding Apache cultural texts into the ELA curriculum, the unit challenges deficit-based assumptions about Indigenous learners and positions their heritage languages and narrative forms as intellectually rigorous and pedagogically rich. It aligns with Universal Design for Learning (UDL) principles to ensure accessibility for diverse learners, including those with learning differences or disabilities (Meyer et al, 2014).

This work is also a response to broader national concerns. The 2024 NAEP report revealed that one-third of U.S. eighth graders scored below the Basic level in reading, underscoring a literacy and equity crisis disproportionately affecting Indigenous students and other historically marginalized populations (National Center for Education Statistics, 2024). By embedding culturally relevant texts and storytelling practices, this unit provides a responsive, academically rigorous, and culturally restorative approach to literacy instruction.

Middle school is a pivotal developmental stage where students are shaping their identities, seeking relevance in school content, and building the skills for lifelong learning. Research shows that culturally responsive pedagogy enhances student engagement, motivation, and academic achievement, especially for students from marginalized backgrounds (Gay, 2018). For learners who may have historically seen schooling as alienating or invalidating, this curriculum offers an affirming counter-narrative—one that sees them, values them, and centers their voices.

Finally, “*Apache Narratives and Digital Media*” is a convergence of ethical responsibility, pedagogical intentionality, and cultural relevance. It equips students with the academic tools and cultural frameworks necessary to become thoughtful readers, skilled communicators, and culturally grounded storytellers. By centering Indigenous epistemologies, the unit positions literacy as a bridge between ancestral wisdom and contemporary expression, ensuring that reading instruction speaks truthfully to who students are and who they are becoming.

## **Instructional Guide**

The curriculum unit, *“Apache Narratives and Digital Media: A Culturally Responsive Approach to Reading Development”*, is designed to enhance middle school students’ literacy by integrating culturally sustaining pedagogy with multimodal composition. Rooted in the White Mountain Apache community, this unit bridges English Language Arts (ELA) standards with Indigenous storytelling traditions, positioning literacy as both an academic and cultural practice.

### *Background and Purpose*

The unit responds to both a national literacy crisis and the historical marginalization of Indigenous students. According to the 2024 NAEP report, one-third of U.S. eighth graders scored below the Basic level in reading, with disproportionate effects on Indigenous learners (National Center for Education Statistics, 2024). For students who often experience schooling as alienating, culturally sustaining pedagogy provides a counter-narrative by affirming identities and embedding heritage knowledge into academic content (Paris & Alim, 2017; Gay, 2018).

At its core, the unit situates Apache oral traditions within ELA, allowing students to engage with stories not as passive consumers but as active interpreters and storytellers. This approach reflects a commitment to ethical, culturally responsive teaching while cultivating essential literacy competencies such as reading comprehension, narrative analysis, critical thinking, and multimodal expression.

By embedding Apache cultural texts within the ELA curriculum, the unit reframes literacy as relational, identity-affirming, and culturally rooted, drawing on both Universal Design for Learning (UDL) principles (Meyer et al., 2014) and the “funds of knowledge” framework (Moll et al., 1992).

### *Teaching Strategies and Sequence of Instruction*

This instructional sequence grounds literacy development in Indigenous pedagogical traditions of relational learning, oral transmission, and intergenerational storytelling (Brayboy & Castagno, 2009). Students begin by engaging with Apache oral narratives—shared directly by tribal elders or accessed through digital archives—thereby encountering stories as both literary texts and repositories of cultural, ethical, and ecological wisdom (Cajete, 1994; Wilson, 2008).

Literary concepts such as theme, plot, symbolism, and figurative language are introduced through these oral traditions and reinforced with scaffolding tools such as story maps, graphic organizers, and anchor charts. These supports are deliberately aligned with Universal Design for Learning (UDL) to promote equitable access and engagement (Meyer et al., 2014; Rogers-Shaw et al., 2018). By centering Indigenous knowledge, the approach reframes students as knowledge bearers and cultural contributors rather than deficit learners (Lomawaima & McCarty, 2006).

Through systematic text analysis, students attend to diction, structure, symbolism, and theme (Fisher & Frey, 2012). In a culturally sustaining context, close reading highlights Indigenous narratives—traditional legends, poems, and contemporary literature—examining how land, kinship, and ceremonial values shape meaning. Annotation guides, dialectical journals, and inquiry prompts (e.g., “*What cultural values are reflected here?*”) encourage students to situate texts within sociopolitical and cultural contexts, fostering both advanced literacy and critical consciousness (Gay, 2010; Bishop, 1990). Multiple forms of response—including oral presentations, visual art, and digital media—align with UDL principles to support diverse learners.

As the unit progresses, students engage in ethnographic inquiry by interviewing family members and community elders. They document and transcribe oral narratives, drawing on the “funds of knowledge” framework (Moll et al., 1992) to situate learning within lived experience and affirm community wisdom (González et al., 2005). Scriptwriting lessons focused on narrative arc, dialogue, and point of view (Lambert, 2013) then guide students in transforming these oral accounts into written scripts. This process both strengthens writing skills and positions students as cultural archivists and storytellers.

The next phase integrates digital literacies, as students adapt their scripts into multimedia narratives using platforms such as Adobe Creative Cloud Express, iMovie, or WeVideo. In this stage, they combine voice narration, images, music, and editing to align traditional storytelling with contemporary technological practice (Iseke, 2013; Robin, 2016). Storyboarding templates, targeted mini-lessons, and collaborative peer workshops provide necessary scaffolds for this complex creative process. Consistent with UDL, multiple modes of engagement and expression are emphasized to support multilingual learners and students with disabilities (Meyer et al., 2014). Digital storytelling thus becomes a decolonial act of reclaiming narrative sovereignty, bridging ancestral knowledge with 21st-century skills (Brayboy, 2005).

Completed projects undergo structured peer critique using dialogic protocols such as “I Notice, I Wonder” and Liz Lerman’s Critical Response Process (2003). These feedback structures cultivate respectful listening, strengthen revision, and reinforce a sense of collective responsibility. The culminating community showcase invites families, elders, and other community members to view and respond to student digital stories, transforming the classroom into a site of cultural production (Archibald, 2008). This event embodies reciprocity and community accountability while affirming students’ cultural legitimacy and academic achievement (Larmer et al., 2015).



### *Student Assessment Plan*

This unit employs a balanced assessment system that blends formative, summative, performance-based, and reflective measures to evaluate students' literacy development and cultural engagement. Assessments are designed to:

- Honor students' voices, creativity, and cultural knowledge.
- Provide multiple means of expression and representation (Meyer et al., 2014).
- Encourage growth through feedback, revision, and reflection.
  
- Align with culturally sustaining pedagogy by valuing Indigenous oral traditions as rigorous intellectual texts (Paris & Alim, 2017).

### *Day-by-Day Assessment Overview*

#### Day 1: Exploring Apache Oral Traditions

- Method: Formative Observation + Written Artifact
- Tools/Documents:
  - KWL Chart Templates
  - Reflection Prompt: *"Describe a family story you've heard. How is it similar to or different from the Apache oral story we heard today?"*
- Focus: Engagement, curiosity, respectful listening, and baseline understanding of oral traditions.
- Rationale: Establishes prior knowledge, activates schema, and values students' lived experiences as entry points into academic study.

#### Day 2: Elements of Story in Indigenous Contexts

- Method: Group Analysis + Individual Exit Ticket
- Tools/Documents:
  - Anchor Chart Instructions
  - Exit Ticket: *"What does this story mean to you? What element stood out and why?"*
- Focus: Identification of story elements, collaborative meaning-making, and personal connections.
- Rationale: Reinforces literary analysis within a cultural context while ensuring all students have an individual voice in interpretation.

### Day 3: Reciprocal Teaching & Close Reading of Apache Texts

- Method: Performance-Based Learning + Written Reflection
- Tools/Documents:
  - Reciprocal Role Rubric (Summarizer, Questioner, Clarifier, Predictor)
  - Graphic Organizer for evidence tracking
  - Quote Reflection Prompt: *“What cultural insight does this quote reveal?”*
- Focus: Reading comprehension, text-based evidence, and cultural interpretation.
- Rationale: Builds autonomy in peer teaching, strengthens close reading skills, and connects literary analysis to cultural knowledge.

### Day 4: Connecting Family Narratives – Community Inquiry

- Method: Process-Based Evaluation
- Tools/Documents:
  - Interview Planning Worksheet
  - Peer Feedback Prompts
  - Optional Journal Prompt: *“What did you learn about your family or community through this process?”*
- Focus: Inquiry skills, respectful listening, and planning for oral-to-written transformation.
- Rationale: Honors community knowledge, encourages intergenerational dialogue, and scaffolds authentic research skills.

### Day 5: Transforming Tales – Script Writing from Oral Stories

- Method: Creative Performance + Reflection
- Tools/Documents:
  - Script Draft Rubric (dialogue, narrative arc, clarity, cultural voice)
  - Peer Feedback Sentence Starters (e.g., *“Your dialogue made me feel...”*)
  - Journal Prompt: *“What do you want your audience to feel or understand from your story?”*
  - Exit Ticket: *“In one sentence, summarize the main theme of your story.”*
- Focus: Narrative transformation, writing craft, and audience awareness.
- Rationale: Provides structured guidance while allowing students to authentically adapt oral stories into written scripts.

#### Day 6: Visual Storytelling – Storyboarding

- Method: Visual Performance + Peer Review
- Tools/Documents:
  - Storyboard Rubric (5-point scale: structure, creativity, coherence, integration, neatness)
  - Peer Review Form
- Focus: Sequential planning, multimodal thinking, and translation of text to visuals.
- Rationale: Builds visual literacy skills and helps students conceptualize how written scripts become multimedia narratives.

#### Day 7: Digital Storytelling – Crafting the Narrative

- Method: Summative + Self/Peer Review
- Tools/Documents:
  - Digital Story Draft Rubric (10-point scale: narration, integration, originality, completion)
  - Peer Review Checklist
  - Self-Reflection Checklist
- Focus: Digital literacy, clarity of storytelling, and technical execution.
- Rationale: Assesses integration of literacy skills with technology while promoting self-regulation and revision.

#### Day 8: Collaborative Critique – “I Notice, I Wonder”

- Method: Peer Review + Revision Planning
- Tools/Documents:
  - “I Notice, I Wonder” Feedback Sheet
  - Participation & Feedback Rubric
  - Revision Reflection Prompt
- Focus: Constructive critique, revision planning, and metacognition.
- Rationale: Fosters a supportive critique culture, emphasizing growth over perfection, and deepens reflective practice.

#### Day 9: Final Showcase – Story Presentations

- Method: Summative Presentation + Audience Feedback
- Tools/Documents:
  - Final Presentation Rubric (4-point scale: message, multimedia integration, oral delivery, engagement)

- Sticky Note Feedback (Glow = strengths, Grow = areas for improvement)
- Exit Ticket: *“What are you most proud of in your final story?”*
- Focus: Public speaking, multimedia presentation, and community validation.
- Rationale: Celebrates students’ work, situates learning in community accountability, and honors Indigenous values of reciprocity.

## Day 10: Reflecting on Our Stories – Identity and Growth

- Method: Reflective Writing + Socratic Seminar + Self-Assessment  
Tools/Documents:
  - Self-Assessment Rubric
  - Written Reflection Prompt: *“How has storytelling shaped your view of yourself or your culture?”*
  - Socratic Seminar Question Guide
- Focus: Critical thinking, identity reflection, and synthesis of learning.
- Rationale: Centers student voices in evaluating their own growth and connects academic literacy to cultural self-understanding.

## *Assessment Modifications*

### Supports for Struggling Learners

- Sentence frames for writing and oral responses
- Graphic organizers and visual guides for scaffolding
- Script templates with built-in cues for dialogue and structure
- Audio narration tools to support expression beyond print

### Extensions for Advanced Learners

- Integration of additional multimedia elements (music, animation)
- Exploration of complex narrative techniques (flashback, multiple perspectives)
- Development of stage directions or performance-based storytelling

## Teaching Plan

### Week 1: Exploring Oral Tradition and Cultural Narratives

#### Day 1. Exploring Apache Oral Traditions: The Power of Storytelling

Objective: Students will explore the significance of Apache oral storytelling and activate prior knowledge about cultural narratives.

Standards:

- CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text.
- CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions.

Materials Needed:

- KWL Chart handouts (or a whiteboard for creating a class KWL)
- Audio recording of an Apache story, *“The Story of the Sunrise Dance (Na’ii’ees)”*
- Discussion prompts for Turn and Talk
- Space for Class Circle

Lesson Outline:

#### Engage (Warm-Up - 10 min)

- Activity: KWL Chart
  - Provide each student with a KWL chart.
  - What do I Know: Students will fill out the first column with any prior knowledge about Apache stories or oral traditions.
  - What do I Want to Know: Students will fill out the second column with questions or topics they are curious about regarding Apache storytelling.
  - After 5 minutes, discuss as a class what students have written in their charts. Record key points on a whiteboard for reference.

#### Explore (Activity - 20 min)

- Activity: Listening to an Apache Story
  - Play a recorded Apache story told by an elder, The Story of the Sunrise Dance (Na’ii’ees).
  - Encourage students to take notes on what stands out to them during the listening experience (themes, emotions, characters, etc.).

- After the recording, allow a brief moment for students to gather their thoughts.

### **Explain (Discussion - 20 min)**

- Activity: Turn and Talk
  - Students will pair up and discuss the following questions:
  - What themes or values stood out to you in the story?
  - How does this connect to your family's stories or traditions?
  - After 10 minutes, invite pairs to share their insights with the class. Use guiding questions to deepen the discussion, such as:
  - How do these stories reflect cultural values?
  - Why is storytelling important in preserving history?

### **Elaborate (Closing - 10 min)**

- Activity: Class Circle
  - Bring the class together in a circle.
  - Pose the question: What do stories teach us?
  - Allow each student to share their thoughts or a takeaway from the day's lesson.
  - Discuss the broader implications of storytelling in different cultures and how it shapes identity and community.

### **Assessment:**

- Monitor participation during the KWL activity, Turn and Talk, and Class Circle.
- Collect KWL charts at the end of class to assess prior knowledge and new insights gained.
- Consider a follow-up writing assignment where students reflect on what they learned about Apache oral traditions and how it relates to their own lives.

### **Extensions:**

- Invite a local storyteller or cultural representative to share more stories and insights into Apache culture.
- Assign students to research other indigenous storytelling traditions and present their findings to the class.

### **Reflection:**

At the end of the lesson, revisit the KWL chart to fill in the "Learned" column with new insights gained from the lesson. Encourage students to reflect on how their understanding of Apache storytelling has evolved.

---

## Day 2. Exploring the Elements of Story in Indigenous Contexts

Objective: Students will identify literary elements in oral stories, focusing on plot, character, theme, and symbolism, specifically within Indigenous narratives.

Standards:

- CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text.
- CCSS.ELA-LITERACY.RL.8.3: Analyze how particular elements of a story or drama interact.

Materials Needed:

- Audio recording of an Apache story, “Coyote and the Stars”
- Graphic organizers to annotate the story
- Printed story transcripts
- Colored markers
- Visuals and examples of other Indigenous stories

Lesson Outline:

### Engage (Warm-Up - 5 minutes)

- Activity: Begin with a quick brainstorming session where students list symbols they associate with the Apache stories (e.g., a tree for growth, a river for change).
- Purpose: Activate prior knowledge and introduce the concept of symbolism in storytelling.

### Explore (Activity - 20 minutes)

- Group Work:
  - Divide students into small groups and provide each group with a transcript of an Indigenous oral story, “*Coyote and the Stars*”.
  - Task: Use graphic organizers to annotate the story, focusing on:

Plot: Major events and structure.

Character: Key figures and their traits.

Theme: Central messages conveyed.

Symbolism: Identify symbols and their meanings.

### **Explain (Mini-Lesson - 15 minutes)**

- Content: Present a mini-lesson on literary elements in oral narratives. Discuss:
  - Plot: The sequence of events in the story.
  - Character: Protagonists, antagonists, and their development.
  - Theme: Universal messages or morals.
  - Symbolism: How symbols enrich the narrative.
- Methods: Use visuals and examples from other Indigenous stories to illustrate points. Encourage students to ask questions.

### **Elaborate (Share Out - 10 minutes)**

- Activity: Each group will create an anchor chart summarizing their findings on the story's literary elements.
- Presentation: Groups will briefly present their anchor charts to the class, sharing insights on plot, character, theme, and symbolism.
- Purpose: Foster collaborative learning and reinforce concepts through peer teaching.

### **Evaluate (Exit Ticket - 10 minutes)**

- Task: Each student will write a one-paragraph summary of the story's message, reflecting on the themes and elements discussed.
- Assessment: Collect exit tickets to evaluate understanding of key literary elements and the overall message of the story.

### **Additional Customizations:**

- Differentiation: Provide varied graphic organizers to cater to different learning styles (visual, auditory, kinesthetic).
- Cultural Context: Integrate discussions about the significance of oral traditions in Indigenous cultures and their role in preserving history and values.
- Technology Integration: If possible, allow students to use tablets or computers to research additional Indigenous stories and their elements.

### **Reflection:**

Post-lesson, allow students to share personal reflections on what they learned about storytelling and its cultural significance, fostering a deeper connection to the material.

---



### Day 3. Exploring Apache Texts: Reciprocal Teaching and Close Reading

Objective: Students will practice reciprocal teaching strategies and engage in close reading of Apache story to enhance their literary analysis skills and cultural understanding.

Standards:

- CCSS.ELA-LITERACY.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.8.7: Analyze how a modern work of fiction draws on themes, patterns, or character types from myths, traditional stories, or other literature.

Materials Needed:

- Apache story, “*Changing Woman (Esdzanadehe or Esdzanadelshe)*”
- Graphic organizers
- Whiteboard and markers for whole-class discussion
- Notebooks/pens for student notes

Lesson Outline:

Engage (5 min)

- Hook Activity: Begin with a thought-provoking question: "What does culture mean to you?" Allow students a minute to think individually before sharing their thoughts with a partner. This will prompt them to connect personally with the text and set the stage for deeper analysis.

Explore (10 min)

- Mini-Lesson: Reciprocal Teaching Strategies
  - Introduce the four roles of reciprocal teaching: Summarizer, Clarifier, Questioner, and Predictor.
  - Explain each role:
  - Summarizer: Provides a brief summary of the text.
  - Clarifier: Identifies confusing parts and clarifies meaning.
  - Questioner: Asks questions about the text to deepen understanding.
  - Predictor: Makes predictions about what might happen next based on the text.
  - Provide examples of each role using a short excerpt from an Apache text.

Explain (30 min)

- Group Reading: Role Rotation

- Divide the class into small groups of 4.
- Assign each student a role for the first reading.
- Distribute an Apache text excerpt (ensure it is age-appropriate and culturally relevant).
- Allow 15 minutes for groups to read the text, ensuring they stay focused on their roles.
- After 15 minutes, rotate roles within the groups and read a different section of the text for another 15 minutes.
- Encourage students to take notes on their findings in a graphic organizer.

#### Elaborate (15 min)

- Discussion: Think-Pair-Share on Cultural Meanings
  - Pose the question: "What cultural meanings can we derive from the Apache text we read?"
  - Allow students to think silently for a minute, then pair up with a partner to discuss their thoughts for 5 minutes.
  - After discussing, facilitate a whole-class discussion where pairs share their insights. Encourage students to cite specific lines or examples from the text to support their points.

#### Evaluate (5 min)

- Wrap-Up: Quote of the Day
  - Provide a powerful quote from the Apache text read during the lesson.
  - Ask students to reflect on the quote: "What does it mean to you?"
  - Allow students to share their interpretations with the class, emphasizing personal connections and insights.

#### Additional Customization:

- Adjust the text complexity based on students' reading levels.
- Include visuals or multimedia related to Apache culture for enhanced engagement.
- Consider incorporating a brief history lesson on Apache culture to provide context before reading.

---

### Day 4: Connecting Family Narratives: Community Inquiry Through Interviews

#### Objectives:

- Students will prepare for interviews by crafting thoughtful questions.

- Students will understand the basics of transcription to document their interviews effectively.

#### Standards:

- CCSS.ELA-LITERACY.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues.

#### Materials Needed:

- Projector and screen for digital story
- Whiteboard and markers
- Handouts on crafting questions and transcription basics
- Paper and pens for students

#### Lesson Outline:

##### Engage (Warm-Up) - 10 mins

- Activity: Watch a short digital story made by a student: *Digital Story Telling - Me, Myself, and Kiki* (<https://www.youtube.com/watch?v=4u0PWFSpmPg>)
- Discussion Prompts:
  - What emotions did you feel while watching the story?
  - How did the storyteller make her narrative engaging?
- Expected Outcomes: Students will appreciate the power of storytelling and begin to think critically about how they can share their own stories.

##### Explore (Mini-Lesson) - 20 mins

- Crafting Interview Questions:
  - Discussion: Introduce the importance of asking open-ended questions that encourage detailed responses.
  - Examples:
    - Instead of "Did you like school?" ask "What was your favorite subject in school and why?"
  - Transcription Basics:

Explain the purpose of transcription in capturing interviews accurately.

Show students how to take notes or record audio (with permission) during interviews.

- Materials Needed:
  - Whiteboard and markers for examples.
  - Handout with tips on crafting questions and transcription guidelines.

Elaborate (Activity) - 25 mins

- Developing Questions:
  - Instructions: In pairs, students will brainstorm and develop a set of 5-7 interview questions that they plan to ask a family member.
  - Role-Play: Each student will take turns being the interviewer and the interviewee, practicing asking their questions and responding as if they were the family member.
- Expected Outcomes: Students will refine their questioning technique and gain confidence in conducting interviews.

Evaluate (Closing) - 5 mins

- Wrap-Up Discussion:
  - What challenges did you face when crafting your questions?
  - How did role-playing help you prepare for the actual interview?
- Homework Assignment:
  - Students will interview a family member about a personal or cultural story and take notes or record (with permission) their responses for transcription.

Differentiation Strategies:

- For Advanced Learners: Encourage the creation of follow-up questions based on initial responses.
- For Struggling Learners: Provide a template of questions that they can adapt or modify for their interviews.
- For English Language Learners (ELLs): Offer vocabulary support and examples in their native language if possible.

Assessment:

- Observe student engagement during role-play and discussions.
- Review the set of interview questions crafted by students for clarity and depth.
- Evaluate the homework interviews based on creativity, depth of responses, and transcription accuracy.

---

## Day 5: Transforming Tales: Scriptwriting from Oral Stories

### Objectives:

- Students will draft a script based on collected oral stories.
- Students will understand and apply dialogue writing and narrative structure in their scripts.

### Standards:

- CCSS.ELA-LITERACY.W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Materials Needed:

- Whiteboard and markers
- Graphic organizers for dialogue and narrative structure
- Sentence starter handouts for peer feedback
- Journals or paper for reflection

### Lesson Outline:

#### Engage (10 min)

- Activity: Begin with a brief storytelling session. Share a captivating oral story, “The Hunter Who Secured the Bear Ceremony”.
- Discussion: Ask students how the story made them feel and what elements stood out to them. Encourage them to think about how the story could be transformed into a script.

#### Explore (15 min)

- Mini-Lesson:
  - Dialogue Writing: Discuss the importance of dialogue in scripts. Present examples of dialogue that reveal character emotions and advance the plot.
  - Narrative Structure: Introduce the classic structure (Beginning, Middle, End) and explain how to create a script outline based on this structure.
  - Visual Aid: Use a graphic organizer to illustrate the key components of dialogue and narrative structure.

#### Explain (35 min)

- Writing Time:
  - Drafting: Students will begin drafting their scripts based on the oral stories they collected. Encourage them to incorporate dialogue and follow the narrative structure discussed in the mini-lesson.
  - Peer Feedback: After students write a portion of their scripts, they will partner up for peer feedback. Provide sentence starters to guide their feedback:
    - "I liked how you..."
    - "I think you could improve this part by..."
    - "Your dialogue made me feel..."
    - "The structure is clear, but you might consider..."

Elaborate (10 min)

- Reflection:
  - Journal Entry: Students will complete a journal entry reflecting on their scripts. Prompt them with the question: "What do you want your audience to feel or understand from your story?" Encourage them to think about the emotions they wish to evoke and the messages they want to convey.

Evaluate (5 min)

- Exit Ticket: As an exit ticket, students will write one sentence summarizing their script's main theme. Collect these to assess their understanding of narrative focus and emotional impact.

Modifications:

- For Struggling Writers: Provide sentence frames for dialogue and a template for the script structure.
- For Advanced Students: Encourage them to include stage directions and character descriptions in their scripts.

---

Week 2: Producing, Sharing, and Reflecting

Day 6: Visual Storytelling: Crafting Digital Narratives Through Storyboarding

Objectives:

- Students will understand the key elements of storyboarding.
- Students will plan their digital stories visually using storyboards.
- Students will begin utilizing digital platforms (Adobe Spark/WeVideo) for storytelling.

Standards:

- ISTE Standards for Students:
  - 1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals.
  - 6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Materials Needed

- Projector and screen for video display
- Student-made digital story video
- Whiteboard and markers
- Storyboarding templates (printed or digital)
- Laptops/tablets with Adobe Spark/WeVideo access

Lesson Outline:

### **Engage (Warm-Up) - 10 minutes**

- Activity: Begin the lesson by watching a short student-made digital story.
- Prompt: After viewing, ask students:
  - What emotions did the story evoke?
  - What elements of storytelling were most effective?
- Purpose: This will engage student interest and provide a context for the importance of effective storytelling.

### **Explore (Mini-Lesson) - 20 minutes**

- Direct Instruction:
  - Key Elements of Storyboarding:
    - Scenes and Sequence: Discuss how to break down the story into key scenes and the order in which they appear.
    - Visual Representation: Introduce how visuals can enhance the narrative.
    - Audio Elements: Explain the role of sound and dialogue in storytelling.
  - Tools Overview:
    - Provide an introduction to digital platforms like Adobe Spark and WeVideo.
    - Highlight features like:
      - Templates for storyboarding

- Importing images and audio
  - Editing features for storytelling
- Demonstration: Show a brief tutorial on how to create a storyboard on both platforms.

### **Explain (Activity) - 25 minutes**

- Task: Students will create their own storyboards.
  - Instructions:
  - Choose a story idea or theme.
  - Sketch out at least 4-6 storyboard frames, indicating key visuals and audio elements for each frame.
  - If time permits, begin uploading visuals or audio clips to their chosen platform.
- Support: Circulate the room to offer guidance and support as students work on their storyboards.

### **Elaborate (Closing) - 5 minutes**

- Activity: Have students pair up and share one storyboard frame with a partner.
  - Discussion Prompt: Each partner should provide constructive feedback focusing on clarity and emotional impact.
- Wrap-Up: Encourage students to think about how they can enhance their stories based on peer feedback.

### **Assessment**

- Formative Assessment: Monitor student engagement during the storyboard creation and partner sharing.
- Feedback: Provide verbal feedback on their storyboards based on clarity, creativity, and emotional impact.

### **Modifications**

- For Advanced Learners: Encourage deeper storytelling techniques, such as character development and plot twists.
- For Struggling Learners: Provide storyboard templates with prompts and visuals to guide their planning.

---

## **Day 7: Digital Storytelling: Crafting Your Narrative**

### **Objectives:**



- Students will begin the digital story production process by recording narration, adding text, and integrating music and images.
- Students will engage in a peer review process to provide constructive feedback on storyboards.
- Students will reflect on their storytelling voice.

#### Standards:

- ISTE Standard for Students 6a: Students choose the appropriate tools for meeting their needs when creating a digital story.
- CCSS.ELA-LITERACY.W.8.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Materials Needed

- Storyboards (printed or digital)
- Recording devices (microphones, computers, tablets)
- Digital editing tools (software for audio, images, and text)
- Music and image resources (royalty-free music sites, image libraries)
- Self-reflection checklists

#### Lesson Outline:

##### Engage (5 minutes)

- Activity: Begin with a brief discussion about the importance of storytelling in digital formats. Ask students to share their favorite digital stories (e.g., YouTube videos, podcasts, interactive websites) and what makes those stories compelling.
- Purpose: This will activate students' prior knowledge and get them excited about their own storytelling projects.

##### Explore (10 minutes)

- Activity: Peer Review of Storyboards
  - Students will pair up and exchange their storyboards.
  - Each student will provide constructive feedback on their peer's storyboard, focusing on clarity, creativity, and emotional impact.
  - Provide students with a checklist to guide their feedback, including questions like:
    - Does the storyboard clearly convey the story's message?
    - Are there elements that could enhance the emotional connection?
- Purpose: This step encourages collaboration and critical thinking as students reflect on their storytelling components.

#### Explain (5 minutes)

- Activity: Brief tutorial on the digital storytelling tools available (e.g., software for recording narration, image editing tools, and music integration platforms).
- Purpose: Equip students with the necessary skills and knowledge to effectively use the tools they will need during production.

#### Elaborate (45 minutes)

- Activity: Production Time
  - Students will work individually or in pairs to:
  - Record their narration using a microphone or digital recording tool.
  - Add text overlays to complement their story.
  - Integrate music and images that enhance the narrative.
  - Circulate the room to provide support and answer questions as students work on their projects.
- Purpose: This hands-on experience allows students to apply their storyboard ideas and utilize digital tools to create a compelling narrative.

#### Evaluate (5 minutes)

- Activity: Self-Check Reflection
  - Distribute a self-reflection checklist that prompts students to evaluate their work:
  - Did I use my unique voice in the narration?
  - Does the story feel authentic to my experiences or ideas?
  - Have I effectively integrated music and images?
  - Encourage students to take a moment to reflect on their production process.
- Purpose: This self-assessment encourages students to think critically about their work and consider ways to improve in future projects.

#### Differentiation Strategies

- For Advanced Learners: Encourage them to explore more complex editing techniques or storytelling formats (e.g., interactive narratives).
- For Struggling Learners: Provide templates for storyboarding and narration scripts to help guide them through the process.
- For English Language Learners: Pair them with a supportive peer and provide vocabulary lists related to storytelling and digital tools.

Objective: Students give and receive feedback using “I Notice, I Wonder.”

Standards:

- CCSS.ELA-LITERACY.W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-LITERACY.SL.8.1.D: Acknowledge new information expressed by others and, when warranted, modify their own views.

Materials Needed:

- Digital devices for presenting stories
- Notebooks or digital tools for taking notes
- Timer for presentations
- Feedback protocol handouts (optional)

Lesson Outline:

Engage (Warm-Up - 5 min)

- Activity:
  - Begin with a brief discussion about the importance of feedback in the writing process.
  - Introduce the “I Notice, I Wonder” feedback protocol:
  - I Notice: Observations about the work presented.
  - I Wonder: Questions or thoughts that arise from the observations.
  - Explain how constructive feedback can enhance creativity and improve writing.

Explore (Peer Circles - 30 min)

- Activity:
  - Divide students into small circles (4-5 students each) to facilitate peer-to-peer interaction.
  - Each student presents their digital story draft to the group.
  - Using the “I Notice, I Wonder” protocol, students take turns giving structured feedback:
  - Step 1: The presenter reads or shows their draft.
  - Step 2: Peers respond with one “I Notice” statement followed by one “I Wonder” question.
  - Step 3: Keep a timer for each presentation to ensure all students have equal opportunity to share and receive feedback.
  - Encourage students to take notes on the feedback they receive for later revisions.

### Explain (Revise - 20 min)

- Activity:
  - After the peer circles, students will return to their individual workstations.
  - Using the feedback gathered, students will revise their digital stories:
  - Focus on making adjustments based on the “I Notice” and “I Wonder” feedback.
  - Emphasize the importance of integrating constructive criticism to enhance their writing quality.
  - Circulate the room to provide additional support and guidance as necessary.

### Elaborate (Closure - 5 min)

- Activity:
  - Reconvene as a whole class.
  - Invite a few students to share key insights or impactful feedback they received from their peers.
  - Prompt discussion with questions such as:
    - What did you learn from someone else's story?
    - How did the feedback change your perspective on your own work?
  - Highlight the value of collaboration and critique in the creative process.

### Evaluate

- Assessment:
    - Observe student participation in peer circles and the quality of feedback given.
    - Review the revisions made to the digital stories to evaluate growth and understanding of the feedback process.
    - Consider a follow-up reflection where students write about their experience with the feedback process and how it influenced their revisions.
- 

## Day 9: Celebrating Stories: A Showcase of Student Narratives

Objective: Students will present their digital stories to classmates and invited guests. This event will foster public speaking skills and encourage peer feedback, culminating in a celebration of student creativity.

### Standards:

- CCSS.ELA-LITERACY.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence.

- CCSS.ELA-LITERACY.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information.

#### Materials Needed

- Computers or tablets for digital story creation
- Projector and screen for presentations
- Sticky notes and pens for audience feedback
- Rubric for evaluation

#### Lesson Outline:

##### Engage (10 min)

- Objective: Capture student interest and prepare them for the presentation.
- Activities:
  - Begin with a brief discussion on the importance of storytelling and sharing narratives.
  - Show a short, engaging video clip of a renowned storyteller to inspire students.
  - Ask students to share their thoughts on what makes a story memorable in pairs for a few minutes.

##### Explore (10 min)

- Objective: Prepare digital stories and practice speaking parts.
- Activities:
  - Provide time for students to finalize their digital stories on their devices.
  - In small groups, students practice their presentations, giving and receiving feedback on their storytelling techniques.
  - Encourage students to focus on voice modulation, body language, and eye contact.

##### Explain (5 min)

- Objective: Clarify expectations for the presentation.
- Activities:
  - Review the rubric for evaluation, highlighting aspects such as content, creativity, delivery, and audience engagement.
  - Remind students about the importance of timing and clarity in their presentations.

##### Elaborate (40 min)

- Objective: Conduct the class storytelling event where students present their work.

- Activities:
  - Set up the classroom or another space for presentations, ensuring a comfortable seating arrangement for the audience.
  - Each student introduces themselves and their story, followed by their presentation (approximately 3 minutes each).
  - If time allows, invite guest audience members, such as other teachers or parents.

#### Evaluate (10 min)

- Objective: Gather audience feedback to encourage reflection and improvement.
- Activities:
  - Distribute sticky notes to audience members for feedback.
  - Ask the audience to write down one positive comment and one suggestion for each presentation.
  - Students collect the sticky notes after the presentations to read later, promoting self-reflection and growth.

#### Differentiation Strategies

- For Advanced Learners: Encourage them to incorporate advanced digital storytelling techniques, like animation or sound effects.
- For Struggling Learners: Provide templates or outlines for their stories, and offer one-on-one support during practice sessions.
- For ELL Students: Pair them with a buddy for practice, and provide vocabulary support and sentence starters.

#### Day 10: Reflecting on Our Stories: Identity and Growth

##### Objectives:

- Students will reflect on their personal learning journey and cultural growth through journaling and discussion.
- Students will engage in a Socratic seminar to explore the relationship between storytelling and identity.
- Students will assess their own growth using a rubric-based reflection.

##### Standards:

- CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text.

- CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions.

Materials Needed:

- Journals or paper for silent journaling
- Rubric for self-assessment
- Space for Socratic seminar (preferably a circle arrangement)

Lesson Outline:

### **Engage (Warm-Up) - 10 minutes**

- Activity: Silent Journaling
- Instructions:
  - Provide students with journals or paper and ask them to spend 10 minutes writing silently about what has changed for them during this course or the past year. Prompt them to consider their experiences, feelings, and any cultural insights they've gained.
  - Questions to consider:
    - What have I learned about myself?
    - How has my perspective changed?
    - What cultural connections have I made?

### **Explore (Discussion) - 25 minutes**

- Activity: Socratic Seminar
- Instructions:
  - Arrange students in a circle and introduce the discussion topic: "How does storytelling shape identity?"
  - Encourage students to share their thoughts and experiences related to the topic. They should reference their journaling reflections and any texts or stories that have influenced their understanding of identity.
  - Roles:
    - Students should be prepared to ask questions, provide evidence from their experiences, and listen actively to their peers.
    - The teacher will facilitate the discussion, ensuring all voices are heard and guiding students back to the topic when necessary.

### **Explain (Self-Assessment) - 15 minutes**

- Activity: Rubric-Based Reflection

- Instructions:
  - Distribute a rubric that outlines criteria for self-reflection, focusing on aspects like depth of insight, connection to cultural experiences, and clarity of expression.
  - Ask students to evaluate their journaling and participation in the Socratic seminar. They should score themselves and write a brief paragraph explaining their scores.
  - Encourage them to set one goal for further growth related to their identity and storytelling.

### **Elaborate (Closing Circle) - 10 minutes**

- Activity: Closing Circle
- Instructions:
  - Gather students in a circle. Each student will take turns sharing one word that captures their journey throughout the lesson or the learning experience as a whole.
  - Remind them to reflect on their identity and cultural connections when selecting their word.
  - After everyone has shared, discuss the power of language and how a single word can encapsulate complex ideas.

### Assessment:

- Participation in journaling, Socratic seminar, and self-assessment will inform the teacher's understanding of each student's growth and engagement.
- Review of self-assessment rubrics for completion and thoughtfulness in reflection.

### Extensions:

- Students could create a visual representation of their journey using art or digital media.
- Encourage students to explore a story from their culture and present it to the class, connecting it to the discussion on identity.

### Lesson Resources:

Day 1 Worksheet: Exploring Apache Oral Traditions

KWL Chart & Personal Reflection

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Part 1. KWL Chart – What Do I Know, Want to Know, and What I Learned



K – What I <i>Know</i> about oral traditions	W – What I <i>Want to Know</i> about Apache stories	L – What I <i>Learned</i> about Apache oral traditions
(List facts or beliefs you already have about storytelling or oral traditions. Example: “Stories are passed down by elders.”)	(What questions do you have? What are you curious about? Example: “Why are animals often in Apache stories?”)	(After the lesson, complete this column with new knowledge. Example: “Apache oral traditions teach lessons about nature and respect.”)

## Part 2. Turn & Talk Reflection

Direction: After our class story circle, talk with your partner about these questions. Then, write down a summary of what you discussed.

1. What stood out to you in today’s story?

---

---

---

---

---

---

2. What values or lessons did the story teach?

---

---

---

---

---

Part 3. Written Reflection Prompt (Optional)

“Describe a family story you’ve heard. How is it similar to or different from the Apache oral story we heard today?”

---

---

---

---

---

---

Day 2 Worksheet: Elements of Story in Indigenous Contexts

Part 1. Anchor Chart Group Work & Exit Ticket

Group Members: \_\_\_\_\_

Story Title: \_\_\_\_\_

Anchor Chart Creation

Direction: As a group, create an anchor chart analyzing the Indigenous story we read/listened to.

Anchor Chart Components	
1. Title of the Story:	

<p><b>2. Plot (What happened?):</b></p> <ul style="list-style-type: none"> <li>· Summarize the key events of the story.</li> </ul>	
<p><b>3. Characters:</b></p> <ul style="list-style-type: none"> <li>· Who are the main characters?</li> <li>· What traits or values do they represent?</li> </ul>	
<p><b>4. Setting:</b></p> <ul style="list-style-type: none"> <li>· Where and when does the story take place?</li> </ul>	
<p><b>5. Theme/Message:</b></p> <ul style="list-style-type: none"> <li>· What lesson or message does the story teach?</li> </ul>	
<p><b>6. Symbols or Cultural Elements:</b></p> <ul style="list-style-type: none"> <li>· Are there important objects, animals, or events that carry meaning?</li> </ul>	

**7. Visual Representation:**

- **Include drawings or symbols that represent the story's meaning and elements.**

Part 2. Individual Exit Ticket

1. What does this story mean to you?

---

---

---

2. What element stood out and why? (Character, theme, symbol, etc.)

---

---

---

Day 3 Worksheet: Reciprocal Teaching & Close Reading

Part 1. Reciprocal Teaching Roles

Direction: In your group, rotate the following roles as you read the selected Apache oral text. Use this worksheet to record your contributions.

Role	Notes from Your Turn	Notes from Peers' Turns
Summarizer – Briefly tell what happened in this part of the story.		
Questioner – Ask 1–2 questions to clarify or dig deeper.		
Clarifier – Explain unfamiliar ideas, words, or cultural references.		
Predictor – What do you think might happen next, and why?		

## Part 2. Graphic Organizer – Story Element Analysis

Direction: As a group, complete the chart below using evidence from the Apache text.

Story Element	Details from the Text	Textual Evidence (Quote/Page)
Plot		
Characters		
Setting		

Theme or Moral		
Cultural Significance		

### Part 3. Quote Reflection

· Direction: Choose a powerful quote from the text. Write it below and explain why it stood out to you.

Quote:

“ \_\_\_\_\_ ”

· Reflection (3–5 sentences):

Why does this quote matter? What does it reveal about the story, the culture, or yourself?

### Day 4: Worksheet: Building Bridges Through Interviews

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Part 1: Inquiry Planning – Who Will You Interview?

Think of someone in your family or community with a story to tell.

Interviewee's Name/Role: \_\_\_\_\_

Relationship to You: \_\_\_\_\_

Why did you choose this person?

---

---

---

---

---

## Part 2: Crafting Your Questions

Write at least 5 respectful, open-ended interview questions that could reveal personal or cultural stories.

Question #	Interview Question
1	
2	
3	
4	
5	

- Tips for Great Questions:
  - o Ask about memories, traditions, important people or events.
  - o Use “What,” “How,” and “Why” starters.
  - o Stay kind, curious, and open-minded.

### Part 3: Peer Review – Feedback on Your Questions

Exchange your questions with a classmate. Use the checklist below to provide feedback.

✓	Peer Review Checklist
	Do the questions show genuine curiosity?
	Are the questions open-ended (not yes/no)?
	Are they culturally respectful?
	Is there a natural flow or theme?
	Are spelling and grammar clear?

Feedback from Peer (Name): \_\_\_\_\_

One thing I liked:

\_\_\_\_\_

One suggestion: \_\_\_\_\_

### Part 4: Reflection Journal (Optional)

Write a short reflection on what you hope to learn from this interview and how you think it connects to the Apache oral story we heard earlier.

---

---

---

---

---

---

---



## Part 5: Interview Tips & Transcription Guidelines Handout (*For Digital Storytelling & Family Narratives*)

### Part 1: Crafting Strong Interview Questions

#### Types of Questions to Ask

#### **1. Background & Identity**

- Can you tell me about where you grew up?
- What is your full name, and is there a story behind it?
- Who were the most important people in your childhood?

#### **2. Culture & Traditions**

- What traditions did your family or community practice?
- Can you tell me a story about a holiday, dance, or ceremony you remember?
- What Apache teachings or values did your elders pass down to you?

#### **3. Daily Life & Memories**

- What was a normal day like for you growing up?
- Can you describe a time you felt proud or happy?
- What was your favorite food, and who made it?

#### **4. Stories & Wisdom**

- What's a story your parents or grandparents used to tell?
- Is there a lesson or advice you always carry with you?
- If you could pass on one story to future generations, what would it be?

#### Question Tips

- Avoid yes/no questions (e.g., instead of “Did you like school?” ask “What do you remember most about school?”)
- Be respectful and patient—let them think.
- Show gratitude: “Thank you for sharing that.”

#### Transcription Guidelines

Transcribing means turning audio or video interviews into written words. This helps preserve and honor oral stories accurately.

## Before You Start

- Listen to the full story once first.
- Choose a quiet place to listen and type.
- Use headphones and a slow-down playback option if needed.

## How to Transcribe

1. Type every word exactly as spoken.
  - Keep the speaker's natural rhythm.
  - Example:  
*"So, um, I remember the first time I made fry bread with my grandma..."*
2. Use punctuation for clarity, but don't correct grammar.
  - Add commas, periods, and question marks where they help reading.
  - Don't "fix" the speaker's words—respect their voice.
3. Use [brackets] for unclear or added notes.
  - *[laughs]*, *[inaudible]*, or *[grandfather speaks in Apache]*
4. Time-stamp if needed.
  - Every paragraph or speaker change: (00:03:15)
5. Speaker labels (optional for multi-person interviews)
  - Grandma: "When I was little, we lived near the mountains."

## Transcription Tips

- Save your work regularly.
- Read your transcript out loud to make sure it sounds natural.
- Ask permission before sharing someone's words publicly.

## Cultural Respect Reminder

- Oral stories are sacred. Always ask permission to record.
- Respect the speaker's words—do not change their meaning or voice.
- If the story is about Apache ceremony or belief, check with elders before sharing.

## Day 5 Worksheet: Transforming Tales – Scriptwriting from Oral Stories

Name: \_\_\_\_\_

Story Title: \_\_\_\_\_

### Part 1. Script Planning Guide:

1. Who are the main characters in your story?

---

---

---

2. What is the main message or theme?

---

---

---

3. Story Structure Planning:

Beginning (Introduce setting and characters)	Middle (Conflict or problem)	End (Resolution)

Dialogue Examples

Write 2 lines of dialogue from your script below:

- Character 1: \_\_\_\_\_
- Character 2: \_\_\_\_\_

Part 2. Reflection Journal Prompt

“What emotion or message do you want the audience to feel or understand from your story?”

---

---

---

### Part 3. Exit Ticket:

In one sentence, what is the theme of your story?

---

---

---

### Day 6 Worksheet: Visual Storytelling – Storyboarding

Name: \_\_\_\_\_

Story Title: \_\_\_\_\_

#### Part 1. Storyboard Planning Grid (Draw in boxes or use visuals)

Scene #	Description	Dialogue/Action	Sound/Audio Ideas
1			
2			
3			

#### Part 2. Peer Review Notes

Partner's Name: \_\_\_\_\_  
One thing I noticed: \_\_\_\_\_  
One thing I wonder: \_\_\_\_\_

## Day 7 Worksheet: Digital Storytelling – Crafting the Narrative

Name: \_\_\_\_\_  
Story Title: \_\_\_\_\_

### Part 1. Digital Story Self-Checklist

Check each box that applies to your digital story:

- ☐ My narration is clear and expressive.
- ☐ I used visuals and sounds to enhance my story.
- ☐ The story flows logically from beginning to end.
- ☐ I revised based on peer and teacher feedback.
- ☐ My digital story reflects cultural understanding.

### Part 2: Mini-Conference Notes

One thing I'm proud of:

---

---

---

One thing I'm still working on:

---

---

---

## Day 8 Worksheet: Collaborative Critique – “I Notice, I Wonder”

Name: \_\_\_\_\_  
Partner's Story Title: \_\_\_\_\_

### Part 1: Feedback Form

I Notice...

Write 2 things you noticed and liked about your peer's story.

1. \_\_\_\_\_
2. \_\_\_\_\_

I Wonder...

Ask 2 questions or give suggestions to help improve it.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Part 2: Revision Reflection

What did you change after receiving feedback?

---

---

---

What suggestion helped you most? Why?

---

---

---

## Day 9 Worksheet: Final Showcase – Story Presentations

Name: \_\_\_\_\_

### Part 1: Presentation Peer Review

Presenter's Name: \_\_\_\_\_

Story Title: \_\_\_\_\_

Glow (Something that worked well):

---

---

---

Grow (Something to improve):

---

---

---

## Part 2: Student Exit Reflection

1. What are you most proud of in your final story?

---

---

---

2. What did you learn from watching your classmates' stories?

---

---

---

3. Has your perspective on storytelling changed? How?

---

---

---

## Day 10 Worksheet: Reflecting on Our Stories – Identity and Growth

Name: \_\_\_\_\_

### Part 1: Silent Journal Reflection Prompt

“How has learning about storytelling, especially Apache oral tradition, helped you understand your own identity?”

---

---

---

---

---

---

### Part 2: Socratic Seminar Prep Notes

Theme: *How does storytelling shape identity?*

Write 2 thoughts or questions to share during our seminar:

1. \_\_\_\_\_
2. \_\_\_\_\_

### Part 3. Self-Assessment Rubric (Circle your level)

Criteria	1 (Not Yet)	2 (Developing)	3 (Proficient)	4 (Exceeds)
Depth of Insight	1	2	3	4
Clarity of Expression	1	2	3	4
Cultural Connection	1	2	3	4

## Part 4. Closing Reflection Paragraph

Use your rubric scores to write a short paragraph. What did you do well? What will you keep working on?

[illegible]



---

State Standards:

- CCSS.ELA-LITERACY.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text.
- CCSS.ELA-LITERACY.RL.8.3: Analyze how particular elements of a story or drama interact.
- CCSS.ELA-LITERACY.RL.8.7: Analyze how a modern work of fiction draws on themes, patterns, or character types from myths, traditional stories, or other literature.
- CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues.
- CCSS.ELA-LITERACY.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence.
- CCSS.ELA-LITERACY.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information.
- CCSS.ELA-LITERACY.W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- CCSS.ELA-LITERACY.W.8.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCSS.ELA-LITERACY.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- ISTE Standard for Students 1 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals.
- ISTE Standard for Students 6 – Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- ISTE Standard for Students 6a: Students choose the appropriate tools for meeting their needs when creating a digital story.

CRAIS Principles:

1. Relationality, Relationships, and Communities: This principle emphasizes the importance of strong relationships between educators, students, families, and the broader Indigenous community. It involves cultivating a sense of belonging, trust, and mutual respect, fostering a learning environment where students feel connected and supported.

2. Indigenous Knowledge Systems and Language: This principle recognizes and values Indigenous knowledge systems, languages, and cultural traditions. It encourages educators to integrate these elements into the curriculum, ensuring that students have opportunities to learn about and from their own cultures.

3. Sociopolitical Context and Concepts: This principle focuses on understanding the historical, social, and political contexts that impact Indigenous communities. It encourages educators to address issues of sovereignty, self-determination, and nationhood, empowering students to become critical thinkers and agents of change.

4. Representation of Indigenous Peoples: This principle emphasizes the accurate and respectful representation of Indigenous peoples, both historically and contemporarily. It encourages educators to avoid stereotypes and generalizations, promoting a nuanced and diverse understanding of Indigenous cultures.

5. Critical Understandings of Diversity: This principle promotes critical thinking about diversity, including race and ethnicity. It encourages educators to challenge dominant narratives and power structures, creating a learning environment where all students feel valued and respected.

## References

- Abdel-Hack, E. M., & Helwa, H. S. (2014). Using digital storytelling and weblogs instruction to enhance EFL narrative writing and critical thinking skills among EFL majors at faculty of education. *Educational Research*, 5(1), 8-41.
- Ally, M., & Prieto-Blázquez, J. (2014). What is the future of mobile learning in education? *International Journal of Educational Technology in Higher Education*, 11(1), 142-151.
- Archibald, J. (2008). *Indigenous storywork: Educating the heart, mind, body, and spirit*. UBC Press.
- Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. Purich Publishing.
- Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives: Choosing and using books for the classroom*, 6(3), ix–xi.
- Brayboy, B. M. J. (2005). Toward a tribal critical race theory in education. *The Urban Review*, 37(5), 425–446. <https://doi.org/10.1007/s11256-005-0018-y>
- Brayboy, B. M. J., & Castagno, A. E. (2009). Self-determination through self-education: Culturally responsive schooling for Indigenous students in the USA. *Teaching Education*, 20(1), 31–53. <https://doi.org/10.1080/10476210802681709>
- Cajete, G. (1994). *Look to the mountain: An ecology of Indigenous education*. Kivaki Press.
- Capp, M. J. (2017). The effectiveness of Universal Design for Learning: A meta-analysis of literature between 2011 and 2016. *International Journal of Inclusive Education*, 21(8), 791-807.
- Castagno, A.E., Joseph, D., & Dass, P.M. (2021). *Culturally responsive assessment of Indigenous schooling tools*. Flagstaff, AZ: Institute for Native-serving Educators.
- Chee, K. N., Yahaya, N., Ibrahim, N. H., & Hasan, M. K. (2017). Review of mobile learning trends 2010-2015: A meta-analysis. *Educational Technology & Society*, 20(2), 113-126.
- De Lima, J., Santos, D. A., & Soares, M. M. (2014). Augmented reality in education: A pedagogical review. *Procedia Computer Science*, 67, 719-728.
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work* (3rd ed.). Pearson.

- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911. <https://doi.org/10.1037/0003-066X.34.10.906>
- France, D. (2021). Mobile learning and geoscience fieldwork: Applications, opportunities and challenges. *Geoscience Communication*, 4(1), 101-112.
- Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice (3rd ed.). Teachers College Press.
- Gelsomini, M., Bianchini, C., & Di Matteo, B. (2016). Virtual reality and education: New trends in immersive learning. *Education Sciences & Society*, 7(1), 92-104.
- González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). Funds of knowledge: Theorizing practices in households, communities, and classrooms. Routledge.
- Hull, G., & Nelson, M. (2005). Locating the semiotic power of multimodality. *Written Communication*, 22(2), 224–261.
- Iseke, J. (2013). Spinning stories: Indigenous storytelling in curriculum. *Decolonization: Indigeneity, Education & Society*, 2(1), 25–36.
- Kovach, M. (2009). Indigenous methodologies: Characteristics, conversations, and contexts. University of Toronto Press.
- Kress, G. (2010). Multimodality: A social semiotic approach to contemporary communication. Routledge.
- Kumar, K. L., & Wideman, M. (2014). Accessible by design: Applying UDL principles in a first-year undergraduate course. *The Canadian Journal of Higher Education*, 44(1), 125-147.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.
- Lambert, J. (2013). Digital storytelling: Capturing lives, creating community (4th ed.). Routledge.
- Larmer, J., Mergendoller, J. R., & Boss, S. (2015). Setting the standard for project based learning: A proven approach to rigorous classroom instruction. ASCD.
- Lerman, L. (2003). Critical response process: A method for giving and getting feedback on dance, theatre, music, and other performance works. Liz Lerman Dance Exchange.
- Lomawaima, K. T., & McCarty, T. L. (2006). “To remain an Indian”: Lessons in democracy from a century of Native American education. Teachers College Press.

Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.

Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 1997(74), 5–12. <https://doi.org/10.1002/ace.7401>

Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132–141. <https://doi.org/10.1080/00405849209543534>

Molnar, G. (2018). The impact of gamification on student motivation and engagement. *Computers in Human Behavior*, 82, 219–227.

National Center for Education Statistics. (2024). NAEP reading report card: Grade 8. <https://nces.ed.gov>

Nazuk, A., Ahmed, S., & Butt, I. H. (2015). Impact of digital storytelling on student achievement and social interaction. *Journal of Educational Computing Research*, 52(1), 1–24.

Paris, D., & Alim, H. S. (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. Teachers College Press.

Rahiem, M. D. H. (2021). Storytelling in the time of COVID-19: A powerful tool for social-emotional learning. *International Journal of Education and Practice*, 9(1), 1–13.

Rao, K., & Meo, G. (2016). Using universal design for learning to design standards-based lessons. *SAGE Open*, 6(4).

Robin, B. R. (2016). The power of digital storytelling to support teaching and learning. *Digital Education Review*, 30, 17–29.

Rogers-Shaw, C., Carr-Chellman, D. J., & Choi, J. (2018). Universal design for learning: Guidelines for accessible online instruction. *Adult Learning*, 29(3), 118–129.

Rogers-Shaw, C., Carr-Chellman, D. J., & Choi, J. (2018). Universal design for learning: Guidelines for accessible online instruction. *Adult Learning*, 29(1), 20–31. <https://doi.org/10.1177/1045159517735530>

Sarica, H. C., & Usluel, Y. K. (2016). The effect of digital storytelling on visual memory and writing skills. *Educational Technology Research and Development*, 64(4)

Smith, L. T. (2012). Decolonizing methodologies: Research and Indigenous peoples (2nd ed.). Zed Books.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood Publishing.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70. [https://doi.org/10.1207/s15430421tip4102\\_2](https://doi.org/10.1207/s15430421tip4102_2)