

English Language Arts Curricula

Indigenous Land

Unit Overview:

This lesson is focused on Indigenous land. It exposes students to the history of Indigenous lands, invites them to research what Native lands they occupy, and lastly, it allows them to

explore the Quartz Valley Indian Reservation. The unit culminates with the making of an artifact that is representative of what land means to them.

Unit Lessons:

- Lesson #1: Landback Movement Vocabulary
- Lesson #2: Landback Video
- Lesson #3: Landback Movement: Making a Claim
- Lesson #4: The Land that You Live On
- Lesson #5: Quartz Valley Indian Reservation
- Lesson #6: QVIR Constitution and By-Laws
- Lesson #7: The Meaning of Land

Lesson #1: Landback Movement Vocabulary

Goals,
Objectives,
Assessment,
and Goals

Goal: Prior to watching the “Landback” video, have students complete the “Landback Movement: Vocabulary” worksheet.

Lesson Objective:

- Students will define new vocabulary words from a viewed text.
- Students will use new vocabulary words correctly in original sentences created by themselves.

Common Core Standards for 11th Grade:

- W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Required
Materials

Prior to Class: Print out [“Landback Movement: Vocabulary” Worksheet](#)

In-Class Lesson Breakdown

1. Pass out [“Landback Movement: Vocabulary”](#)
2. Review directions and each vocabulary word. Read the sentences under the “word” column one by one. After reading each sentence have students practice saying the bolded/underlined word.
3. OPTIONAL: Inform students about the parts of speech of each word
4. Invite students to use dictionaries (book/online) to write down the definitions of each
5. word independently.
6. Have students create a sentence using that word independently.
7. Feel free to review definitions and the sentences students created.

Lesson #2: Landback Video

Goals,
Objectives,
Assessment,
and Goals

Goal: Pass out the “Student Viewing Guide” and review the questions before watching the Landback Movement video.

Lesson Objective:

- Students will determine what a text states to make logical inferences from it.
- Students will cite specific textual evidence to support analysis of what is stated in a text.
- Students will evaluate information presented in diverse media.

Common Core Standards for 11th Grade:

- R1.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R1.11.7 Integrate and evaluate multiple sources of information presented in different media or formats.
- W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Required
Materials

Prior to Class:
Print out [“Student Viewing Guide” worksheet](#)

In-Class Lesson Breakdown

1. Pass out “Student Viewing Guide” worksheet and review the questions before watching the [Landback Movement Video](#).
2. Have students complete the [viewing guide](#) as actively watching the video.
3. OPTIONAL: You can watch the video twice. Once for pure enjoyment and a second time with the intent of having students complete the “Student Viewing Guide.”



Lesson #3: Landback Movement: Making a Claim

Goals, Objectives, Assessment, and Goals	<p><u>Goal:</u> Students will use the evidence collected from the “Student Viewing Guide” to make a claim in response to the essential question. This is an independent assignment with scaffolds put into place to help them structure their writing.</p> <p><u>Lesson Objective:</u></p> <ul style="list-style-type: none">● Students will cite specific textual evidence to support analysis of what is stated in a text.● Students will produce clear and coherent writing in response to an essential question. <p><u>Common Core Standards for 11th Grade:</u></p> <ul style="list-style-type: none">● R1.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.● R1.11.7 Integrate and evaluate multiple sources of information presented in different media or formats.● W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Required Materials	Prior to Class: Print out “Landback Movement: Making a Claim” worksheet
In-Class Lesson Breakdown	
<ol style="list-style-type: none">1. Have students take out their “Student Viewing Guide” worksheet.2. Pass out the “Landback Movement: Making a Claim” worksheet and have students answer the essential question.3. It would be helpful to pace students through the production of each sentence.4. Provide students with transition phrases for citing evidence, analysis, and conclusion.	

Lesson #4: The Land that You Live On

Goals, Objectives, Assessment, and Goals	<p><u>Goal:</u> Students will use an online website to discover indigenous land near them, using the following website: https://native-land.ca/</p> <p><u>Lesson Objective:</u></p> <ul style="list-style-type: none">● Students will discover what Native land they occupy.● Students will explore and learn to navigate a geographical website. <p><u>Common Core Standards for 11th Grade:</u></p> <ul style="list-style-type: none">● SL.11.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions.● W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Required Materials	Prior to Class: Print out “Getting to Know Native Land”
In-Class Lesson Breakdown	
<ol style="list-style-type: none">1. Have students visit the https://native-land.ca/ website. Have them explore the website on their own for 5 minutes.2. Then pass out the “Getting to Know Native Land” worksheet review what a land acknowledgement is.3. Have students explore native land that they currently occupy. If they don’t live on native land, invite students to choose one that is relatively close to their current location. Model what they should be doing by researching native land that is currently being occupied by your educational institution. Use this to model how to answer the questions on the worksheet. You will need to know the name of the native land your educational institution currently occupies to start the proceeding lesson.	

Lesson #5: Quartz Valley Indian Reservation

Goals,
Objectives,
Assessment,
and Goals

Goal: Students will learn more about a specific Indigenous tribe located in Northern California; the Quartz Valley Indian Community. Students will visit their website to learn a few things about the tribe which then leads to the analysis of their constitution and by-laws.

Lesson Objective:

- Students will explore and navigate a website to find certain information.
- Students will learn about the Quartz Valley Indian Community.

Common Core Standards for 11th Grade:

- SL.11.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions.
- W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Required
Materials

Prior to Class: Print out ["Website Scavenger Hunt" worksheet](#)

In-Class Lesson Breakdown

1. Start off today's lesson by giving a land acknowledgement to the native land that your educational institution is currently occupying (based off on lesson #5)
2. Have students explore the QVIR website for 5 minutes. Invite students to search through the various tabs.
3. Pass out the ["Website Scavenger Hunt" worksheet](#) and have students complete the worksheet by utilizing their website as a main resource.
4. Feel free to review their answers.

Lesson #6:QVIR Constitution and By-Laws

Goals,
Objectives,
Assessment,
and Goals

Goal: Students will read and analyze the Constitution and By-Laws of the Quartz Valley Indian Community. As students read the document, they will highlight information that helps answer the questions on the worksheet titled; "QVIR Constitution and By-Laws."

Lesson Objective:

- Students will annotate an official U.S document.
- Students will learn about the QVI Community and gain a better understanding regarding the politics of an Indigenous tribe.

Common Core Standards for 11th Grade:

- RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning.
- W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Required
Materials

Prior to Class: Print out [the Constitution and By-Laws of QVIR](#). Print our the "[QVIR Constitution and By-Laws](#)" Worksheet.

In-Class Lesson Breakdown

1. Start off today's lesson by giving a land acknowledgement to the native land that your educational institution is currently occupying (based off on lesson #5)
2. Print [the Constitution and By-Laws of QVIR](#).
3. Have students bring out highlighter and pass out the "[QVIR Constitution and By-Laws](#)" [Worksheet](#).
4. It is your choice how you wish to analyze the document with your students, either way have students complete the worksheet as they are reading and annotating the document.
5. Discuss their answers when done.

Lesson #7: The Meaning of Land

Goals,
Objectives,
Assessment,
and Goals

Goal: Students will be required to create an artifact that is representative of the learning they have done over the course of the last 6 lessons. The goal is to create a visual representation that is reflective of the larger question at hand; what does land mean to you..

Lesson Objective:

- Students will create an artifact that is representative of their learning.

Common Core Standards for 11th Grade:

- Dependent on student creations

Required
Materials

Prior to Class: Print out [“Creating Artifacts.”](#)

In-Class Lesson Breakdown

1. Pass out the flyer titled; [“Creating Artifacts.”](#) Please cut the flyer in half so that you can distribute it to your students.
2. Explain what an artifact is and the purpose for creating one.
3. Review examples of artifacts they can create in response to the essential question.
4. OPTIONAL: Create your own example artifacts and share with students for further inspiration.