



40 Years of Inspiring, Educating, Connecting.

**Technology Integration Workshop
2016**

Unit Title: Non-Fiction/Indigenous Authors *The Ojibwe in Minnesota* by Anton Treuer and other selected texts.

Grade Level: 10th

Subject Area: *English*

Duration/Length/Number of class periods: 10 Weeks

Description:

This unit is designed to introduce or build on students' understandings of the indigenous people in Minnesota. Students will also focus on reading non-fiction literature, with emphasis on main ideas and supporting details.

Established Goals (National, State, Local):

9.5.1.1

9.5.2.2

9.5.4.4

9.5.5.5

9.5.6.6

9.5.7.7

9.9.1.1

What **Enduring Understandings** are desired?

Respect for cultures will create positive personal and professional relationships.

What **Essential Questions** will be considered?

How is the author's opinion voiced?
 How were the Ojibwe affected by U.S. policies? (short term/long term)
 How did the Ojibwe affect U.S. policy?
 How did the Ojibwe affect U.S. geography?

Students will know / be able to:

- make inferences based on the text.
- cite evidence from the text to support inferences.
- determine a theme or central idea and analyze its development in detail.
- provide a summary objectively.
- determine the meaning of words and phrases including figurative and connotative.
- can analyze the impact of word choices on meaning and tone.
- analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs and larger portions of text
- determine an author's point of view or purpose.
- analyze how an author uses rhetoric to advance a point of view or purpose.
- analyze various accounts of a subject told in different mediums.
- can determine which details are emphasized.
- initiate and participate in collaborative discussions about texts including those by and about Minnesota American Indians effectively.
- come to discussion prepared, having read and researched material.
- draw on preparation by referring to evidence from texts and other research on the topic.
- work with peers to set rules for discussions and decision making.
- propel conversations by posing and responding to questions that relate the current discussion to broader themes
- actively incorporate others into discussion.
- respond to diverse perspectives, summarize points of agreement and disagreement thoughtfully.

<p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	Fo rm ati ve	Su m ma tiv e	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu dent Tec hnol ogy Use d	Teac her Tech nolog y Used	ISTE Stan dard s
--	---	---	--	----------------------------------	---	---	---

Weeks 1, 2: <i>Introduction to The Ojibwe in Minnesota</i> Introduction: Article review using <i>Docent</i> . Focus on contemporary Native American culture.	X		X		X	X	
Class Discussion: Real-Time class discussion using <i>Today's Meet</i> . Focus on general views of Native American culture using references from the article.	X			X	X	X	
Read introduction to: <i>Ojibwe in Minnesota</i> by Anton Treuer. Utilize <i>Adobe Spark</i> to create images aligned with text from the introduction.	X			X	X		
Interactive Lecture: Interactive lecture using <i>Pear Deck</i> . Focus on the life of Anton Treuer.	X		X	X	X	X	
Week 3: <i>Impact on Geography</i> Small group presentations: Presentations using <i>Adobe Spark</i> . Focus on Native American impact on geography.							
Weeks 4, 5, 6: <i>How were the Ojibwe affected by U.S. Policy? How did U.S. policy affect the Ojibwe?</i> Article Review: Review excerpts from David Adams' <i>Education for Extinction</i> using <i>Docent</i> .							
Collaborative Writing Project: Read assigned section of the book and use <i>Google Docs</i> to collaborate on a summary and analysis. Focus on the effects of U.S. policy on the Ojibwe and how the Ojibwe affected U.S. Policy.							
MPR Radio: Use iPads to listen to MPR story about White Earth Reservation ending blood quantum for tribal membership. Focus on how U.S. policies have affected the Ojibwe.							
MPR Article: Use <i>Docent</i> to review 'blood quantum' article. Focus on how U.S. policies have affected the Ojibwe.							
Weeks 7, 8, 9: <i>Identifying Author Bias</i> Interactive Lecture: Use <i>Pear Deck</i> to discuss how an analysis of an author's word choice can show bias.							

Materials, tools and resources

Docent Articles:

[White Earth Blood Quantum](#)

Unit Plan Author: Ben Offerman, Walker-Hackensack-Akeley High School

Additional credit given to TIW and BestPrep