

National Endowment for the Humanities Summer Institute  
 San José State University, 2022  
 Lesson Plan for Grades 7-9, ELA prepared by Kelsey Miller

**Goals**

This lesson is meant for the beginning of the school year when learning communities are forming. The first units in 9th grade Cree and Ojibwe language and English Language Arts classes focus on protocol for personal introductions and the analysis and production of personal narrative. Students will practice close reading of print and visual texts and multiple languages of personal significance. Students apply their knowledge from both classes in the partner performance at the end of the unit. Students will think critically about how identities move, grow and change.

<b>Learning Objectives</b>	<b>Activities</b>	<b>Assessment</b>
To build a learning community	Movement-based games and exercises	In-class participation
To practice languages of personal significance	Free writing Short lesson Small group practice	Scripting and rehearsal processes
To examine the intersection of social identities	Scripting with a partner Rehearsal Performance	Partner radio performance

**PART 1: COMMUNITY BUILDING**

Students discuss community agreements for learning space and participate in activities that demonstrate those commitments.

HW: Family survey/interview about how we approach introductions.

**PART 2: HOW DO I INTRODUCE MYSELF?**

Students report out on findings from conversations with family about introductions and discuss how they relate to their findings. Teachers discuss history and protocol for personal introductions using Cree, Ojibwe, and English languages and provide space for students to practice.

Discuss: The role of language in the formation of social identity

View: Introduction to [social identities video](#)

**PART 3: INTRODUCTION TO SOCIAL IDENTITIES**

After a discussion of the construct of and function of social identifiers and their

intersections, students think about which identities are significant in their experience.  
Writing: “Stories in a Stream” activity with three personal writing prompts with scripted statements: Year      Name      “I remember...”      “Because of this...”

#### **PART 4: CONNECTING TO EACH OTHER**

Class begins with a “three things” warm-up activity where students find and present three things in connection with multiple classmates. They then work to combine their personal statements with a partner’s statement to create a new storyline.

HW: Prepare for performance of script on final day of class.

HW: Family consent/media release signed after reviewing final script.

#### **PART 6: CONNECTING TO COMMUNITY**

Students perform and record their performances for local radio station, KHEW.

References:

“Methodology” from Ping Chong’s *Undesirable Elements* (New York: Theatre Communications Group, 2012).

Building the Beloved Community: A Life Practice by Puanani Burgess

Chippewa Cree Tribe Department of Education Curriculum

Ricco Villanueva Siasoco’s 2018 lesson plan for NEH curriculum